



THE ASSOCIATION OF TEACHING ENGLISH  
AS A FOREIGN LANGUAGE  
IN INDONESIA

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# The 62<sup>nd</sup> TEFLIN

## International Conference 2015

Denpasar, 14th - 16th September 2015

### PROCEEDINGS

*Teaching and Assessing L2 Learners  
in the 21st Century*

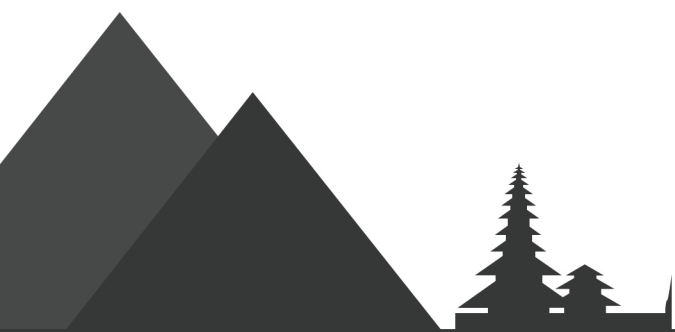


ENGLISH DEPARTMENT  
FACULTY OF LETTERS AND CULTURE  
IN COLLABORATION WITH  
POST GRADUATE STUDY PROGRAM UDAYANA UNIVERSITY

**BOOK 2**



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Plaza Kuningan  
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Jl. HR Rasuna Said  
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T: +62 21 521 3350  
[ialfjkt@ialf.edu](mailto:ialfjkt@ialf.edu)

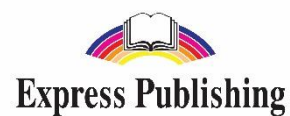
Surabaya  
Jl. Sumatera 49  
Surabaya 60281  
Indonesia  
T: +62 31 502 6400  
[ialfsby@ialf.edu](mailto:ialfsby@ialf.edu)

Bali  
Jl. Raya Sesetan 190  
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Bali 80223  
Indonesia  
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## FOREWORD

These proceedings are a collection of papers presented at the 62<sup>nd</sup> TEFLIN International Conference held in conjunction with the celebration of the 53<sup>rd</sup> *Dies Natalis* of Udayana University held in Sanur Paradise Hotel from 14<sup>th</sup> through 16<sup>th</sup> September 2015. The theme of this year's conference is *Teaching and Assessing L2 Learners in the 21<sup>st</sup> 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) 21<sup>st</sup> Century Language and Communication skills, (4) Assessment in Character Education, (5) Roles 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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# HOW EFFECTIVE IS ONLINE WRITING MEASUREMENT? A CASE STUDY OF USING PAPERRATER.COM TO MEASURE LEARNER'S ENGLISH WRITING AT BINUS UNIVERSITY JAKARTA.

**Wishnoebroto**

wishnoebroto@binus.edu

*Language Center BINUS University Jakarta*

**Kristianus Oktriono**

koktriono@binus.edu

*Language Center BINUS University Jakarta*

## **Abstract**

*PaperRater is an online document checker tool that analyzes any input files in real time. This includes grammar checking, spelling checking, proofreading online and also a possibility to detect plagiarism. BINUS University Language Center uses this website to measure some of student's work to reduce teacher's workload and also to give opportunity for students to get a comprehensive self-feedback. Although it seems accurate, there is a growing concern among teachers especially in the reliability of the grading system between the one applied in PaperRater and BINUS University system, which is using TOEFL IBT® standard. Analyzing and evaluation these tools is to improve accuracy can lead to elevate the skills of the learner and thus an increased the capability. The writing skills identified the area to be one of the most prominences. To arrive at a solution, statistical approaches are gauged as the tools analyzed. Significant changes will be incorporated into the test, which the research subject are test takers who were selectively chosen from students who have a Paper based TOEFL score with the range of 497 – 537 to cover a wider variation of results from different level of English competencies. This paper is based on a research to analyze the accuracy of both grading results using Qualitative Purposive test to examine the significance of those both measuring techniques.*

**Keywords:** *PaperRater, online grading, purposive test*

## **1 INTRODUCTION**

Technology in education allows for a vast variety of interactive techniques and content delivery methods to be used in course design and instruction. Whether the courses are in a traditional classroom or delivered via online setting, instructors now have more tools and options to interact and keep the class interesting than they used to. (Farwell, 2012).

Paperrater is an online proofreading application in the Internet that offers feature crucial to English learners especially writing skills. English learners at BINUS University have been using this application since 2014 to assist them on writing task such as essay in English.

The features offered to PaperRater user's are: spelling, grammar, word choice, style, vocabulary words, and grade. Users can customize these features based on their needs. In the menu, teachers can select the level of education of the author, type of paper submitted, turn on or off the plagiarism checker, and even the English dialect (American, British).

PaperRater's capability in detecting errors in spelling and grammar is almost identical with the capability of a word processor. Here, the software is matching the authors' work with their database. Whereas for other features such word choice, style, vocabulary words and grammar, I assume that the software is using the commonly known "web-crawler" feature. A web crawler is a program or automated script that browses the World Wide Web in a methodical, automated manner. (Science Daily, 2015). It is commonly used for website to learn about the most common words used in the Internet. It includes how often words are combined to make a sentence, how it collocates with another words, and how it should be applied in sentences. The software then matches the database with the learner's work to detect any inconsistency or sentence pattern. By using algorithms, it also measures its linguistic and structural characteristics to predict based on work previously uploaded in the web.

### **1.1 Applying PaperRater at BINUS University.**

BINUS University Language Center is a unit that is responsible to conduct and manage English courses for all students, staffs and employees. With student body of no less than 30,000 students, Language Center (LC) has to find a way to make teaching – learning process efficient and less time and energy consuming but without reducing its standard of quality. Since LC is using TOEFL IBT® for its grading standard, teachers are required to measure all skills including students writing.

Writing skills at BINUS University – especially for the non English Department students is focusing on college level academic writing. We conduct it through many activities such as in class exercise and take home assignments. For the take home assignment students are required to make a 200 -300-word essay (depend of the level) and send it in a digital version (normally in .docx or .pdf format). Since students have "freedom" to write at home without supervision, they can have the possibility to copy from the Internet. Here, PaperRater can help teachers to detect any possibility of cheating or other misconduct action such as plagiarism in student's work.

With all of these problem complexities, PaperRater offers a solution for teachers and administrators through its features. It can detect and measure important elements of any text documents. What users have to do is to paste their work in the space provided and let the application do the analysis. It only take few seconds and it will give a comprehensive result and feedback such as: number of grammar and spelling mistakes, word choice, style, level of vocabulary used in the text and even it can give grades for the paper submitted. Additionally, besides as an excellent proofreading application, PaperRater can also detect plagiarism in writing. The process of detection is by collecting, and matching data between the submitted documents and the existed data collected through the web (web crawler). The matched documents will be regarded as the "suspected" plagiarized and will be reported in the final evaluation of the documents.

With all of those features, Language Center BINUS University encourages English learners (students, teachers and staffs) to use this application. After using it for almost one year, we found that this software has given benefits, not only academic benefit but also psychological benefit to the users where students feel more confident before they submit their work to the teacher. The online proofreading made them feel that an "invisible" expert has looked and find their mistakes

For this research, the subjects are learners who are enrolled in the even semester of 2015. The sample is taken from 38 English learners who are enrolled in English Mastery Program. This controlled population is selected because it represents the characteristics of English learners at BINUS University. English Mastery is a special program designed for lecturers/instructors who are assigned to teach their courses in English. These learners have to follow 13 meetings consists of lecture, workshop and tutorials. The learning materials cover four skills: reading, listening, speaking and writing. Before the program started, all participants' English competencies were measured by using TOEFL IBT like pre test. TOEFL is 60 – 75 (PBT Scale: 497 – 537).

## **1.2 Research Questions**

The object of the research is to find how PaperRater can show learner's English writing competencies. Which is reflected through two main features of PaperRater: Vocabulary words and Style.

## **1.3 Review of Related Literature**

Online grading is a part of teachers and researchers long journey to have an automated grading. Hearst (2000) stated that since 1960s researcher has been trying to find a better way to grade student's paper and essay, especially for the national examination. Later in the nineties, experts found a way to integrate word processor's capability in finding spelling errors in a document with database in the Internet, which was quite new at that time. A Menlo Park, California-based William and Flora Hewlett Foundation, were in a quest to improve assessments related to the shift to the Common Core State Standards in English/language arts and math, which was based on the examination of essays written specifically for assessments. This project studied how a software can grade essays from a sample of 22,000 contributed by six states, using algorithms to measure linguistic and structural characteristics of each essay and to predict, based on essays previously submitted. And the result shows that the scores generated by the nine automated essay graders matched up with the human grades. Later on the late nineties, companies such as ETS developed Criterion<sup>®</sup>, a proofreading tools that can provide diagnostics and feedback not only grammar and spelling but also a more complex analysis on sentence structure using complex algorithms (Hearst, 2000).

This innovation creates a debate about how machine can replace human capabilities in grading essays. Quillen (2012) stated that despite all the advanced features of an automated online grading, teachers and administrators should be aware that it can not replace the human factors which is very subjective and personal. Some researchers were in doubt whether the automated essay grader can enhance students writing capability. They argue that a machine can provide a comprehensive assessment of an essay based on its grammar, mechanics, sentence structure and organization. There is no technology that has the capability of understanding of what the author is actually saying (Quillen, 2012). An online grader such as PaperRater is designed to be a support, so that a teacher can focus him - or herself completely on the creative sides of composing. PaperRater can also be used to promote collaborative learning.

## **2 METHODOLOGY**

The selected theory for revealing the phenomenon is by applying a qualitative purposive sampling. The purposive sampling technique is a type of non-probability sampling that is most effective when one needs to study a certain cultural domain with knowledgeable experts within. (Tongco, 2007)



The purposive sampling technique, also called judgment sampling, is the deliberate choice of an informant due to the qualities the informant possesses. It is a nonrandom technique that does not need underlying theories or a set number of informants. Simply put, the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience (Bernard 2002, Lewis & Sheppard 2006).

Purposive sampling can be used with both qualitative and quantitative research techniques. Although it is quite efficient and can be used with random probability sampling, this method requires researcher to get a good quality data. Therefore, the crucial point in the method is selecting a qualified, reliable and competence informant.

However, the major consideration of this method is whether or not to study the entire population, and if not, how to sample the population efficiently. How many people will be involved? What level of organization would be sampled—individual or community? What sampling technique should be used to assure the sample is representative and the data collected replicable, solid and relevant The researcher should decide if purposive sampling is the most suitable tool for the study. If so, the researcher is ready to seek out appropriate informants. Preparation is needed in that one must know about the culture before one samples the population in order to find knowledgeable and reliable informants most efficiently (Tongco, 2007).

### 3 ANALYSIS AND RESULT

This research is initiated based on a curiosity of how PaperRater can reflect student's English writing capabilities through the vocabulary used and style factor. These two factors were chosen because it measures beyond the grammar and sentence structure where normally a word processor's do in measuring an essay.

The following table shows the result of the 38 test takers. Besides Style and Vocabulary score, the table also shows: Grade, Score, and number of words of the essay submitted. Grade and score is the result of calculation made by PaperRater. Together with number of words are crucial elements to determine the validity of the text analysis conducted by PaperRater.

<b>N O</b>	<b>VOCABULARY SCORE (100%)</b>	<b>STYLE (100%)</b>	<b>GRADE by PaperRater®</b>	<b>SCORE</b>	<b>WORDS</b>
1	62	76	75	C	299
2	42	33	75	C	468
3	27	74	74	C	252
4	33	90	73	C	304
5	17	20	71	C	204
6	40	53	70	C	253
7	86	83	73	C	273
8	99	99	79	C	302
9	29	29	70	C	363
10	68	66	74	C	221
11	8	79	70	C	288
12	22	57	68	D	320
13	43	20	73	C	308
14	8	44	75	C	349

<b>N O</b>	<b>VOCABULARY SCORE (100%)</b>	<b>STYLE (100%)</b>	<b>GRADE by PaperRater®</b>	<b>SCO RE</b>	<b>WOR DS</b>
15	26	87	63	D	400
16	21	53	72	C	270
17	18	19	70	C	300
18	23	89	77	C	350
19	43	43	67	D	368
20	6	65	71	C	410
21	27	81	76	C	553
22	32	41	69	D	237
23	57	56	72	C	351
24	12	25	73	C	376
25	80	94	80	B	421
26	17	67	74	C	321
27	30	12	66	D	235
28	12	47	74	C	334
29	34	38	72	C	353
30	26	94	68	D	388
31	88	46	73	C	346
32	8	53	66	D	272
33	22	77	72	C	362

The Style Elements (Transitional Words Score) are based on quality of transitional phrases used within your paper. As mentioned in the note, one sign of an excellent writer is the use of transitional phrases, which contribute to the cohesiveness of a text and allow the sentences to flow smoothly. PaperRater calculates how many transitional phrases used in the text. However, it does not directly reflect learner's overall ability. From the table it can be seen that PaperRater can classify and determine the result based on the overall score of the test. And only one person can get B score. It has 80% of vocabulary score and 94% for the style factor.

The plagiarism feature designed to devise and prevent plagiarism. It is a multipurpose instrument to detect information to cope with authorship concern. The aim of this program is to assist the assessor in minimizing the impact of plagiarism on educational settings.

Spelling correction features beneficial indicator to edit, replace, or ignore suggested changes. In this example, the spelling suggestions depicted a good quality of writing.

Grammar suggestions features grammatical errors and ameliorative diction to edit, replace, or ignore suggested changes. In this example, the grammar suggestions indicated a good quality of writing.

The word choice delineates word-level clarity, obliterates wordiness, and eludes clichés. The test-takers quest for the words that best express the concept and select words that suit an academic audience.

From data it can be seen that using purposive sampling, it enables an initial perspective of the situation, and to acquaint and distinguish the needs of the groups.

ACAPS.org stated that it yields a sample where the included groups are selected according to specific characteristics that are considered to be important as related to a vulnerability. With such a sample, group differences can be compared and contrasted and a range of experiences can be summarized.

#### **4 CONCLUSIONS AND SUGGESTIONS**

From the analysis, it can be concluded that, PaperRater® can provide reliable grading result under these circumstances: it has to be in the form of an essay, and users have to select the college level in selecting the educational level. Apart from these factors, PaperRater® will give an accurate result based on the combination of these conditions: the vocabulary word has to be above 80% out of 100%. For Style factor, PaperRater® will give higher grade if users use above an intermediate level of grammar such as complex & compound sentences, various sentence lengths, correct punctuation and other elements. Other factors such as spelling and word choice also determine the final result. Especially for word choice, PaperRater® will rate higher if it detects more than 80% of the essay words is in the advanced level.

Surprisingly, PaperRater® does not regard essay length as the most determined factor. In many cases in the research it can be seen that PaperRater® still grades an essay even if it is less than 300 words. In many cases at Binus University, learners can get good mark even if their essay is 150 – 200 words. Another interesting finding is that PaperRater® will grade higher if there's no indication of plagiarism found in the essay. The power of PaperRater® in crawling over the worldwide web is also determining the final result of the online grading.

By considering at this finding, we would like to suggest that despite its accuracy, PaperRater® still depends on the human factor. Lecturers play an important role, especially in determining the grades. As a machine PaperRater® grades the essay without knowing what the students try to write. Although the report gives a comprehensive report, and it probably matches the grading standard applied in an institution such as at BINUS University, it is highly suggested to lecturers to read the essay again and give "second" opinion. In our opinion, high tech personal touch cannot be replaced by a machine such as PaperRater®.

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# THE USE OF CLASSROOM ASSESSMENT TECHNIQUES AND THEIR EFFECT ON STUDENTS' LEARNING MOTIVATION(A CASE STUDY OF SENIOR HIGH SCHOOL STUDENTS)

**Felicia Miranda Lekatompessy**  
felicialeka@yahoo.com

*Pattimura University Faculty of Teachers Training and Educational Science English  
Education Study Program  
Ambon*

## **ABSTRACT**

*The role of classroom assessment has been a critical issue to be discussed among educators for recent years. It is argued that classroom assessment should no longer be viewed as simply a tool to determine learning achievement. However, when the classroom assessment is properly designed and developed by using various assessment techniques, teachers can utilize this process to promote learning, particularly to enhance students' motivation. This study is an attempt to identify students' motivation when they were assessed by two assessment techniques, namely traditional paper-and-pencil test and presentation. Therefore, the Motivated Strategies for Learning Questionnaire (MSLQ) consisting of five motivational variables in terms of perceived task characteristics, perceived self-efficacy, mastery goal orientation, performance goal orientation and test anxiety, was employed as the primary research instrument, which was also supported by the qualitative data from structured interview. The statistical measurement of the t-test analysis showed that the use of two different assessment techniques did not give significant differences on students' learning motivation. It is recommended and highly suggested that the assessment process in classroom should be rearranged by promoting students' active involvement and autonomy in assessment process, as well as providing clear and detailed feedback on students' achievement.*

**Key words:** *assessment techniques, classroom assessment, motivation.*

## **1 INTRODUCTION**

Classroom assessment has important roles in language and teaching process. It does more than just measure learning achievement. In fact, if assessment is effectively utilized, the teacher can get more accurate information not only on students' achievement, but also improve students' motivation and success in learning (Stiggins, 2005).

Nevertheless, for at least three decades, teachers and program administrators have struggled to identify appropriate procedures to assess the knowledge of English Language Learning (ELL) students (O'Malley & Pierce, 1996, p.3). Some reformers call for

increased use of standardized tests, while others suggest the use of more authentic, alternative assessments. As O'Malley and Pierce argued that the increased interest in the use of more authentic assessment is based on two major issues, which are the current assessment procedures that do not assess the full range of essential students outcomes, and teachers' difficulty in using the information gained for instructional planning (1996, p.2).

In the 1980s and early decade of the 1990s, many educators shifted to focus on the format of the assessments that was basically derived from the dissatisfaction with standardized tests. This dissatisfaction that led to the use of alternative assessment was in line with some restrictions and weaknesses of the standardized test that seen to have a negative influence on progressive teaching, as well as arouse some negative psychological effects such as feeling of anxiety, cynicism, and mistrust, which also contributed to the decrease of students' motivation to learn.

The use of alternative assessment in assessing students' performance skills through the performance assessments (O'Malley and Pierce, 2003; Stefanou & Candice, 2003 & Brown, 2004) was claimed to be more motivating for students than the traditional form of tests, which was also supported by Meisels, Dorfman & Steele (1995) and Wiggins (1989). The consistency between the task that students performed with the course goals and curriculum made students to be more motivated to perform on this task, as opposed to a set of multiple-choice questions provided in written test (Brown, 2004, p.255).

Particularly in Indonesia, the classroom assessment has become one of the important components in schools curriculum (Sanjaya, 2008). In the curriculum, such as School Based Curriculum (SBC), teachers are given the authority to construct their own assessment. However, the assessment techniques that are used should not be relied on the "traditional" form of pencil-paper test only, but should be developed and combined also with the "alternative" techniques such as performance assessment, project, portfolio, observation and product assessment (Sanjaya, 2008; O'Malley & Pierce, 1996). The use of various assessment tools is in line with the idea of constructivist, which perceives assessment as to not only measure learners' cognitive competence by relying on the traditional paper-and-pencil test, but also include all aspects of learners' characteristics such as moral development, emotional, social and other individual aspects of the learners learning.

Among those assessment techniques as have been mentioned above, this present study only observed two kinds of assessment techniques, which were performance assessment in terms of presentation or oral reports and written paper-pencil test. This selection was due to some supportive evidence for the claims made regarding performance assessment in the classroom. Findings of the research conducted by Lee (1994) revealed that the college students had a tendency to use different learning strategies depending on the format of the tests to be taken; deep level processing strategies were associated with performance assessment, and surface level strategies were associated with traditional paper-and-pencil tests. Besides, some researchers (Wiggins, 1989; Meisels, Dorfman, & Steele, 1995 as mentioned in Stefanou & Parkes, 2003) have also claimed that

performance assessments will be more motivating for students than the other forms of assessment.

Therefore, this research tried to explore the claim for presentation as one of the examples of performance assessment in improving students' motivation compared to other assessment technique, in this case, the paper-and-pencil test as the traditional assessment technique used by many teachers in assessing their students' learning achievement. Specifically, the objective of this study was to identify whether there was a difference in students' learning motivation when they were assessed by using the two assessment techniques, written paper-and-pencil test and presentation.

## 2 METHOD

Combination between the quantitative and qualitative research in terms of *mixed-method design* was employed as the research design (Khan *et al*, 2008; Dornyei, 2001, p.243; Connole *et al*, 1993), which was intended to achieve a real portrait of the data collected from interview and questionnaire. The combination of using quantitative and qualitative approaches due to a consideration that an arrangement of qualitative and quantitative design might bring out the best of both approaches while neutralising the shortcomings and biases inherent in each paradigm (Dornyei, 2001, p.242; Khan *et al*, 2008; Connole *et al*, 1993).

The *Motivated Strategies for Learning Questionnaire* (MSLQ), as proposed by Pintrich *et al* (1991); Brookhart *et al* (2006), and Hancock (2007), was used as the primary research instrument in collecting the data about students' learning motivation when they were assessed by paper-and-pencil test and presentation. The MSLQ that consists of five motivational variables, *perceived task characteristics*, *perceived self-efficacy*, *mastery goal orientation*, *performance goal orientation*, and *test anxiety*, had been employed in several preceding studies to identify students' learning motivation that was related to the testing and classroom assessment (Harlen and Crick, 2003; Brookhart *et al*, 2006).

In collecting the data, 166 students from six classes in one senior high school in Bandung were asked to rate themselves on a five point Likert-scale from "Very true of me (*Sangat Sesuai*), True of me (*Sesuai*), Not sure (*Netral*), Not True of Me (*Tidak Sesuai*), and Not at all true of Me (*Sangat Tidak Sesuai*)". The scales were constructed by modifying items from the Motivated Strategies for Learning Questionnaire (Pintrich *et al*, 1991; Brookhart *et al*, 2006; Hancock, 2007).

As the supporting data, the structured-interview with twenty questions was also carried out to attain in-depth information and clarify the result gained from the questionnaire. There were twelve students participated on this interview session as the representation of all classes. The students were selected based on (a) teacher's recommendation on which students might be most willing to share their insights by considering their participation in class and their achievement, and (b) their willingness to be interviewed.

To analyze the data, the statistical measurement of the *t-test* analysis through the advanced help of *Software Statistical Product and Service Solution version 17 (SPSS 17)* was used to analyze the quantitative data from the questionnaire. This measurement was intended to identify whether there is a difference in students' motivation when they were assessed by test and presentation. However, measurement of the *t-test* could be performed just after accomplishing the requirement for testing the normality and homogeneity of the data. Further, the qualitative data from interview was analysed based

on the theories of classroom assessment and using assessment to motivate learning. All these data were described comprehensively in order to provide an inclusive analysis on the findings and conclusion toward the research problem.

### 3 FINDINGS AND DISCUSSION

#### 3.1 Statistical Measurement on Students' Learning Motivation

Normality analysis is essential in parametric statistic due to an assumption that data have to be normally distributed. In fact, the statistical measurement using SPSS version 17 revealed that the data of this study were normally distributed, in which it followed the normal distribution in the normal curve.

Furthermore, the test of variance homogeneity was also accomplished using the F test in *Levene's Test for Equality of Variances*, which assumed that variances of pencil-paper test and presentation data for each of five motivational scales were equivalent or homogenous (*equivalence variances assumed*). The analysis of F test using Levene's Test for Equality of Variances is summarized on Table 1 below:

**Table 1 Summary of the Levene's Test for Equality of Variances**

		Levene's Test for Equality of Variances	
		F	Sig.
Perceived Task Characteristics (PTC)	Equal variances assumed Equal variances not assumed	.291	.590
Perceived Self Efficacy (PSE)	Equal variances assumed Equal variances not assumed	1.367	.243
Mastery Goal Orientation (MGO)	Equal variances assumed Equal variances not assumed	.254	.615
Performance Goal Orientation (PGO)	Equal variances assumed Equal variances not assumed	2.213	.138
Test Anxiety (TA)	Equal variances assumed Equal variances not assumed	.009	.923

From the data on the table above, it was obvious that the significances or probability of those data were  $> 0.05$ . Consequently, it can be concluded that there was no difference of variances between the variables. In other words, the variance of the data was homogenous that allowed the analysis of variance homogeneity to be accomplished.

Since the data in this study were normally distributed and homogeneous, a test of significance (*t-test for equality of means*) to test the null hypotheses could be employed to see whether there was any significant difference in students' learning motivation when they were assessed by different assessment techniques, such as paper-and-pencil test and presentation.

The null hypothesis (H<sub>0</sub>) formulated for this present study is "There is no significant difference in students' learning motivation when they are assessed by the written paper-and-pencil test and presentation".

The following table (Table 2) summarizes the means and standard deviations between the written paper and pencil test and presentation:

**Table 2 Means and Standard Deviations of Written Paper Test and Presentation**

Variable	Assessment Techniques	N	Mean	Std. Deviation	Std. Error Mean
PTC	Presentation Test	166	3.5458	.54535	.04233
		166	3.6265	.58176	.04515
PSE	Presentation Test	166	3.5685	.53729	.04170
		166	3.5319	.49274	.03824
MGO	Presentation Test	166	3.5904	.55347	.04296
		166	3.7440	.53674	.04166
PGO	Presentation Test	166	3.4363	.49718	.03859
		166	3.5141	.43939	.03410
TA	Presentation Test	166	3.3072	.83967	.06517
		166	3.2259	.84128	.06530

Note: PTC = Perceived Task Characteristics; PSE = Perceived Self Efficacy; MGO = Mastery Goal Orientation; PGO = Performance Goal Orientation; TA = Test Anxiety. Means and standard deviations are based on maximum available sample size for each variable.

The findings on Table 2 above, showed that the mean for each motivational variables between presentation and test were not significantly different, which was also indicated obviously by the mean differences in the Table 3 below:

**Table 3 Summary of the t-test of Independent Samples**

	t-test for Equality of Means						
	T	df	Sig (2-tailed)	Mean Differences	Std. Error Differences	95% Confidence Interval of the Difference	
						Lower	Upper
PTC	-1.304	330	.193	-.08072	.06189	-.20247	.04103
PSE	.646	330	.519	.03655	.05658	-.07476	.14785
MGO	-2.567	330	.011	-.15361	.05984	-.27133	-.03590
PGO	-1.510	330	.132	-.07774	.05150	-.17905	.02357
TA	.882	330	.379	.08133	.09225	-.10015	.26281

Note: PTC = Perceived Task Characteristics; PSE = Perceived Self Efficacy; MGO = Mastery Goal Orientation; PGO = Performance Goal Orientation; TA = Test Anxiety.  
 \*T = t value; df = degree of freedom; Sig (2-tailed) = significance level of two tailed (p).



The data on Table 3 above has summarized the measurement on each motivational variable. The null hypothesis of the current study attempts to see the possible significant difference in students' learning motivation with regards to the use of two assessment techniques, test and presentation. The data revealed that the null hypothesis was accepted for the perceived task characteristics (PTC), perceived self-efficacy (PSE), performance goal orientation (PGO), and test anxiety (TA) with  $t = -1.304$ ;  $.646$ ;  $-1.510$ ; and  $.882$  respectively,  $df = 330$ ,  $p = .193$ ;  $.519$ ;  $.132$ ; and  $.379$  respectively. The  $p$  for all four motivational variables were  $p > .05$ , which means that there was no significant difference in students' motivation particularly on the perceived task characteristics, perceived self efficacy, performance goal orientation and test anxiety variables between the test and presentation. However, specifically for the mastery goal orientation variable, the significant differences were found with  $t = -2.567$ ;  $df = 330$ ; and  $p = .011$ , in which the  $p < .05$ . Nevertheless, since the data were considered normal and homogeneous, and the mean differences were not significantly different, hence it can be concluded that  $H_0$  for mastery goal orientation was also accepted, which indicated no significant difference in students' learning motivations when they were assessed by the written paper-and-pencil test and presentation.

### 3.2 Qualitative Data on Students' Learning Motivation

In order to support the quantitative analysis as have previously explained, the qualitative data from students' interview were elaborated in-depth to identify students' motivation when they were assessed by paper-and-pencil test and presentation. Students' motivation here were identified based on the five motivational variables, Perceived Task Characteristics (PTC), Perceived Self Efficacy (PSE), Mastery Goal Orientation (MGO), Performance Goal Orientation (PGO), and Test Anxiety (TA), as proposed by Pintrich *et al* (1991) and Brookhart *et al* (2006).

*Perceived Task Characteristics* or task value refers to the students' evaluation on how interesting, how important and how useful the task is (Pintrich, 1991). In relation to classroom assessment, the task characteristics deals with students' perception of the assessment task in terms of interest, importance and utility. While *Perceived Self Efficacy* deals with the students' perception about their ability to accomplish assessment task in paper-pencil test and presentation. Their perceptions were elaborated by considering their effort, performances, accomplishment and difficulties of the written test and presentation task. *Mastery and Performance Goal Orientation*, on the other hand, were important to identify the students' orientation in learning. This study also taken for granted the *test anxiety* as one of variables to identify students' learning motivation, specifically related to their emotional expression of worry or fear while attending the written test and presentation.

Based on the findings toward students' perception on the classroom assessment task using the specified assessment techniques (paper-and-pencil test and presentation), it was found that basically students perceived those two assessment techniques as good and effective. The use of presentation as one example of performance assessments was believed effective and beneficial to promote students' speaking skills and more motivating than the traditional test, as supported by King (2002), Meisels, Dorfman, & Steele (1995), and Wiggins (1989). Nevertheless, the way of arranging or implementing the presentation as the teacher conducted in this study seemed to decrease the possible

effect of presentation as one of the motivating and effective assessment technique in classroom assessment.

The findings regarding the perceived self-efficacy aspect revealed that the students also perceived differently toward the difficulties of each assessment technique. They agreed that each assessment technique has its own difficulties. The technique of presentation, for example, was considered difficult since it obliged the students to speak in front of the public and encountered with unexpected questions that had to be answered spontaneously (King, 2002). Besides, because the presentation should be conducted in-group, then the students got difficulties in fixing out the time to discuss in groups. For some students, on the other hand, they also perceived that presentation session is rather easier than the written test. In this case, they felt more relax in presenting the material since they can develop the content based on their own understanding. Nevertheless, some other students also considered paper-and-pencil test as the most difficult technique compared to presentation. It was difficult since the material was more complicated that forced them to prepare and learn well before attended the test.

Moreover, since there was no specific feedback provided by the teacher on the students' learning result, then they have to be more active in making initiative to ask the teacher directly toward the mistakes they made on test or presentation. The teacher here did not provide the specific and detailed feedback in the written form for each student, but usually provided aloud in general. The reason behind the teacher's action was because of the time constrain. This time constrains was contradicted to the basic principle of assessment about the efficiency and feasibility of the assessment, as mentioned by McMillan (2000, p.4). It was a fact that teachers have to face with the limited time in conducting classroom assessment. However, an immediate, timely, clear and helpful feedback has to greatly stressed, which enables the students to take the information of their learning progress (Rieg, 2007. p.221).

Regarding the mastery and performance goal orientation, the findings on perceived self-efficacy toward difficulty in facing the assessment activity may also influence the students' learning orientation. This can be seen obviously in the mastery goal orientation aspect, in which students spent extra time and effort to prepare for the test more than the preparation for attending the presentation. This was drawn by the fact that the test material was more difficult than the presentation's.

Considering the difficulty that students encountered during the test, the use of effective learning strategies by consulting other classmates and the teacher revealed the students effort to focus on learning and understanding the content being taught (Cole and Chan, 1994). Besides, the absence of the detailed clear feedback provided on their test result imposed the students to be more active in taking initiative to ask for the clarification and explanation toward mistakes they made on the test, as was revealed on their following answers:

*"There was no explanation about our mistakes on the test. The teacher only gave circle or marked the mistakes, and we have to ask her directly for the clarification".*

*"It was impossible for the teacher to give comment on each student's work. She only marked the mistakes, and we usually cross checked with others' work".*

These conditions might be the reasons for the significant differences on students' mastery goal orientation, in which the test mean was higher than the mean of presentation.

In addition, the reasons behind the students' effort and performance in learning was in line with the idea mentioned that students are motivated to do well in examinations for many reasons (Olatoye, 2009, p.195). The reasons for doing examinations may be to master the subjects (mastery goal orientation), to perform well and get good grades (performance goal orientation) or to rank well among peers and to impress others (social goal orientation). Furthermore, the willingness to achieve good marks for continuing their study, an attempt to make the parents proud of them, consideration of English as an international language needed for the future life, and for the sake of personal achievement were all the indications that the external and internal factors played an important role in students' learning and have affected their desires to give a better performance in their learning (Slavin, 1994).

Although students had the willingness to give the best performance on test and presentation, sometimes they also felt nervous and frightened in facing those assessment, as also obvious from the answers below:

*"I got worried when the test began, since I was afraid of being failed to remember all the material that I have been learnt".*

The anxiety, in addition, also occurred at the presentation session. The students were mostly nervous because they had to face with many people in front of the class. Besides, they were also being afraid of unable to cope with the questions delivered by the audiences and unspeakable to present what they have prepared before. This feeling of fear was admitted to occur only at the early stage before starting the presentation and they would be calmed down immediately when the presentation had been started.

Briefly stated, the feeling of anxiety to the test and presentation as students experienced in this study made them worried of forgetting the material that they have learnt before. However, this kind of feeling can be reduced by encouraging the students and providing promise of rewards if they will calm down and do well in the test (Olatoye, 2009). The kind of promises as the teacher gave by providing flexible scoring system helped students a lot to reduce their anxiety in facing the test.

#### **4 CONCLUSION AND SUGGESTIONS**

Based on the analysis of the findings, it can be concluded that there was no significant difference found in students' motivation to learn, neither when they were assessed by the written paper-and-pencil test nor presentation. In fact, students actually perceived those assessment techniques that the teacher used as effective and useful. However, the way of arranging and implementing the classroom assessment has actually impeded the students' motivation to involve and participate actively in the assessment process. Therefore, it is recommended and highly suggested that the assessment process in classroom should be rearranged by promoting students' active involvement and autonomy in assessment process, as well as providing clear and detailed feedback on students' achievement.

However, since this research was merely focusing on students' point of view in assessment process, hence, further research needs to be carried out by involving teachers or practitioners in evaluating the assessment process.

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# THE EFFECTIVENESS OF ORAL LITERATURE-BASED INSTRUCTION ON STUDENTS' SPEAKING ABILITY

**Syawal, S. Pd., M. Pd.**  
awal.umpar@gmail.com

**Dr. Amaluddin, M. Hum.**  
amaluddin1965@yahoo.co.id

*Faculty of Teachers Training and Education University of Muhammadiyah Parepare,  
Indonesia*

## **Abstract**

*This study examined the effectiveness of oral literature-based instruction on students' speaking ability. Oral literature-based instruction is a learning strategy which focused in using oral literature as teaching media as well as learning material. This study was conducted at the Department of English Education, Faculty of Teachers Training and Education, University of Muhammadiyah Parepare in 2014/2015 utilizing a pre-test and post-test design, involving the second semester students as the subjects. The samples were determined based on simple random sampling in which every individual in the population had an equal chance to be chosen as a sample. The results of the post-test indicated that the students who were treated with oral literature-based instruction had better achievement than those joining a conventional instruction. It is proved by the data of Experimental class where there is significant difference between the mean score of pre-test (65.85) and mean score of post-test (80.59). Besides, the result of t-test calculation shows that the t-test value (5.76) is higher than t-table value (2.052) at level of significance 0.05. Moreover, in control class, there is also significant difference between the mean score of pre-test (66) and mean score of post-test (71.30). In addition, the result of t-test calculation shows that t-test value (5.76) is higher than t-table value (2.052) at level of significance 0.05. It could be concluded that the speaking achievement of the experimental group was better than that obtained by the control group. Accordingly the null hypothesis was rejected and the alternative hypothesis was accepted. This concluded that there was a significant difference between the students' speaking achievement treated by oral literature-based instruction and those treated based on conventional instruction.*

**Keywords:** *oral literature-based instruction, conventional way, speaking skill*

## **1 INTRODUCTION**

Literacy skill is an ability to tell a narration existed in society. According to Piscayanti and Wedhanti (2012) Literacy skill is reading and writing ability which has been extended to be meaningful recognition towards civil society and participate in it. Winch

et.al (2006) said that in a very rigorous global rivalry nowadays, people must fully participate into the development of global society and gives positive contribution into development era. Global societies in their social life ought to implant think locally but act globally. In reality of social arrangement evolved these days, Indonesian are seized by apathetic attitude and bring up global consumerism attitude which compel them to be enthusiast of global product that is inverted to the local wisdom. It is really having an effect on the social life.

International-based school becomes a target for parents as a place for their children to study in order that their children can compete in a global world competition. Conscious or not, instruction material about local wisdom such as fables, myth, and fairy tale treated unfair even sidelined. Literacy skill, culture possessions which reflect the characteristics of local society, is regarded as a second instruction material. This condition is very fearful because the fairy tale as a part of literacy skill is a social life reflection owner of culture. Setiawan (2010) said that myth, fable, legend, and tale are kinds of literacy skill in form of prose. Piscayanti and Wedhanti (2012) state that through literature, human get ruminations go towards the better life. Literature is a barometer of existence, prosperity, and intelligence of a community. Only through culture, people are able to recognize their forefather. The minority culture in sociable life is not freed from lack of literacy skill which is bequeathed by all forefathers in the past. Accustom to the student know more about literacy skill early is a preventive way in order that they do not forget the heritage of their forefather. In short, while activities of the life still go on as long as literacy skill will always appear as explicit illustration of life agent because, literature and life are one of entity of causality law.

Up to now, tens even hundreds experts have did several investigations and researches either about relationship or effect of literature toward the language development. Derive from development of children or adult, so the learning motivation through media or approach which is done in instruction either in formal school or in informal. Like a research did by Kim (2009) showed that the power of local-based instruction laid in the strength of the story. According to him, the story acts as an integral world. Mode of constructive and imaginative story can excite the sense of knowing of the students. Besides that, level of sense of anxious is also very motivating them to guess the end of the story that they read. A gap between general subject and literacy skill instruction can force the young generation loss their self identity and chance to participate in society universally all at once. Therefore, literacy skill based on oral-language needs to be implanted early as a form of condolence toward the literature development concurrently as attempts to make local-based innovation in education especially in English instruction.

Oral literature-based is a learning strategy which focused on oral literature-based use as an instructional media and material in form of students-centered. Oral literature-based instruction is not apart from teaching and learning process in general. Children speaking ability is very affected by the input that they received. Tradition of children who always heard fairytale is a kind of introducing literature although the story is from another place apart from theirs. Piscayanti and Wedhanti (2012) state that introduction of oral local-literature will affect the students' language ability. At least, the children who always hear a story will become effective listener and storyteller. As an effective storyteller, they will also become a reliable informant. Piscayanti and Wedhanti (2012) added that the students who are taught through literature-based instruction showed better achievement of writing narrative than those who are not taught through literature-based instruction. According to them, the distinction can be caused by some factors that affect

the success of literature-based instruction. First, the role of facilitator. Second, the role of instructional material. Third, the students' activeness in the classroom.

In literature-based instruction, language and literature are the two things that cannot be separated. Language as communication tool has a function as tools of expressing idea, soul and message of the writer to the society. Besides that, language also has a function as tools of transferring knowledge. In teaching and learning process, transferring knowledge process is emphasized in activity of transferring knowledge based on their knowledge toward many kinds of oral literature that they found around them, either those literatures that they hear directly from their parents or from their sociality. Then, oral literature as tools of gathering ancient information can become a media for the students to get new knowledge. This new knowledge is believed can become inspiration for the students to improve their ability in developing inspiration based on its sensitivity toward oral literature that they have got.

According Sorensen and Lehman (1995), literacy is a unique literature which gives fascinating imagination to the students. The students will be urged to know interested imagination through the unique stories which include particular message through scenic language. As Sorensen and Lehman argument that oral literacy offers scenic values which is suitable with Delightful-Effective-Creative-Innovative-Active (PAIKEM) teaching method (KBK). Therefore, it can be believed that oral literature-based learning have a positive influence toward monotonous teaching and learning process and can enrich the students' knowledge.

Based on the explanation above, this research is aimed to show clearly whether there is a significant influence of the oral literature-based learning or not toward the speaking ability of the second semester students, English education department, faculty of teacher training and education of University of Muhammadiyah Parepare. It is especially about their ability in telling story in English.

## 2 METHOD

The population of the research is the second semester students at English Education Program, Faculty of Teacher Training and Education, University of Muhammadiyah Parepare academic year 2014/2015. The sample is drawn through cluster random sampling where the whole cluster has the same chance to be elected randomly and to get two classes as the research sample. The two samples will be random again to determine the experimental and control class. Experimental class is a class which is treated through oral literature-based instruction like folklore, while the control class is a class which is treated through conventional learning method. Conventional learning method here is a lecturer-centered not student-centered. The Objective of the research is to see the influence of oral literature-based instruction toward the speaking ability using local folklore in English. The following table shows the steps of oral literacy-based and conventional learning:

No	Oral literature-based learning	No	Conventional learning
1	Pre-speaking Identifying folklore from the students' district The students determine the title of folklore to be told	1	Pre-speaking The lecturer gives the speaking theme to the students; e.g. technology, economy or politic The students determine the title of the story to be told
2	While-speaking	2	While-speaking



	The students begin to speak		The students begin to speak
3	Post-speaking The lecturer scores the students	3	Post-speaking The lecturer scores the students

There are two variables involves in this research; they are independent variable and dependent variable. Independent variable is oral literature-based instruction while the dependent variable is the English speaking ability of the students. The research applies pre-test and post-test design. The design is chosen because the research is aimed to compare the result of the students before and after being given treatment.

This research used two kinds of instrument namely:

1. Instrument of learning process includes scenario that is done during the learning process and learning material used.
2. Instrument of collecting data includes speaking test that is tested before and after the teaching and learning process.

Regarding to the data calculation, primary data is the data of the students' speaking after giving treatment that is post-test result. The data will be analyzed through two ways namely descriptive statistic analysis and t-test analysis. Descriptive statistic analysis is used to find mean score, mode, median, variance and range while t-test is used to test hypothesis. The aim is to decide whether there is significant difference between oral literature-based instruction and conventional instruction after the second semester students of English Education Program academic year 2014/2015 being given treatment. To simplify the t-test analysis, the data is tested first by finding the mean score and standard deviation.

### 3 FINDINGS AND DISCUSSIONS

Descriptive statistical analysis shows that the mean score of experimental group is lower than the control group in pre-test. The control group got 66 while the experimental group got 65.85. Then, the mean score of experimental group is higher in post-test than control group. The experimental group got 80.59 while the control group got 71.30. Regarded to standard deviation, it is found that 8.84 for experimental group and 7.42 for control group in pre-test; in post-test, it is found that the standard deviation for experimental group is 7.38 and 5.40 for control group. The result of t-test also shows that t-test value is lower than t-table value in pre-test while in post-test, it is found that t-test value is higher than t-table value that is 5.76 and 1.671. Look at the following table for complete explanation:

*Table 2. The Result of Descriptive Statistical Analysis*

Class	Mean Score		Standard Deviation		t-test		t-table	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Experimental	65.85	80.59	8.84	7.38	-0.24	5.76	1.671	1.671
Control	66	71.30	7.42	5.40				

Alternative hypothesis (Ha) sounds "there is significant difference between the speaking ability of the students who are taught through oral literature-based instruction and the students who are taught through conventional method" is accepted.



## Discussion

Based on data analysis above, the researcher concludes that the group that treated through oral literature-based learning is better than the group that is treated through conventional method. Then, observation result to the process of oral literature-based learning proceed dynamic and creatively. Both lecturer and students have the same portion in teaching and learning process. The lecturing process is focused on student-centered learning therefore the students are very active and interactive in lecturing process. Based on the observation result, it is found that through oral literature-based instruction, the students are given adequate chance to explore and express their own ideas without changing the actual plot of the story in order that they do not felt under pressure while speaking. This indicates that oral literature-based instruction is a concrete and meaningful learning strategy. It is called concrete and meaningful because the students are involved actively in learning process. The students are actively response the story that is told by their friend alternately while the others propose or answer a question that is given by the lecturer or their friends. Besides that, they are also having enough self confidence in constructing and discussing the moral messages in the oral literacy.

Regarding to the previous data, it can be said that oral literature-based instruction is better than conventional method to improve the students speaking skill because through oral literature-based instruction, the students are able to stimulate important skill in speaking process that is ability in reconstructing imaginative story becomes easier to be understood. Certainly, this condition can improve the students' self confidence because of the novelty of each story that originate from different culture and environment, they have different potency and story with the others. Through oral literature-based instruction, the students are able to express uniqueness and introduce one of their culture to the other students which are come from different place. Speaking is a process of transferring knowledge which is originate from oneself, expressing emotion, experience, thinking and self imagination in order that the speaking ability is not only as an activity to improve speaking ability especially in English but also as activity to improve emotion, imagination and critical ability. Through direct learning, speaking becomes delightful and meaningful for the students. It is caused by the good speaking process which fulfill substances of social moral is not easy, therefore, the speaking ability can be called meaningful if it is able to be understood by the others and does not cause misunderstanding in it. In oral literature-based instruction, before the oral literacy is told, a story should be identified in two steps. First, identifying the chronology of the story, and the second, identifying the moral message in the story. Therefore, the moral message and the aim of the story are still clear even though it conveys in different language. The identification of the story certainly need more time. The two steps need some meetings. Identification process is carried out based on peer assessment and consultation to the lecturer. The identification has a high influence toward the quality of the story and the students' speaking proficiency because the students will know their weakness in speaking especially about grammatical then corrects their mistakes. After that, as well as in writing, in speaking also needs editing steps. Editing is carried out to correct the mistakes that is done while speaking. This steps are individual activity by paying attention to performance and grammatical error which appear when speaking based on information from other students or lecturer. The step will directly affect the students individually because it is able to evoke self-rule and self confidence in handling their weakness in speaking.

Suliyanti (2012) in her research found that the implementation of opera model in teaching story telling with multicultural context improve the students speaking ability and mastery. Students' speaking ability was satisfying enough after giving treatment. It was

shown from the score of students' ability that fulfill the minimum standard criteria. In this research, based on observation result, incrementally activity in writing which began from facile discussion about material of local story, speaking assessment with colleague, and then speaks independently has developed separate motivation to tell the story.

The research by Ampera (2011) found that literacy-based learning by using fairy tale can improve the students' awareness about the story or event and plot. It develops an ability to compose cause and effect of an event and gives the chance to the students to analyze events around them. Telling story is able to prod verbal proficiency and linguistic intelligence of the students. A story is not only motivates the students to listen the story but also glad to tell the story. The students study how to do dialogue and tell a story.

Based on the previous research result, this research also shows that oral literature-based instruction can improve the students' speaking ability. On the basis of the observation result, it is found that teaching and learning process in the classroom shows that the students who have low motivation to speak become more motivated because oral literature-based instruction stimulates the students' emotion and imagination. Moreover, narrative is very personal in order that the students are freer to explore their expression and imagination. Delightful learning makes the students more confidence and motivated to speak or telling story.

Conventional learning method precisely shows contradictive result. It proved cannot improve the students' speaking ability. Conventional learning method does not give the students chance to speak more creatively. The static learning process and only using topic based cause the students' creativity difficult to be developed maximally. In fact, in speaking, it needs to be given comfort situation to explore their creative ideas. Moreover, lack of self-confidence needs motivation from lecturer, friends, and conduives learning environment. Conventional learning method is not able to give these therefore, oral literacy-based is best alternative to improve the students' speaking ability because it is proved that it can create a good learning atmosphere.

Topic-based conventional learning strategy less meaningful because learning atmosphere is insufficient in motivating a students to be unique and creative. Moreover, speaking class tend to be separated from listening, reading and writing. Actually, language learning should be carried out integrative because the four language skill is simultaneous. Listening and speaking can be separated because meaningful listening is a first step before beginning to speak or telling story.

#### **4 CONCLUSION AND SUGGESTIONS**

Based on data analysis, it is concluded that the students who were taught through Oral literature-based instruction had a good achievement in telling story rather than those who were not taught through Oral literature-based instruction. The differences were caused by some factors which influenced the success of oral literature-based instruction. First, it is facilitator effect. Second, it is teaching material. Third, it is student activeness. Here, facilitator effect was very important because he was a core motivator because he played a very important role in the classroom. Teaching materials is also very important as a stimulator to recognize oral literature deeply as their own local culture. The third effect was students' activeness in the classroom. Through constructivism learning concept, Oral literature-based instruction is able to improve the students' motivation to talk.

Based on this research, some suggestions are proposed to be consideration as follows; Firstly, learning through oral literature-based instruction is very important to be applied in teaching language because it had been proved that it can improve learning outcomes which emphasized on speaking skill. Second, students with low motivation in

speaking can be treated through oral literature-based instruction because it can motivate students to talk relax but meaningful. Third, researcher who engrossed in oral literature-based instruction could enlarge the research's scope e.g. doing research in four different skills (listening, speaking, reading, and writing) integrative and its effect to the students' learning outcomes.

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# **EFL TEACHERS' PRACTICE OF AUTHENTIC READING ASSESSMENT(A STUDY AT VOCATIONAL HIGH SCHOOL IN CENTRAL JAKARTA)**

**Siti Nadya Villaransi**  
115488.sitinadya@gmail.com

*Universitas Negeri Jakarta*  
Jl. Rawamangun Muka, Jakarta Timur, DKI Jakarta 13220

## ***Abstract***

*Assessment is one of the most important components in teaching and learning. Although it plays an important role in teaching and learning process, assessment remains a problem for teachers that have to be dealt with. In addition, Indonesia Ministry of Education proposes authentic assessment as a way to assess students' progress and achievement. One of the students' achievements includes their reading skill. This study aimed at investigating EFL teachers' practice of authentic reading assessment. To reach this purpose of the study, thirty EFL teachers from ten vocational schools in Central Jakarta participated as respondents to seek the answers to the following questions: What reading assessment practices do Vocational School EFL Teachers in Central Jakarta employ in their classrooms? What purpose(s) do their classroom reading assessment practices serve? What assessment method do they choose to serve their classroom reading assessment purpose? What assessment techniques do they choose to serve their classroom reading assessment purpose? The result revealed that 73% of teachers use authentic reading assessment. The purpose of authentic reading assessment showed that 86% is to monitor students' progress of learning, 78% is to measure students' comprehension of complex tasks in contextualized settings, and 84% is to derive students' reading behavior. The most used method is the process oriented method with the percentage of 88%, while, the product oriented method is 76%. The most used techniques employed by teachers to serve authentic reading assessment purpose are literature discussion groups with 88%, text with comprehension questions with 80%, and interview with 75%. The least techniques used are checklist with 56%, retelling with 58%, journals with 59%, and reciprocal teaching and cloze with 62%. The finding of this study is expected to enlighten other EFL teachers in the practice of authentic reading assessment.*

***Keywords: Teachers' practices, Authentic Assessment, Reading Assessment***

## **1 INTRODUCTION**

Assessment is one of the important components and an integral part of instruction in teaching and learning as it reflects students' progress and achievement. Assessment is an important aspect in learning process as the most valuable source of information about

what is happening in learning environment (Harris and McCann, 1994:2; Gulikers, Bastiaens, & Kirschner, 2006). However, in reality, assessment becomes a problem in teaching world that has to be dealt with by teachers as it is the most challenging and the most frequent complaint derived from teachers (Prawitasari, 2014). Despite the fact that assessment and testing are two different terms, assessment is seen as synonymous with testing and something that happens after the learning process rather than during the learning process (Harris & McCann, 1994:2). Brown (2004:3) defined testing as a method of measuring a person's ability, knowledge, or performance that requires performance from the test taker, while, assessment is an ongoing process that covers a much wider domain. There are two methods of assessment based on the time of implementation of assessment. Assessment commonly implemented in the end of the learning process is called *summative assessment*. It aims at measuring or summarizing what students have accomplished in learning and typically happens at the end of a course or unit of instruction (Brown, 2004:6). In Indonesia, summative assessment has been performed as a standard of measuring students' progress and achievement. *Formative assessment* occurs during instruction or throughout a course (Airasian & Russell, 2001; Anderson, 2003; Harris & McCann, 1994; Shermis & DiVesta, 2011). Brown (2004:6) stated that formative assessment evaluates students' competencies and skills in the process of their learning with the goal of helping them continue growing that process.

Nevertheless, Indonesian Ministry of Education suggests another ways of assessing students' learning. One of the ways is *authentic assessment*. Authentic assessment is derived from alternative assessment in which it shifted from traditional assessment (O'Malley & Pierce, 1996:1; Kerka, 1996). Before the existence of alternative assessment, educators used traditional assessment which used multiple choice tests as a primary measure of student achievement and then sought assessment that had more resemblance in instructional activities in classroom (O'Malley & Pierce, 1996). Hence, the word '*authentic*' emerged from this alternative assessment as it represents classroom and real – life settings. Authentic assessment includes the realistic dimensions, students' involvement, and multiple components for scoring (Frey, 2013:206). The more authentic an assessment is the more positive influence on learning and motivation students can get (Gulikers, Bastiaens, & Kirschner, 2004).

It has been mentioned that the best assessment is realistic which means related with the world context (Frey, Schmitt, & Allen, Defining Authentic Classroom Assessment, 2012). In connection with the authenticity of reading assessment, it concentrates to any assessment that emphasizes on realistic and real – world task in the area of reading. The purpose of reading assessment in a certain context are as follow: 1) studying, evaluating, and diagnosing reading's behavior, 2) monitoring students' growth in their learning of reading, and 3) measuring complex task in a contextualized setting (Jia, 2006; O'Malley & Pierce, 1996; Campbell, 2001). To obtain the information about students' learning of reading can be employed in two ways. They are process – oriented which deals with students' strategies and their reading attitude, and product – oriented which deals with reading skill and reading comprehension. And for the techniques, teachers use checklist and reciprocal teaching to assess students' strategies of learning; interview and literature discussion group to assess students' reading attitude; retelling, journal, and text with comprehension questions to assess students' reading comprehension; and cloze passage to assess students' higher order thinking skill.

As mentioned above, teachers encounter difficulty in performing assessment. Even though teachers have been through training, they still have the obscurity in performing it. Performing assessment is difficult for teachers yet they need to perform authentic assessment as suggested by Ministry of Education stated in Permendiknas No.

66, 2013 as a way of assessing students. It could be concluded that there were needs for further discussion concerning authentic assessment practices specifically in the field of English study in foreign language classroom. Based on the background above, there were some problems found concerning the authentic assessment practices. This study was conducted to seek the answers to the following questions: "What reading assessment practices do Vocational School EFL Teachers in Central Jakarta employ in their classrooms? What purpose(s) do their classroom reading assessment practices serve? What assessment method and techniques do they choose to serve their classroom reading assessment purpose?"

## **2 METHOD**

The objective of this study was aimed at exploring how teachers practice the authentic assessment in the classroom. It was intended to investigate the implementation of authentic reading assessment in English language class. The sample of this study was 15% of teacher population in Central Jakarta which meant that the sample in this study was of thirty EFL teachers from 10 Vocational High Schools in Central Jakarta as the respondents. The respondents were chosen randomly in this study. In specification to its practice, the writer was pinpointing the purposes, the methods, and the techniques of authentic reading assessment as elaborated above. In regard of the objective of the study stated above, mixed method with exploratory descriptive research was chosen as a research design to be used in this study in which the writer was allowed to provide summary of issue by the respondents' description. By choosing this method, the writer was able to combine the method of collecting or analyzing data from the quantitative and qualitative research approaches in one research study (Creswell, 2002). An exploratory descriptive research was chosen to explore and to describe a phenomena and it could provide summary of a circumstance as depicted by the respondents.

The data in this study were teachers' activities related to the reading assessment and the data sources were EFL teachers themselves. The data were collected through questionnaires, interviews, and teachers' lesson plans. The questionnaires was constructed based on the experts theories related to authentic reading assessment and used Five – Likert scale; Strongly Disagree and Never (SD/N), Disagree and Seldom (D/S), Neutral (N), Agree and Often (A/O), and Strongly Agree and Always (SA/A) to measure how teachers employ the authentic reading assessment. It consisted of two parts in which the first part was about the respondent's personal information which was composed of 6 questions and the second part was composed of thirteen statements which was divided into three sub – parts; Part A was 3 statements of the purpose of authentic reading assessment, Part B was 2 statements of the method of authentic reading assessment, and Part C was 8 statements of the technique of authentic reading assessment in relation to teachers' practice of authentic reading assessment. The questionnaires were distributed to the teachers and the researcher helped them to fill out the questionnaires in order to get the same conception of each statements. The result from questionnaires was tabulated and analyzed.

Second instrument used to gather the data was interview. Interview was used to get in depth understanding about teachers' practice of authentic reading assessment on daily basis in classroom. It was used to amplify the data from questionnaires. Due to the limitation of expertise and time, ten teachers randomly chosen were interviewed. The interview scripts were semi – structured and open – ended questions. The interview results were transcribed and analyzed. The last instrument used to gather the data was document analysis which was teachers' lesson plans. The lesson plan was obtained from



10 teachers. The documents were reviewed, analyzed, and calculated to get the results in percentages. After analyzing the data, the writer drew a conclusion based on the result of the data.

### 3 FINDINGS AND DISCUSSIONS

The findings displayed the answers to the research questions on this study. The findings were organized based on the comparison of each statement through each of the data instruments which were questionnaires, interview, and lesson plan as document analysis. The data of this study were collected from thirty EFL teachers who teach at ten different vocational schools in Central Jakarta. The respondents were of nine male teachers and twenty – one female teachers. They came from different educational background with 86.7% had Bachelor Degree of English Education, 6.6% had Master Degree of English Education, and 6.7% was not from English Education background. Twenty – three teachers were certified in English teaching with percentage of 76.7% and the rest of them with percentage of 23.3% were not certified. The number of their students were also varied with 6.7% of the respondents teach less than 20 students, 36.7% teach 20 to 30 students, and 56.7% teach 30 to 40 students. Their experience in teaching English is also varied. The results of their experience showed that 6.7% have been teaching for less than 5 years, 20% have been teaching for 5 to 10 years, 33.3% have been teaching for 10 to 15 years, and 40% have been teaching for more than 15 years.

In this study, there was one main research question which was “What reading assessment practices do Vocational School EFL Teachers in Central Jakarta employ in their classrooms?” and three sub – questions, which were:

*What purpose(s) do their classroom reading assessment practices serve?*

*What assessment method do they choose to serve their classroom reading assessment purpose?*

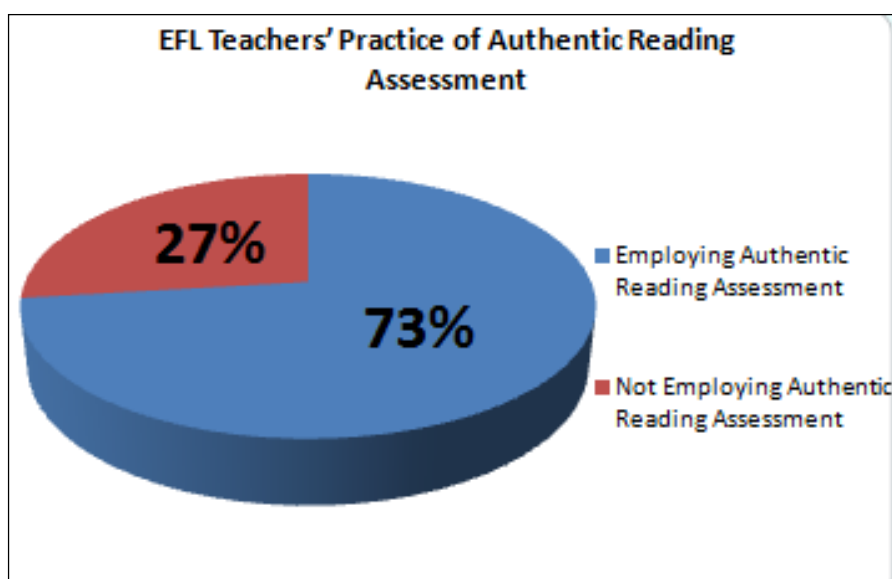
*What assessment techniques do they choose to serve their classroom reading assessment purpose?*

The result of this study was defined by the class interval of teachers’ practice of authentic reading assessment which was taken from Coon and Mitterer (2009:595). The interval was:

**Table 1. Interval Data of Teachers’ Practice of Authentic Reading Assessment**

Interval	
0% - 19.99%	Strongly Disagree / Never
20% - 39.99%	Disagree / Seldom
40% - 59.99%	Neutral
60% - 79.99%	Agree / Often
80% - 100%	Strongly Agree / Always

This chart below showed the result and the answer to the main research question of this study based on questionnaires, interview, and document analysis. The result was:

*Chart 1. The Result of Teachers' Authentic Reading Assessment*

The result of this study was drawn based on the result of questionnaires, the interviews, and the document analysis. It showed that 73% of 30 EFL teachers employed authentic reading assessment in their classroom. It revealed that teachers were often to employ authentic reading assessment. The following charts below were the specification of findings and discussions of the three subs – research questions:

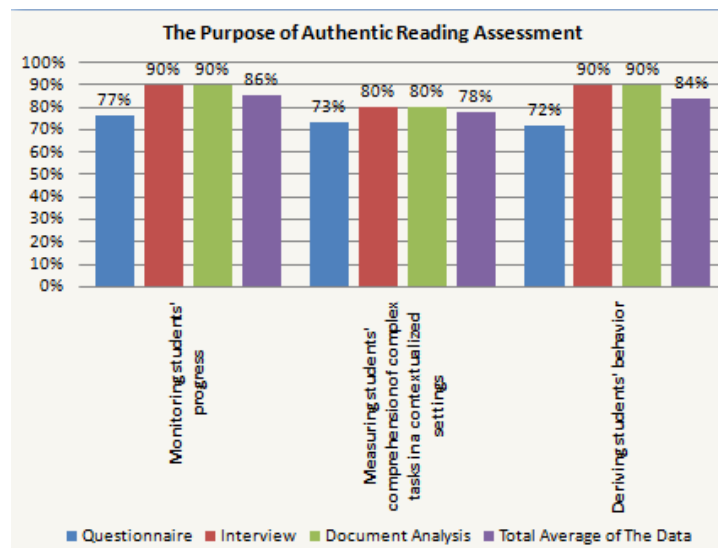
***a. What purpose(s) do their classroom reading assessment practices serve?***

The following chart is the result of teachers' practice of authentic reading assessment purpose. There were three purposes in this study. The first purpose was to monitor students' progress, to measure students' comprehension of complex tasks in a contextualized setting, and to derive students' behavior.

In **monitoring students' progress**, the questionnaire showed that the first purpose reached 77% of teachers use this purpose on authentic reading assessment while the interview and the document analysis showed the same result of 90% of 10 teachers.

In **measuring students' comprehension of complex tasks in a contextualized setting**, the questionnaire showed that the second purpose reached 73% of teachers use this purpose on authentic reading assessment while the interview and the document analysis showed the same result of 80% of 10 teachers.

In **deriving students' behavior**, the questionnaire showed that the third purpose reached 72% of teachers use this purpose on authentic reading assessment while the interview and the document analysis showed the same result of 90% of 10 teachers.

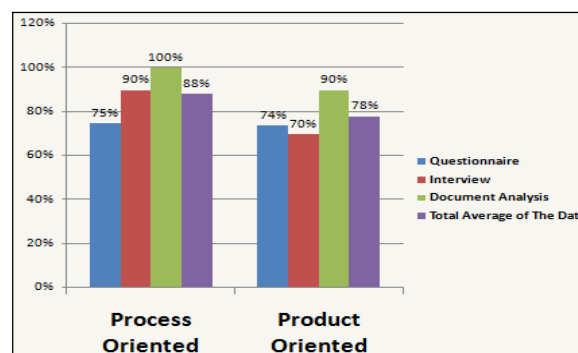
**Chart 2. The Result of Teachers' Practice of Authentic Reading Assessment Purpose**

**b. What assessment method do they choose to serve their classroom reading assessment purpose?**

Based on the chart below, **the process oriented** got 75% from questionnaire, 90% from interview with the teachers, and 100% from document analysis and this percentage was the highest point with the total average from those data 88% for the process oriented method. It could be concluded that 88% of teachers use process oriented method to assess students' authentic reading assessment.

**The product oriented** got 74% from questionnaire, 70% from interview with the teachers, and 90% from document analysis with the total average from those data 78% for the product oriented method. It could be drawn that 78% of teachers use product oriented method to assess students' authentic reading assessment.

In conclusion, the method that teachers used to serve their classroom authentic reading assessment purpose was the process oriented method with 88% which meant that teachers were often to use this method.

**Chart 3. The Result of Teachers' Practice of Authentic Reading Assessment Method**

**c. What assessment techniques do they choose to serve their classroom reading assessment purpose?**

According to the experts, there were 8 techniques that teachers could use to assess students' authentic reading assessment; Retelling, Journal, Text with Comprehension Questions, Checklist, Reciprocal Teaching, Cloze Passage, Interview, and Literature Discussion Group.

**Retelling** – According to the chart below, **retelling** got 73% from questionnaire, 60% from interview with the teachers, and 40% from document analysis with the total average from the data was 58%. This total average was drawn because this technique, according to the teachers, was quite complicated for to students. The complication arouse when the students were expected to retell the text by their own words.

**Journals** – Based on the following chart, **journals** got 66% from questionnaire, 50% from interview with the teachers, and 60% from document analysis with the total average from the data was 59%. Journals could be categorized as neutral technique based on the interval even though journals are beneficial for teachers to recognize the difficulty faced by students in learning English.

**Text with Comprehension Questions** – The result of **text with comprehension text** got 80% from questionnaire, 100% from interview with the teachers, and 60% from document analysis with the total average from the data was 80%. This technique was one of the most used techniques to serve the classroom authentic reading assessment purpose. Most of the teachers used it to check their students' comprehension about a certain text.

**Checklist** – In accordance to the chart, **checklist** got 69% from questionnaire, 50% from interview with the teachers, and 50% from document analysis with the total average from the data was 56%. Checklist was also one of the least techniques employed by teachers to serve the purpose of authentic reading assessment in their classroom. According to teachers, checklist was not often used because most of the teachers cumulatively assessed their student without using checklist.

**Reciprocal Teaching** – In correspond to the chart, **reciprocal teaching** got 67% from questionnaire, 50% from interview with the teachers, and 70% from document analysis with the total average from the data was 62%. This technique was done by teachers at the end of the class. They summarized the lesson with their students.

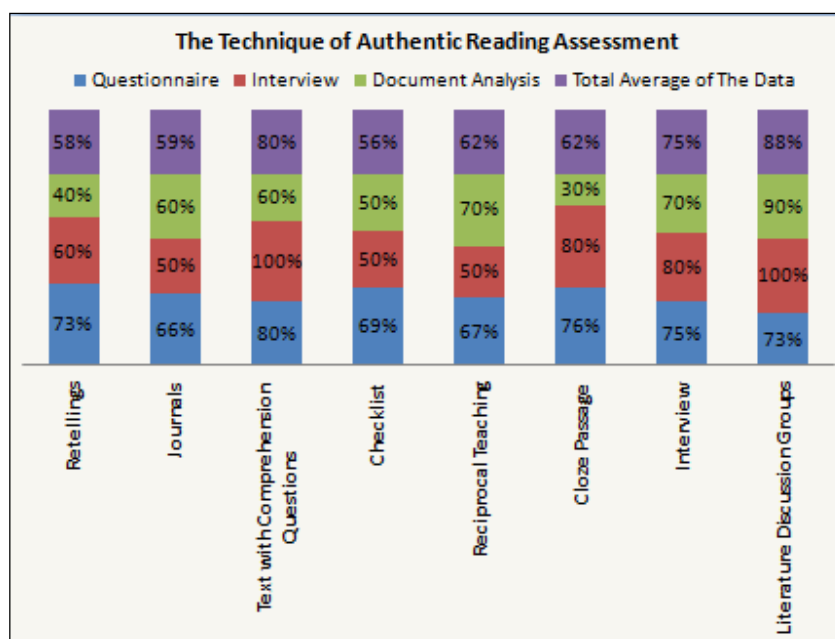
**Cloze Passage** - The result of **cloze passage** got 76% from questionnaire, 80% from interview with the teachers, and 30% from document analysis with the total average from the data was 62%. This technique was used to check students' reading skill. It was administered by teachers to their students after the students had read the text.

**Interview** – According to the chart, the result of **interview** got 75% from questionnaire, 80% from interview with the teachers, and 70% from document analysis with the total average from the data was 75%. To check students' attitude towards the text, teachers used this technique to know not only students' attitude, but also their comprehension of the text by reflecting to their lives.

**Literature Discussion Group** - The result of **literature discussion group** got 73% from questionnaire, 100% from interview with the teachers, and 90% from document analysis with the total average from the data was 88%. This technique was the most used techniques among 8 others techniques in order to assess students' authentic reading assessment. Teachers employed this technique by putting students into group of 2 to 6 students. Some teachers indicated that employing this technique was helpful for them to monitor students' progress and even out their students' comprehension about a particular text. By grouping the students, teachers could also identify and assess their students' collaboration or teamwork, responsibility, and other aspect of students in relation to reading skill of the students.

To sum up the result of teachers' practice of authentic reading assessment technique, the most used techniques that teachers employed in order to serve their classroom authentic reading assessment were literature discussion group with the percentage of 88%, text with comprehension questions with the percentage of 80%, and interview with the percentage of 75%. The least techniques employed by teachers to serve their classroom authentic reading assessment were checklist with the percentage of 56%, retelling with the percentage of 58%, journals with 1% higher than retelling; which was 59%, and reciprocal teaching and cloze passage in which share the same result in percentage of 62%.

**Chart 4. The Result of Teachers' Practice of Authentic Reading Assessment Techniques**



#### 4 CONCLUSION AND SUGGESTIONS

The findings show that 73% of teachers use authentic reading assessment. The purpose of authentic reading assessment showed that 86% is to monitor students' progress of learning, 78% is to measure students' comprehension of complex tasks in contextualized settings, and 84% is to derive students' reading behavior. The most used method is the process oriented method with the percentage of 88%, while, the product oriented method is 76%. The most used techniques employed by teachers to serve authentic reading assessment purpose are literature discussion groups with 88%, text with comprehension questions with 80%, and interview with 75%. The least techniques used are checklist with 56%, retelling with 58%, journals with 59%, and reciprocal teaching and cloze with 62%.

Nevertheless, practicing authentic reading assessment is still a problem for teachers. Mainly it is because of lack of time they have in teaching English since the time for English lesson is reduced and they only have two hours per week. A couple of teachers even are not familiar with authentic reading assessment term even though they

employ it to assess their students' reading. Teachers need to have better training in order to practice and employ authentic reading assessment.

This study is a description of how teachers assess their students using authentic reading assessment. It is necessary for teachers to understand more about authentic reading assessment since it has an important role in education and in teaching – learning English. Since this is a preliminary study, a further study will be a valuable thing to do and will be a better insight for Indonesian Educational stakeholders, practitioners, and policy makers.

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# REAL ENGLISH – REAL LEARNING

**Steve Lever**

steve@expresspublishing.co.uk

*Express Publishing*

Greenham Business Park, Newbury, Berkshire, UK

## **ABSTRACT**

*Those responsible for teaching learners at schools, universities or technical institutions are very much aware of the fact that their learners will move into the real world and that what they learn before they leave can have a direct effect on their social, educational and career prospects. In this workshop, we will discuss how the shift in language education from a knowledge based to skills/competence based approach has gone a long way to further the process of merging classroom teaching with real-life needs – a trend also gradually being reflected in international exams. We will discuss how these changes have not and should not result in ‘the baby being thrown out with the bath water’: learners still need to be taught the perennial language areas of linguistic, sociolinguistic and pragmatic awareness, but these should be explored and re-enforced in context during both receptive and productive skills practice. Above all, we will be focussing on the practicalities of these issues; how to teach so that learners are aware of them and are sensitive to the connection between language choices and effective communication.*

**Key words:** *CEFR, competency based teaching, contextualisation*

## **1 INTRODUCTION**

Those who remember older styles of examination will be all too aware of the academic, meta-linguistic approach to language learning. This style of examination was also reflected in teaching, as colleagues, in an understandable effort to achieve high pass rates both for the good of their students and the institutions in which they worked, found themselves required to provide learners with information ‘about’ language rather than spending time actually using it, and the learners themselves spent endless hours in an effort to memorise rules and lists of phrasal verbs and idiomatic expressions rather than learning how to express themselves effectively.

Several factors brought about a change in this situation and, thankfully, learners now find themselves taught in a richer environment in which, though grammar has not been forgotten, greater emphasis is being placed on exploring the language in context and via a wider variety of resources.

## **2 DISCUSSION**

### **2.1 The Influence of the CEFR**

A driving force behind many of the changes that have taken place in language learning in recent years has been the Common European Framework of Reference for Languages (CEFR). This document has arguably affected the way languages are taught and assessed on every level. One of the basic ways in which it has achieved this is by asking some very basic and yet highly intriguing questions.

The CEFR asks, “Where will learners use the language that we are teaching them?” It then goes on to classify language use into one of four domains: the personal, the public, the educational, and the professional. In doing this, it is very clearly shifting the focus of language teaching from a generalised knowledge-centric overview to a highly contextualised, user-defined approach, where the ultimate goal for use outside the class determines what is learned inside.

A further effect of the CEFR can be seen in the position of grammar in the classroom. The CEFR has no grammatical syllabus: it defines itself in terms of the competences to be taught. Grammar therefore has become what it arguably always should have been, a sub-skill that helps us communicate more effectively, but (except for more academic linguistic courses) has no intrinsic value as a study on its own.

### **2.2 The Rise of Interactivity**

Another interesting change that has come about along with the increased influence of the CEFR is an emphasis on ‘interactive skills’. The reasoning behind this is that if we look at language use in a more contextualised, ‘everyday’ environment, it is more than likely going to involve more than one participant.

The result of this additional focus has been to compel us to examine the affective side of language. If my communication is to be effective, it not only must succeed in transferring the message I wish to be understood, it must do so in a way that is socially and personally acceptable to the other party, given the nature and the context of that particular communication. For example, if I cause offence or for some reason I am not taken seriously, my communication has failed no matter how perfect my grammar and accent are. Therefore in addition to studying the linguistic aspect of language, sociolinguistics and pragmatics must also play a role.

### **2.3 Changes in Exams**

The above has resulted in exam bodies, both international private bodies and many national governments, revising the content and structure of examinations which certify proficiency in language. If the measure of how proficient we are in a language is now a matter of the competences we master, then in order for an exam to be valid this is what should be tested.

A clear example of this would be the shift away from items that focus on a disconnected and somewhat abstract knowledge of ‘correct’ language, to rubrics that focus the learner on understanding meaning, both direct and implicit, when reading and listening and on expressing themselves clearly and effectively in speaking and writing in given (likely) situations. The use of interviews that involve candidates conversing with each other rather than just the examiner is also indicative of this.

### **2.4 The Role of Grammar**

It would be a mistake to construe from the above that grammar has no part to play in this ‘brave new world’ of language teaching. After all, grammar is essentially the



rules of the game. It is our shared knowledge of grammar that helps us all understand how things should be spoken or written in such a way that others may easily access our meaning. If my knowledge of grammar is weak, then I run the very real risk of being misunderstood, and my communication failing.

There is also another more subtle effect of grammar in that those who communicate in a foreign language with confident and accurate grammar are more likely to make a positive impression than those who do not. If my students are sure before they begin to talk that they can do so without embarrassing themselves, they are more likely to actively participate both inside the classroom and in the real world. This is equally true (if not more so) for their written language, where mistakes do not only create a bad impression, but a bad impression that remains.

## **2.5 Autonomy and Sensitivity to Context**

At the start of this article, reference was made to the CEFR classifying language use into four domains. When using language in each or any of these domains learners are called upon not only to get their message across, but to do so in a way that is acceptable to the group within which that communication occurs.

It is always hard to decide what language to teach. What vocabulary/phrases will my learner need to use within the domains in which he/she operates? The honest answer is that is highly unlikely teachers will ever be able to provide everything their students will need. Even if we could, how does one account for changes in language fashion and the highly specific jargon found, for example, within certain professions?

The answer may lie in two areas: autonomy and awareness of context. The modern learner has many resources available. They can explore language on line in a number of ways, not just by reading but by watching and even actively participating in exchanges. Teachers should encourage this exploration by helping their learners to use these resources responsibly. At the same time, it is important to stress to learners that they must be flexible; rather than rejecting unknown language or unusual use of language as incorrect or unintelligible, they should use their awareness of the context in which that language is used, by whom it used and the manner in which it is delivered to interpret it and formulate a response if necessary.

## **2.6 Practical Implications for the Classroom**

The effect of all this on classes has been quite noticeable, especially as these changes have occurred at a time when technology has also been having a great impact (for better or worse).

In order to explore the non-linguistic elements of language, teachers are using a wider range of interesting techniques. Role play has become a standard way of putting the language into some form of context, and even grammar is being explored in terms of how it makes communication clearer and more effective. The importance of exposure has also been identified and so, as well as reading a wider range of texts from all possible sources, learners are more likely to watch video in the class or at home as a way of learning what language is used where. Project work and presentations are also becoming more commonly used.

A knock-on effect of this approach has been that teachers are using more diverse teaching methods, which has meant that a wider range of learning styles are being employed and it is now possible for less academically inclined learners to participate in the lesson successfully.

### **3 CONCLUSION**

The shift to a competency-based syllabus has meant that much more emphasis has been placed on matching the language taught in the classroom with the language that is likely to be used in the real world.

In order to bring this change about, students, teachers and examination bodies now have to look at how a number of non-linguistic factors can affect both oral and written communication. Among the direct results of this are an emphasis on the effects of context and interactivity as well as an attempt to provide learners with wider exposure to functional and situational language. Learners are being encouraged to develop not only a broad range of language in terms of vocabulary and grammar, but to connect this to an awareness of the situation in which they find themselves in order to communicate effectively in the real world.

# LANGUAGE ASSESSMENT FOR CHILDREN: THE USAGE OF GAMES FOR VERBAL TESTS

Erna Zulaeni Wiles

ernawiles@gmail.com/erna.wiles@stenden.com

Stenden University Bali

## **Abstract**

*Being formally assessed, especially during verbal tests, is always nerve wracking for students especially those of young ages. Very often students become nervous and this results in the failure in giving the expected answers correctly. As one of the purposes of giving a test is to measure the students' proficiency as well as competency, it is only fair if other factors, such as students' mental states that may influence the results, should be minimized and if possible completely eliminated. Thus it is crucial that a relaxed atmosphere is created. Other than that, it would be really ideal if students at that appointed moment did not realize they are in fact being assessed. One method is by designing the test material in the form of games. In this paper ten different types of card games, which are very common to and quite well known by children in Indonesia, are presented. The requirements among others are 1) the games have been played in class over and over – rules of the game are known, 2) instructions should be concise and in simple sentences, 3) the games are designed in such a way that they only measure the intended competency, thus they should not be double barreled, 4) the design should be impressive – of children's interests, 5) the game should be short, 6) even when done in groups, each member of the group will not be able to copy others nor let others know the answers.*

**Key words:** *verbal test, anxiety, games*

## **1 THE BOW TOO TENSELY STRUNG IS EASILY BROKEN.**

Just like all human beings, children are born and grow up with various feelings – happy, sad, excited, worried, anxious, scared, etc. When they encounter sad, scary, worrisome events, children react in certain ways. Different from adults who have acquired the skills and knowledge, children may not yet be able to describe their feelings let alone communicate them, and accordingly are not able to cope with their own feelings. In certain cases forget and move on is the best defense mechanism employed, however very often what has happened affects the children terribly including their cognition. This is confirmed by (Eysenk, 1992) in which it is proven that individuals who are experiencing anxiety tend to get worried related to the threat to his/her current goal and tend to develop effective strategies in order to eliminate or at least reduce his/her anxiety in order to achieve his/her goal.

## 2 PSYCHOLOGY: ANXIETY AND TEST ANXIETY

(Eysenck, Derakshan, Santos, & Calvo, 2007) state that “*Anxiety is an aversive emotional and motivational state occurring in threatening circumstances*” and also mentioned in (Eysenck, 1992) “*State of anxiety is determined interactively by trait or test anxiety and by situational stress*” thus anxiety can be conceptualized as “*a state in which an individual is unable to instigate a clear pattern of behavior to remove or alter the event/object/interpretation that is threatening an existing goal*” as cited from (Power & Dalgleish, 1997)

(Eysenck, Derakshan, Santos, & Calvo, 2007) proposes four assumptions regarding anxiety. First, citing (Borkovec, 1994), anxiety could be rooted in worry or self-preoccupation normally triggered by stressful situations, which is characterized by an individuals’ extreme concerns over evaluation and failure as well as expectations of adverse consequences and mostly persists in those with trait anxiety (Eysenck, 1992). Second, worry and anxiety affects most on the central executive function resulting in difficulties in information storage and processing, which specifically also affects “1) *the capability to switch attention between tasks*, 2) *planning subtasks to achieve goals*, 3) *selective attention and inhibition*, 4) *updating and checking the contents of working memory* and 5) *coding presentation in working memory for time and place of appearance*. The third is that the performance of the individuals who experience high anxiety is more affected by threat-related stimuli. And lastly, anxious individuals do not always necessarily acquire less achievement compared to those who are not anxious and in some cases they even outperform the low-anxious group. Similar to (Eysenck, Derakshan, Santos, & Calvo, 2007), (Vasey, Crnic, & Carter, 1994) defined “worry” as “*an anticipatory cognitive process involving repetitive thoughts related to possible threatening outcomes and their potential consequences*” (p.530).

According to (Eysenck, 1992) anxiety could be of importance especially in the area of cognition and performance as it usually determined one’s performance of cognitive tasks. (Heubert & Hauser, 1999) excessive and frequent worries may lead to various problems such as personal and social impairment as well as inability to function academically and especially among girls, it may cause depression. When that condition is mounting and becomes uncontrollable, it can be perceived as potentially threatening and very often, irrational fear that catastrophe will befall exists and thus the same individual will feel that s/he has no power to control the outcome anymore. Similar to (Heubert & Hauser, 1999), (Cassady & Johnson, 2002) stated that anxiety is proven to be correlated negatively with “*IQ, aptitude, academic achievement, problem-solving competency, memory and grade*”.

One issue that has become an object of vast research is anxiety caused by tests – thereafter will only be referred to merely as anxiety. (Groves, 2002), (Hersezerhon, 2006), (Heubert & Hauser, 1999), (Kruger, Wandle, & Stuzziero, 2007) and (Rosenber, 2003) as cited by (Lobman, 2014) claimed that even though there are some advantages regarding the state of anxiety prior and during a test, which among others are the increase of accountability and academic rigor, it is not deniable that high stakes testing environments have created anxiety not only individuals but also what is called a culture of anxiety in schools.

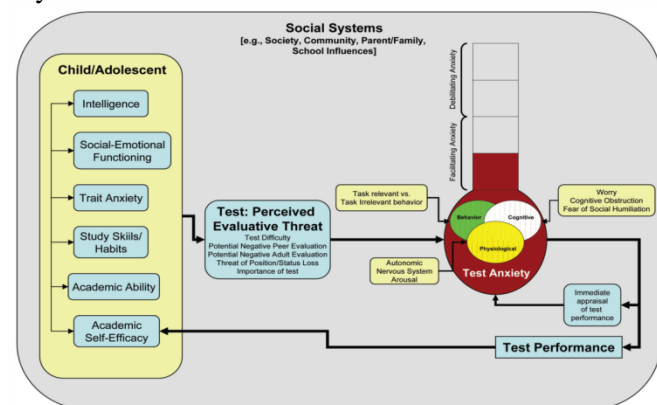
As cited from (Zeidner & Mathews, 2005), “test anxiety refers to the appraisal of a test or other evaluative situation as threatening and consists of distinct cognitive, affective-psychological and behavioral components” (Connors, Putwain, Woods, & Nicholson, 2010). Further elaborated that cognitive components are worrisome thoughts and concerns about consequences of failure whereas affective-psychological components

are any physical sensations that occur at the same time accompanying the occurrence of the anxiety.

Signs of test anxiety which exist in a person who are about to take a test according to (Educational Testing Service, ETS, 2005) are 1) mental blank-out, 2) racing thoughts, 3) difficulty concentrating, 4) negative thought about past performance, consequences of failure and how everyone else is doing and 5) knowing the answers after the test but not while taking it. Anxiety can also be manifested physically in a variety of symptoms such as nausea, cramps, faintness, sweating, headache, dry mouth, increase breathing rate, fast heartbeat and tense muscles.

Based on the bio-psychosocial model in which it is stated that mental health status is dependent on Psychological, social and biological processes, (Lowe, et al., 2008) designed a new model of test anxiety which recognizes “*the proximal and distal influences of social system on the development of test anxiety*” as can be seen in figure 1.

The table shows that when the children’s anxiety persists during a test, their behavior, cognitions and psychology are affected. Test anxiety may results in task-relevant/irrelevant behavior such as skipping items or cramming; test anxiety may also create psychological hyper-arousal such as sweaty palm hands, increase heart rate, shallow or rapid breathing; and test anxiety may also cause cognitive obstruction such as the inability to focus and concentrate.



**Figure 1. Test Anxiety Model**

(Huberty, 2009) claims that anxiety is manifested in three different forms, cognitively, behaviorally and psychologically, each with specific characteristics as can be seen in the table below.

### Primary Characteristics of Anxiety

Cognitive	Behavioral	Physiological
Concentration problems	Motor restlessness	Tics
Memory problems	Fidgets	Recurrent, localized pain
Attention problems	Task avoidance	Rapid heart rate
Oversensitivity	Rapid speech	Flushing of the skin
Difficulty solving problems	Erratic behavior	Perspiration
Worry	Irritability	Headaches
Cognitive dysfunctions	Withdrawal	Muscle tension
— Distortions	Perfectionism	Sleeping problems
— Deficiencies	Lack of participation	Nausea
Attributional style problems	Failure to complete tasks	Vomiting
	Seeking easy tasks	Enuresis

**Source:** Huberty, T. J. (in press). *Performance and test anxiety*. In L. Paige & A. Canter (Eds.), *Helping children at home and at school III*. Bethesda, MD: National Association of School Psychologists.

**Figure 2. Primary Characteristic of Anxiety**

Some possible causes of the occurrence of test anxiety according to (Zeidner & Mathews, 2005) are pressure from parents, teachers, accumulation of failure in tests, learning material complexity and age. Further, (Zeidner & Mathews, 2005) state that test anxiety exists as a result of an interaction between a student's disposition, for instance personal traits such as optimism, pessimism, self-efficacy and that particular student's perception regarding the threat which may come out of the encountered situation, especially when it concerns social evaluation. This will get worse if a student has a tendency to have ineffective coping strategies for instance avoidance, catastrophising and own meta-cognitive beliefs such as worrying will help cope with the situation.

There has been much research carried out to find strategies on how to overcome the anxiety. In his meta-analysis, (Bodas & Ollendick, 2005) present types of treatments in order to reduce or if possible erase test anxiety that have been done cross-culturally. There are two types of interventions. The first one is behavioral intervention focusing on the treatment of the psychological components such as anxiety by using relaxation training (Bedell, 1976), systematic desensitization (Gonzalez, 1995), covert reinforcement (Wisocki, 1973) and biofeedback (Vagg & Papsdorf, 1995). The second one is the cognitive approach as it is assumed that cognitive processes are the core problem of test-anxious behavior and according to (Hembree, 1988) it has been proven that this intervention has been successful to treat worry and emotionality components. Summing up (Bodas & Ollendick, 2005) suggest that integrating both approaches is proven to be effective in reducing test anxiety as long as it is individually oriented.

Treatments are focused on study skills training especially on how to study efficiently, time management and information processing skills. Additionally (Spielberger & Vagg, 1987) suggests that students are also given the so-called "Test-wisness Training" involving skills to improve students' proficiency in interpreting questions accurately, retrieving information and organizing and reporting their knowledge of the subject.

(Educational Testing Service, ETS, 2005) proposes possibilities. First of all most anxieties exist because the individual who is about to take the test is not familiar with the test. In this case the best thing to do is by getting familiar with it – learning about the test; the format, the numbers of questions, what the questions look like and the length of time provided, how to answer and the scoring system, and the possible topics. Should negative thoughts persist they have to be countered with positive thoughts and actions. (Educational Testing Service, ETS, 2005) suggested that those thoughts have to be frozen and completely distracted during the test.

If one starts to feel that his/her anxiety has affected him/her physically, measures such as eating well, doing exercise, having enough sleep, taking a break and socializing, socializing and avoiding friends with negative attitudes should be done. The best advice forwarded by (Educational Testing Service, ETS, 2005) is that should physical symptoms arise, one needs to try breaking the cycle such as by taking a couple of deep breaths and exhaling slowly while closing eyes and imagining a peaceful setting, focusing on certain muscles for example shoulders, contracting them for 10 seconds and let them relax.

As stated in (Educational Testing Service, ETS, 2005) as well as in (Wright, n/d), at the location prior to the test, one is suggested to stay away from any kind of distraction, self-talk trying to avoid looking at friends who look nervous, stay focused and remain calm.

All the above strategies were designed for older students. The question is whether the same strategies could also be applied to younger students, say elementary school students and for language learning. (Beidel, Turner, & Taylor-Ferreira, 1999) report that 34%-41% grade 3 to 6 students suffer test anxiety and extreme fear of performing poorly and apparently various strategies adopted from those for adults have been carried out and both proven to be effective. As well there is the success of the anxiety-reduction procedure and study skills counseling which is proven to be able to enhance achievement scores (Wilson & Rotter, 1986) an 11-week study skills and test-taking strategy treatment called the Testbusters which is specially designed to reduce anxiety and boost self-esteem. This treatment involves parents and rewards. Students do various kinds of assignments such as reading, reviewing and reciting. Along the way, students were also prepared physically and emotionally such as being provided with nutritious meals, having enough sleep and relaxing. Students are also trained to understand different types of tests and review tests in order to have a better insight into the content. Results shows that Testbusters is “*a promising intervention*” that could help young students get rid of their test anxiety and improve students’ social, emotional and academic performance.

### **3 LINGUISTICS: VERBAL TESTS**

(Bachman, 2000) states that language testing has been developing from testing language ability comprising 1) skills (listening, reading, speaking and listening), 2) components (grammar, vocabulary, grammar and pronunciation), and 3) isolated discrete points, as well as 4) discorsal and sociolinguistic aspects of language, taking into account the learners’ developmental sequence i.e. proficiency and acquisition; as the results of vast research on language on criterion-referenced measurement (CRM), Generalizability theory (G-theory), Item Response Theory (IRT), Structural Equation Modeling (SEM); into new testing models such as testing cross-cultural pragmatics, testing language for specific purposes, testing vocabulary, computer-based assessment emerged. Most tests, even the isolated discrete points, cannot be free from other elements of language. Take for instance, listening tests involve reading and sometimes also writing skills, reading comprehension tests may involves writing skills and grammar competency, and so on.

The same case applies to verbal tests, which always include knowledge on vocabulary as well as grammar. Related to that it is a very good idea if any language elements other than what is tested are controlled.

Most verbal tests are presented in a very formal manner, in which students are called one by one into a room and given sets of questions. The session is always tense which is very often burdening to some students. Very often, even though students have the ability and competency, they end up not being able to answer the questions as expected. Thus this situation needs to be controlled. The idea is if students are in a less tense situation, they will be able to achieve their best. One of the ways is to make it fun by using games.

Next are examples of games which the author designed and created during her 10 year tenure as the Media Developer at ELTI English course, Yogyakarta branch and have been proven successful when applied in class. These games are all for children ranging from beginners to advanced. These tests are ideal to be carried out in English courses with the maximum number of around 18 students.

### 3.1 Snakes and Ladders

**Target Language:** Vocabulary building – Daily activities

**Level:** Beginners

Media:

- Snakes and ladders board (appendix 1)
- Dice and a small container for the dice and tokens.

Steps

1. Tell the students that they are going to play ‘Snakes and Ladders’ and explain briefly the rules.
2. Place two tokens at the starting point next to number 1, one for the student and the other for the invigilator/teacher.
3. Decide who will take the first turn by doing ‘rock, paper, scissors’.
4. Take for instance it is the student’s turn, ask him/her to roll the dice and make the move as many steps as the dots on the dice.
5. While the student moves the token, s/he has to mention the activities drawn on the board.
6. When the token lands on a snake’s tail, it has to slide down, on the other hand, if the token lands on the bottom of a ladder, it has to move up.
7. The student and the invigilator take turn taking the move.
8. Once the student has mentioned ten words (as many as the amount of the vocabulary tested), the game is paused.

### 3.2 2. Listen and Do

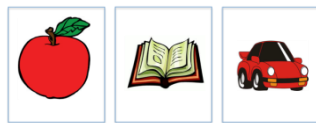
**Target Language:** Adverbs of place

**Level:** Beginners

Media:

- A double folio-size card containing pictures of a place, take for instance a living room.
- A deck of very small size cards containing pictures of things, which can be placed in the folio-size card.





Step:

1. Prepare the picture of the place facing up on the table and a deck of cards containing the pictures next to the picture but facing down.
2. Ask the student to pick a card on the deck (a ball) and place it on the big picture after being given an instruction, for example “Put the ball in front of the chair”, “Put the book on the shelf”.
3. After the fifth instruction, the game is paused.

### 3.3 Chinese Checkers

**Target Language:** Vocabulary Building – Fruits

**Level:** Beginner

Media:

- Chinese checkers board with pictures of fruit on it (appendix 2).
- Two sets of tokens of different colors.

Steps:

1. Place the board on the table facing up, ready with the tokens on both sides.
2. Explain the rules briefly as a reminder.
  - a. The objective is to move the token to the other's sides.
  - b. Each player takes turn moving one token along the lines.
  - c. A player is allowed to jump over the opponent's token. The respective player can take the token jumped over.
3. Once the student understands, ask the student to make the move.
4. Every time the student makes the move, s/he has to mention the name of the fruit(s) on which his/her token lands.

### 3.4 Snakes and Ladders

**Target Language:** Declarative, negative, interrogative sentences and question word-questions

**Level:** Intermediate

Media:

- Snakes and Ladders Board (appendix 3)
- Dice and a small container for the dice and tokens.

Steps – Simple Present continuous Tense

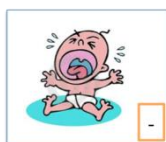
- The same steps as the previous snakes and ladders are employed, except that each time a student land in a box s/he has to make a sentence about the picture and the type of the sentence should be based on the sign. Below is the example.



She is walking the dog.



Is she riding a bike?



He is not laughing. He is crying.



Where are they having dinner?

### 3.5 Card Games

**Target Language:** Possessive Pronouns

**Level:** Intermediate

Media:

- Two decks of card, one deck contains pictures of different objects and another contains pictures of children.

Steps

- Ask the student to shuffle each deck one after the other and place the two decks of the cards side by side facing down.
- Ask the student to take a card each from each deck and place the cards facing up on the table.
- The student has to make a sentence by using the pictures on the cards.
- Below are the examples.

Deck 1



Deck 2



It is her apple.

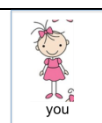
Deck 1



Deck 2



It is his ball.



It is their car.

It is my book

### 3.6 Spot the Differences

**Target Language:** Degree of comparison

**Level:** Intermediate

Media:

- Two very similar pictures on a double-folio-size card containing at least 10 items in different in sizes e.g. longer, higher, bigger, taller, thicker, heavier, hotter, more expensive, more beautiful, more difficult, etc (appendix 4).

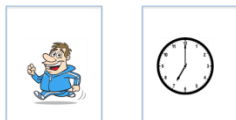
Steps:

- Show both pictures to the student and ask her/him to spot the differences and compose 5 sentences by using comparative degree e.g. “The sun in this picture is bigger”, “The tail is longer”, “The tree is higher”, etc.

### 3.7 Card Games

**Target Language:** Simple past tense and clock.

**Level:** Intermediate



He jogged at 7.00 this morning.



He went to bed at 11.00.



He took a shower at 8.00.

Media:

- Two decks of cards, one deck containing an action and another deck containing pictures of clocks.

Steps:

1. Each deck of cards are placed facing down.
2. The invigilator takes a card containing an action and asks “What time did you take a shower yesterday?”
3. The student takes a card containing the picture of the clock and answers. “I took a shower at 8.00 yesterday”.

### 3.8 Domino 1

**Target Language:** Past continuous tense.

**Level:** Advanced

Media:

- Domino-like cards, each containing 2 pictures of activities, one activity takes a span of time to finish and another is an incidental activity.



Examples of sentences:

- When he was having dinner, someone knocked on the door.
- When she was doing the washing up, the light went off.
- When he was moping the floor, the telephone rang.
- When she was riding her bike, a man slipped and fell.

Steps:

1. Ask the student to shuffle the cards and distribute 5 cards each to the invigilator and him/herself.
2. The invigilator takes a card from his/her own and places it facing up on the table.
3. The student takes one of his cards and places it facing up on the table next to the invigilator's card. S/he has to make a sentence using Past Continuous Tense, using one picture from the invigilator's card and a picture from his/her own card, making sure one picture takes quite sometime to finish and another picture which might interrupt the activities, e.g. When I was having dinner the alarm clock went off.
4. The invigilator takes another card and places it next to either card and makes a sentence, e.g. When I was watching TV, my sister came.
5. The game finishes when the student has made 5 sentences.

### 3.9 Domino 2

**Target Language:** Conditional Sentences III

**Level:** Advanced

Media:

- Domino-like cards containing two actions.



Examples of sentences:

- If he had had lots of money, he would have bought a sport car.
- If she had swept the floor, her mum would have given her a present.
- If he had studied hard, he would have graduated.
- If Mount Merapi had not erupted, there would have been a castle in that kampong.

Steps:

1. Ask the student to shuffle the cards and distribute 5 cards each to the invigilator and him/herself.
2. The invigilator takes a card from his/her own and places it facing up on the table.
3. The student takes one of his/her card and places it facing up on the table next to the invigilator's card. S/he has to make a Conditional Sentence type III using one picture from the invigilator's card and a picture from his/her own card, making sure one picture takes quite sometime to finish and another picture which might interrupt the activities, e.g. If he had given me money, I would have kissed him on the cheek.
4. The invigilator takes another card and places it next to either card and makes a sentence, e.g. If she drove carefully, she would not have an accident.
5. The game finishes when the student has made 5 sentences.

### 3.10 Card Game

**Target Language:** Four Different Tenses: Simple Present Tense, **Level:** Advanced Simple Past Tense, Future Tense and Present Perfect Tense.

Media:

- A deck of playing cards containing pictures of actions.
- A flash card containing pictures of different suits of a card and what each suit represents.



Simple Present Tense



He has had lunch.

Simple Past Tense



He always sleeps early.

Future Tense



He will play football next Sunday.

Present Perfect Tense



She walked her dog this morning.

## Steps:

1. Ask the student to shuffle the card. And place them facing down on the table.
2. The invigilator explains what tense each suit on the cards represents, e.g. the spade represents Simple Present Tense, the diamond represents Simple Past Tense, the clover represents Future Tense and the heart represent Present Perfect Tense.
3. Both the student and the invigilator take five cards each.
4. A card is placed on the table facing up.
5. The invigilator takes a card of the same suit that s/he has and places it on the table and makes a sentence. The sentence should use the tense represented by the suit.
6. The student will have to discard a card of the same suit on the table and also make a sentence by using a tense the suit represents.
7. Whenever the one who has the turn to discard a card does not have the same suit s/he has to take cards from the deck as many until s/he finds one of the same suit.
8. After five turns each the game is stopped. The one with the least number of cards left in the hand wins the game.

It is true that it takes a lot of preparation in order to carry out these types of tests, however, the same media can be used over and over yet the objectivity and fairness is guaranteed as long as there are a number of deck of cards in each deck and there are a few copies for each flashcard.

Prior to the test, grading sheets should be prepared to make the recording easier, take for instance the grading sheet as in the form of a table as can be seen below.

Student's Name

Level: Beginner

No.	Test Items	Number of correct Answers	Final Score Average score x 2
1	Fruit	4	
2.	Color	3	
3.	Telling time	5	
4.	S – V concord, Simple past Tense	4	
5.	+, -, ?, question word-questions	4	
	Average score	4	8

Once students are accustomed to the type of the test, it is expected that anxiety or worry can be controlled, thus students can focus on the language competency tested.

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# LEARNING BY READING NOVELS: TO DEVELOP STUDENTS CLASS 10-12 ABILITY IN MASTERING VOCABULARIES

**Hiqma Nur Agustina**  
hiqma\_english@yahoo.com

*English Department FKIP Islamic University of Syekh-Yusuf (UNIS) Tangerang, Banten*  
Jl. Maulana Yusuf No. 10 Babakan, Kota Tangerang

## **Abstract**

*Literature is limitless without any boundary. As the products of mankind, literature contributes many aspects of creativity, unspoken feelings, minds even the hidden events. Many common people, scholars, students have changed their mindset to appreciate more about many literary writings nowadays. To see this changes attract me as the English literature lecturer to reveal some benefits while people in common and finally students changes their habits with reading than busy with the sophisticated gadgets. Literature can't be denied also give contribution to fulfill our passion about humanity. For example: novels as the source of literature masterpiece deliver many themes which represent human beings' problems in the long period till now. This writing tries to show the importance of mastering vocabularies through reading novels in English course for Senior High School Class 10-12 students since the curriculum in our country prefer teaching Structure or Grammar than giving practice in comprehending English through reading novels. There will be a great wish to see students in this level will have great skill in delivering, understanding, enriching vocabularies through reading novels. In the conclusion, the writer denotes through the concept of reading novels as one of the sub-topics in Reading skill will develop students' ability. There must be a strong willing and concept changes of the curriculum to improve the students quality. Both it can be from government as the decision maker, teacher as the direct guidance and mentor in the class and the students as the object of learning.*

**Keywords:** *Literature, reading novel, method of learning, mastering vocabularies, students class 10-12*

## **1 INTRODUCTION**

Starting with these lists of questions: What is literature? Is it important to be learnt? Why do we read? Those will make people neglect or interest in the same time. Those questions arise when people mention or talk about literature. Literature is a term used to describe written or spoken material. Broadly speaking, literature is used to describe anything from creative writing to more technical or scientific works but the term is commonly used to refer to works of the creative imagination including works of poetry, drama, fiction or non-fiction.

Literature represents a language or people: culture and tradition. But, literature is more important than just a historical or cultural artifact. Literature introduces us to new worlds of experience. We learn about books and literature; we enjoy the comedies and the tragedies of poems, stories, and plays; and we may even grow and evolve through our literary journey with books. Ultimately, we may discover meaning in literature by looking at what the author says and how he/she says it. We may interpret the author's message. In academic circles, this decoding of the text is often carried out through the use of literary theory, using a mythological, sociological, psychological, historical, or other approaches.

Some quotes support the significant reasons to learn literature. One of them is from C. S. Lewis<sup>i</sup>, "Literature adds to reality, it does not simply describe it. It enriches the necessary competencies that daily life requires and provides; and in this respect, it irrigates the deserts that our lives have already become."<sup>ii</sup> The unspoken things coming and experiencing by many people and it will be kept forever if there is no media can be used. Through novels as one of the product of literature, we can know many aspects that we never imagine before besides the function itself be the entertainment while people spend their leisure time.

Moreover, Manneke Budiman said that literature gives a freedom of thinking and full of exploration. It only can be reached in this field. Literature could be the medium to criticize the conventional norms. Literature can be also be the instrument to examine the knowledge. With literature, we left the old lesson in order we can get the new things (inspirations).<sup>iii</sup> From those quote and statement we have to broaden our comprehension to know and dig more about literature as the need not only for the alternative choice. The domination over many aspects in life can be captured through literature. In other words, we can say that literature will give a great impact for capturing and understanding many humanistic aspects besides we also can get the entertainment while we get bored in reading the scientific papers, journals, hand out, moduls and many others. Literature can balance our life a lot.

## **2 FINDINGS AND DISCUSSION**

### **2.1 Fiction or Non-Fiction as the Media of Learning**

To determine the media of learning English by using reading skill is needed one fixed concept since we have known that English has a function as Second Language (ESL) in Indonesia. We cannot deny that changing the strategy is not easy. This writing intended to give and insist the frugal way. There are two offering ways to make the students be more fluent in speaking not only mastering the grammar as the haunting aspect of evaluation.

The rigid method of learning will also give huge impact for students. It also makes students lazy to learn this global language. We need to change totally by balancing the material not only focussing on structure or grammar. There are two genres of literature products especially novels, they are fiction and non-fiction. Fiction is a work of the imagination or invention, which contrasts with non-fiction (which is usually thought to be based on facts). Written works like novels, short stories, plays, and poems are fictional.

A work of fiction is a work of literature, but the term "literature" encompasses far more than just fiction. Literature also refers to non-fiction (memoirs, biography, and other works that are factual in scope). Those two genres can stimulate students to enrich their English and it is really hoped become the fuel to develop their skills more.

## 2.2 Novels as the Media of Learning in School

Learning a foreign language needs a strategy in order students gain many benefits. The method of learning that keep using until now is the conventional one. I do really hope the concept that I share here even not becoming the newest but still can influence the new policy in the next period. And of course, I hope the teacher will also enrich their bank of material in reading many simple and short novels. This method will not work successfully if there is not strong will and effort from the teacher as the real tutor in class to change strictly from themselves. It will only become the method only, but it will be the real application in the class.

Teaching reading skill to students of Class 10-12 to gain deep knowledge of vocabularies really need extra effort. Gaining their attention to take roles with English class will not be easy. Some reasons will arise connected with the problems of lack of motivation, less activities in supporting their effort, no attractive activities of English speaking skill and many others. Besides, teachers do not have strong will to create good atmosphere in having conversation in class, there is not supporting action from the parents and also the condition of curriculum also do not support the students to understand English lesson better. Those variety of aspects have become the heavy trigger for the students to be lazy in learning English. These problems always happen since long period until this time. As we know, in learning foreign language mastering vocabularies becomes one of the important keys to understand English in order we can comprehend the four skills, they are speaking, writing, reading and listening. Without having many vocabularies, it will be very impossible for the learners can understand the foreign language. Moreover, the difficulties will be the barrier to know, understand and master the language. The application of using novels to master English for students Class 10-12 will take the Concept-Oriented Reading Instruction called as CORI (Guthrie, 2004: 2-3).

In this article, I will try to show the other variety for teachers to teach the vocabularies through reading novels. I will use three interesting novels, they are *The Adventures of Huckleberry Finn* retold from the Mark Twain original by Oliver Ho (2006), *Peter Pan* retold from the J. M. Barrie original by Tania Zamorsky (2009), and *The Adventures of Robin Hood* retold from the Howard Pyle original by John Burrows (2005). The criteria of choosing these novels are based on the following aspects:

- a. The language is simple and easy
- b. The theme is interesting
- c. The cover of the book is interesting
- d. The content is easy to be discussed
- e. The length of novels are not too long

Besides, there will be some inputs for the students when they are reading novels:

- a. Some skills will be improved by learning novels
- b. Offering the variety of learning in mastering the vocabulary
- c. The method of learning will be more interesting
- d. Creating creative ways in asking and answering session among the students and the teacher
- e. Supporting the students creativity in memorizing the vocabularies
- f. Asking the students to be active both in reading and speaking

By giving the novels as the material to be read and discussed, I do hope the students will have more motivation to add their vocabularies. Novel as a part of literature helps reader to be more understand of the issue with the interest way while reading. Some messages found as the unique and long lasting impact for the students. Since there are interesting aspects can be found in novel. The time allocation will be regulated to read one novel since the meetings for students of level 10-12 are 22 meetings, so reading the novels will be the variant technique of teaching English besides other materials given. When there are 24 meetings in one semester (2 meetings will be used for Mid-term test and Final test), we can plot 6 meetings to discuss about novels. Reading interesting novels will enrich their knowledge as the first advantage and the rest the students will have many new vocabularies after reading it.

Talking about novels, there will be some intrinsic aspects from novels can be discussed such as the character, the plot, the theme, the background of time, place and social condition, and point of view (Nurgiyantoro, 2005). The characters which act from different nature would be the most remembering characters that really effect the readers to be someone who inspiring them. Novels as the part of literature says the extraordinary things mean the expression of the story presented by the performance of word. When we insert this method using CORI <sup>1</sup>so the teacher can start to promote skills for activating background of knowledge before reading about the novel *The Adventures of Robin Hood* for instance, and giving the clues by mentioning some questions, such as: "Who is the characters name in the novel?", "Can you guess what is the story about?", "How many of you like doing adventure?", "Where is the farthest trip did you ever go?" and many more. After succeeding attract the students attention, the teacher can continue by writing the steps and give the instructions clearly, such as writing on the board and list the questions:

- 1) mention the name of characters both the main and the secondary
- 2) the place of the adventures
- 3) the difficulties that they found,
- 4) the climax until
- 5) the ending of the story.

Besides, the teacher must give instructions to the students that they must try to make the summary of the stories in some paragraphs. Finally, the students will have a duty to do the retelling in front of the class. The class will be very interesting at the last.

The method of discussing novels are by setting the goals that students must understand the whole contents of novels themselves. If they found difficulties related with the vocabularies, they must open the dictionary then taking note the difficult words. By doing the repetition of checking the meaning of the new or difficult vocabularies, they will stay longer in their mind. By creating a method of learning like reading novels will create a motivation context for strategy development in reading. Learning cognitive strategies is a challenging enterprise. To children in level 10-12 counted as teenagers sometimes are difficult. Because the persistence and sustained attention required to learn them are demanding for young learners, building the right context is crucial.

We expect the students should become competent, aware, and self-initiating the use of reading comprehension strategies. For instance, benchmarks for questioning show what kinds of questions students ask when they are beginning to learn, and what kinds of questions students should be expected to ask as they become more effective questioners. Most simply, students show awareness if they know when to employ a strategy. Such

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<sup>1</sup> Kathleen C. Perencevich "How the CORI Framework Looks in the Classroom" (2004, 25-27)

understanding enables intentional, rather than merely habitual or prompted. Students who study about literature can learn about many contexts and meanings of famous quotes and phrases. Especially when they study about English literature through novels, they would know about English literature, not only traditional English literature, such as a study of Ancient Greek drama, but also American literature. An enjoyment and appreciation of literature will give student an ability to develop this into an interest in books and readings as they grown up from their studies to their adult lives.

By giving the new method of learning that is giving novels as the media will increase the unmotivated students to have the extensive prompting, encouragement and self-confidence. Teachers will also be more effective in fostering full strategy development place expectations on their students for initiating strategies, and finally they encourage students to implement strategies as well and widely. There will be some benefits for students while they are reading novels. Novels consist of interesting contents that covers with some aspects inside it. Each of the aspects will enrich the students understanding both the structure and knowledge. There are the benefits of using novels to develop students vocabularies:

- Novel provides pleasure to readers. The existence of many aspects in a novel will give the big impact of the reader. As much as the author carry the reader to raise the story, it will provide the enthusiastic reader in the entertainment of reading. It's also connected with the power of the author to create the passion of the reader to know more, to read continuously untill the finish the whole chapters.
- Novel build experiences. We could get experience from many things in our surroundings. From reading a novel we can find many things about someone's else experience, story, and other inspiration. The imagination that help us to imagine how people can do something by their own struggle. Transferring the experiences of reading will change the way of readers thinking to be better. They will know something deeper than before.
- Novel changes the method of learning. The tendency of our curriculum is taking structure as the main subjects of learning methods. Students are stuck in understanding structure with the very common methods. By giving the structure in the old methods such as drilling with the structure's practice, they will get bored, no motivation and feeling lazy. The usage of reading novels for the students will attract their attention to get a better understanding in many skills. Their vocabularies will be more various and add a huge amount than only using the method of doing the structure's exercises.
- Novel will bring benefits to motivate students to have more desire in learning English. Mastering many vocabularies will make them easy to love English. Besides, the teachers must become the motivator for the students to love English through their factual action, attitude and passion. It is because I often found many teachers in High School do not have good background and experiences related with 'How to teach English well', 'How to motivate students to have good English at school' or even 'Actually, my English is not good, but since my education background is English so I must teach English' in fact she or he does not have great skill in teaching English. It always have bad results at the end. There is not supporting skills to teach and the effects the students do not have motivation and understanding in understanding English.
- Novel will offer the interesting and entertaining way of absorbing the vocabularies. We can't deny that mastering vocabularies will help the students to get more knowledge and furthermore they will have self-confidence to master English.

### 3 CONCLUSIONS AND SUGGESTIONS

In the conclusion, the writer states that the usage of novels as the medium of learning for Senior High School Students in Indonesia is urgently needed. It will be very useful to change the method of learning effectively. If not, we will be in the last rank among the countries of Asian to develop the skill in getting understanding and really use English not only in concept but also in factual. As wise words say, "Practice makes Perfect". The true and real practice will guide students to broaden their point of view in gaining the knowledge and finally will improve the ability in mastering English.

If we expect big things from students, we must expect big things from ourselves as their teacher or tutor, too. Good method will only become method, it will not be the guarantee to change students attitude. The only thing we should is be more professional by reading many books and articles, to join study groups and to observe other teachers and read many interesting short stories and novels. Having the real knowledge of doing some good methods just to develop the students skill and ability. Start from the small thing and focus with your goal. Then you will get the trust from your students.

The usage of reading to get the understanding and then could speak actively will be the trully and final goal. Building a new way of learning will give a huge impact on students. Hereby, I do really believe that this paper is still lack of perfectness. Any input, advice and guidance is needed to contribute the complete one. The great effort, support and real action to change the method of learning for students at Level 10-12 will help them to get better result and understanding.

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# USING GAP-FILLING TASK IN ASSESSING STUDENTS' ABILITY IN USING INDEFINITE AND DEFINITE ADJECTIVES/PRONOUNS

**Sadam Husein**

sadamhusein.21<sup>st</sup>@gmail.com

University of Indonesia  
Depok, Indonesia

## **Abstract**

*The purpose of the research was to assess the students' ability in using one, another, the other, other, others and the others as indefinite and definite adjectives/pronouns. The design of this research was quantitative descriptive. The population of this research was 173 students of English Department of Faculty of Languages and Arts who registered in the academic year 2011/2012 at State University of Padang. By using simple random sampling technique, thirty students were taken as the sample of this research. The instrument used to test their ability was a grammar test. The test was constructed in gap-filling task or fill-in-the-blank consisted of 100 items and tried out to other thirty students. The students were asked to fill the blank spaces with one, another, the other, other, others, or the others. The data was analyzed by looking at the estimation of item discrimination and item facility of the grammar test tried out. After deleting useless questions, 73 items were used to test the students' ability in using them. The allocation time was 90 minutes. The result of this research showed that students' ability in using one, another, the other, other, others and the others as indefinite and definite adjectives/pronouns was poor. The mean score of the grammar test was 47.72. From thirty students, there were only a student with an excellent category and five students with a good category in mastering the materials. These students already mastered the use of one, another, the other, other, others and the others as indefinite and definite adjectives/pronouns, but the others did not really understand. The highest score of the student was 84.94 and the lowest score of the student was 26.03.*

**Keywords:** *a gap-filling task, students' ability, indefinite and definite adjectives/pronouns*

## **1 INTRODUCTION**

One of language components that is taught at the English Department is grammar. Purpura (2004:ix) says that grammar is arguably at the heart of language use and has close connection with other skills such as speaking, listening, reading, and writing. In speaking, people need to know grammar so that they can deliver ideas well. They can get information easily from others if they understand grammar. Grammar also helps readers

to comprehend what they read. In addition, they can write essays with correct sentence structure if they have good grammatical ability.

Especially for English Department in some universities, grammar is learned separately from other skills in order to encourage students' grammatical ability. At the English Department of State University of Padang, grammar is studied for four semesters. Structure I is usually learned in the second semester and Structure II is taught in the third semester. Meanwhile, in the fourth semester the students study Structure III. The last, Functional Grammar is taken in the fifth semester. If they cannot pass one of them, they cannot continue to learn the next grammar subject.

At the English Department of State University of Padang, grammar is learned by using a text book. The text book contains materials and exercises. The text book used to learn Structure II is Mosaic 1. In chapter 6 of the book written by Patricia K. Werner, there is a lesson about Indefinite and Definite Adjectives/ Pronouns: *One, Another, The Other, Others, The Others*. There are some explanations about how to use the indefinite and definite adjectives/pronouns. It also has some exercises to do in order to encourage students' ability in using them.

Based on an informal interview with some second year English Department students, it was difficult for them to use indefinite and definite adjectives/ pronouns: *one, another, the other, other, others* and *the others*. Some of them said that it was not easy for them to differentiate the use of *one, another, the other, other, others* and *the others* as adjectives/pronouns. Those indefinite and definite adjectives/pronouns almost look the same, but the use of each of them is different.

From the explanation above, there were two possible problems why the students had difficulty in using *one, another, the other, other, others* and *the others* as indefinite and definite adjectives/pronouns. First, the students did not know well how to use *one, another, the other, other, others* and *the others* as indefinite and definite adjectives/pronouns. Second, the lecturer already gave a better teaching; meanwhile, the students could not understand the material.

Indefinite pronouns usually have no specific referent and therefore no antecedent (Klammer, 2000:125). In addition, Folse (2009:344) states that indefinite pronouns are pronouns that do not refer to any specific person or thing. Indefinite pronouns are not specific or exact in meaning, so they cannot be followed by a noun because it has to stand alone as a pronoun. If they are followed by a noun, they become definite pronouns.

An indefinite adjective is similar to an indefinite pronoun, except that it modifies a noun, pronoun, or noun phrase (Kleiser, 2008:22). Then, Qualls (2012:62) adds that if a word that could be an indefinite pronoun is used to modify a noun, it is not an indefinite pronoun, but an indefinite adjective. Indefinite adjectives are used before a noun because the function of them is to describe or modify the noun. If they modify a noun, they become definite adjectives.

*One* is an indefinite pronoun. Broukal (2004:121) says that *one* is indefinite (like the article *a*). *One* can be an adjective if it is followed by a noun. It also can be a pronoun if it stands alone. *Another* is a combination of *an* + *other*. Azar (2003:181) defines *another* as one more out of a group of similar items, one in addition to the one(s) already mentioned. Broukal (2004:119) adds that *another* means one more of the same thing or group which is had before. *Another* can be used as an indefinite adjective and pronoun.

*The other* is made from *the* + *other*. Azar (2003:181) states that *the other* means the last one in a specific group, the only one that remains from a given number of similar items. Moreover, Broukal (2004:119) says that *the other* means the one that is left of the same thing. *The other* belongs to the definite adjective/pronoun. So, it can be used as an



adjective if it is followed by a noun. Besides, it also can be made as a pronoun if it stands alone.

*Other* is an example of indefinite adjective. Azar (2003:183) says that *other* can be used with a plural noun. In addition, Broukal (2004:119) defines *other* as several more of the same group. So, *other* as an indefinite adjective only can be followed by plural nouns.

*Others* is also a plural pronoun and consists of *other* + *s*. Swan (1983:446) says that *others* is only used as a pronoun. Azar (2003:183) adds that *others* means several more out of a group of similar items, several in addition to the one(s) already mentioned. In addition, Broukal (2004:119) defines *other* as several more of the same group. So, *others* cannot be used as an adjective and be followed by a noun.

*The others* is a plural pronoun and consists of *the* + *other* + *s*. Azar (2003:183) defines *the others* as the last ones in a specific group, the ones which remain from a given number of similar items. So, *the others* does not belong to the adjective pronoun because it cannot be followed by a noun.

In conclusion, indefinite pronouns are the pronouns which do not refer to any specific person/thing or any group of people/things and if they are used to modify a noun, they become indefinite adjectives. Meanwhile, definite pronouns are the pronouns which refer to a specific person/thing or a group of people/things and they can be definite adjectives if they are followed by a noun. The examples of indefinite adjectives or pronouns are *one*, *another*, *other*, and *others*. *Other* only can be an indefinite adjective and *others* only can be an indefinite pronoun. If there is an article *the* before *other*, it becomes a definite adjective/pronoun: *the other*. The plural form of *the other* is *the others* which belongs to a definite pronoun.

The purpose of this research was to assess the students' ability in using *one*, *another*, *the other*, *other*, *others*, and *the others* as indefinite and definite adjectives/pronouns.

## 2 METHOD

The design of this research was quantitative descriptive. As Gay (2000:11) states that "Quantitative descriptive or survey research involves collecting data in order to answer questions about the current status of the subject or topic of study." The researcher used a test about the use of *one*, *another*, *the other*, *other*, *others*, and *the others* as indefinite and definite adjectives/pronouns and also an anquete about students' perception on the teaching-learning processes. Jackson (2011:86) states that a test is a method of measuring a person's ability, knowledge, or performance in a given domain. The test was constructed in gap-filling task or fill-in-the-blank. Brown (2004:200) says that gap-filling or fill-in-the-blank is a task where the test-takers read part of the sentence and complete it by writing a word or phrase.

Cresswell (2012:142) states that a population is a group of individuals who have the same characteristic. The population of this research was the second year English Department students who registered in the academic year 2011/2012 in State University of Padang. They had already learned about the use of *one*, *another*, *the other*, *other*, *others*, and *the others* as indefinite and definite adjectives/pronouns in Structure II subject on the third semester. There are six classes in the second year of the English Department at State University of Padang: K1, K2, K3, K4, NK1, and NK2, each of which has 28-31 students. A sample is a small subgroup chosen from the larger population (Bordens, 2011:163). The sample was taken by listing all members of the population and assigning

a number for each. From 173 students of the second year English Department, 30 students were taken as the sample of the research.

To collect the data, the researcher used a grammar test. Jackson (2011:86) states that a test is a method of measuring a person's ability, knowledge, or performance in a given domain. In addition, Gay (2010:366) says that test is one of the instruments used to conduct a descriptive research. The test had been tried out to 30 students of the second year English Department of State University of Padang. By consulting with the researcher's advisors and a language assessment lecturer, the items of the test consisted of 100 items (10 items for indefinite adjective/pronoun: *one*, 20 items for indefinite adjective/pronoun: *another*, 20 items for definite adjective/pronoun: *the other*, 20 items for indefinite adjective: *other*, 20 items for indefinite pronoun: *others*, and 10 items for definite pronoun: *the others*) (see Appendix 1).

The test was constructed in gap-filling task or fill-in-the-blank. Brown (2004:200) says that gap-filling or fill-in-the-blank is a task where the test-takers read part of the sentence and complete it by writing a word or phrase. In this test, there were two sentences for each item which had a blank space. The students were asked to fill their answer in the blank spaces with *one*, *another*, *the other*, *other*, *others* or *the others*.

Validity is the most fundamental consideration in developing and evaluating a test. Gay (2009:154) says that a test measures what is supposed to be measured. In addition, Weigle (2002:102) states that the validity of a test should reflect what ability is intended to be measured. In order to get the validity of the test, the content validity was used to measure the test. According to Gay (2000:163), content validity is the degree to which a test measures an intended content area. It means that the test should measure what the students have learned. In this research, the questions' materials of the test had been taught to the students. The constructed test was reviewed by the researcher's advisors and a language assessment lecturer. There were some comments and inputs given to the test so that the test could show the students' ability in using *one*, *another*, *the other*, *other*, *others* and *the others* as indefinite and definite adjectives/pronouns.

The ability of the students was counted by the following formula (Arikunto, 2008: 172).

$$S = R$$

Where:

S = Raw score

R = Total correct answer

According to Arikunto (2008:236) the teacher should change the raw score to the standard score which is 100 to know the students' achievement. This formula was used to know the students' achievement:

$$\text{Score} = \frac{\text{total correct answer}}{\text{maximum score}} \times 100\%$$

Meanwhile, the mean score for the students' ability was counted by the following formula (Gay, 2000: 454-455).

$$\bar{X} = \sum X / N$$

Where:

$\bar{X}$  = Mean

$\sum$  = The sum of the scores

$N$  = The sum of the students

To get the qualitative description of each type of students' ability, the result was classified into the following interval as in *Panduan Akademik UNP* below:

**Table 1. The Classification of Score Level of Students**

Interval Percentage	Classification
81 – 100	Excellent
66 – 80	Good
56 – 65	Average
41 – 55	Poor
0 – 40	Very poor

In order to see the reliability, the researcher used the following formulas:

1. Item Discrimination

$$ID = \frac{\text{high group \#correct} - \text{low group \#correct}}{\frac{1}{2} \times \text{total of you two comparison groups}} \quad (\text{Brown, 2004:59})$$

According to Arikunto (2005:218), the criteria of Item Discrimination as follows:

**Table 2. Criterion of Item Discrimination**

Criterion	Range
Poor	$0 \leq ID < 0.20$
Satisfactory	$0.20 \leq ID < 0.40$
Good	$0.40 \leq ID < 0.70$
Excellent	$0.70 \leq ID < 1.00$

2. Item Difficulty

$$IF = \frac{\text{\# of Ss answering the item correctly}}{\text{total \# of Ss responding to that item}} \quad (\text{Brown, 2004:59})$$

According to Arikunto (2005:210), the criteria of Item Difficulty as follows:

**Table 3. Criterion of Item Difficulty**

Criterion	Range
Easy	$0.70 < IF \leq 1.00$
Medium	$0.30 < IF \leq 0.70$
Difficult	$0.00 < IF \leq 0.30$

### 3. Reliability of Test

Reliability means the consistency or the stability of the test (Gay, 1987). The reliability of the test was calculated by using *Kuder-Richardson* formula 20 as stated in Arikunto (2005:100). The formula is:

$$r_{11} = \left( \frac{n}{n-1} \right) \left( \frac{S^2 - \sum pq}{S^2} \right)$$

Where:

$r_{11}$  = Reliability of the test

$p$  = The proportion of students who answer the items correctly

$q$  = The proportion of students who cannot answer the items correctly

$\sum pq$  =  $p \times q$

$n$  = The number of items

$S$  = The standard deviation of the scores

While:

$$S^2 = \frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N}$$

Where:

$S$  = The standard deviation

$\sum x^2$  = The sum of the square; square each score and add up all the squares

$(\sum x)^2$  = The square of the sum; add up the scores and square the sum

$N$  = The sum of the students

Where, the criteria of reliability of the test are:

A test with  $r_{11} = 1$  shows perfect reliability

A test with  $0.80 \leq r_{11} < 1.00$  shows very high reliability

A test with  $0.60 \leq r_{11} < 0.80$  shows high reliability

A test with  $0.40 \leq r_{11} < 0.60$  shows medium reliability

A test with  $0.20 \leq r_{11} < 0.40$  shows low reliability

A test with  $0.00 \leq r_{11} < 0.20$  shows very low reliability

The result of the test demonstrated that the reliability of this test was 0.96 which was shown very high reliability.

### 3 FINDINGS AND DISCUSSION

The data of this research was a grammar test. The items of the grammar test were 100 questions (10 items for indefinite adjective/pronoun: *one*, 20 items for indefinite adjective/ pronoun: *another*, 20 items for definite adjective/pronoun: *the other*, 20 items for indefinite adjective: *other*, 20 items for indefinite pronoun: *others*, and 10 items for definite pronoun: *the others*). The grammar test and the anquete were given to 30 students of the second year of English Department of State University of Padang.

This is the table of students' grammar score in using *one*, *another*, *the other*, *other*, *others* and *the others* as indefinite and definite adjectives/ pronouns.

*Table 4. Students' Grammar Scores*

Testee	Total Correct	Score	Note
1	37	50,69	Poor
2	25	34,25	Very Poor
3	57	78,09	Good
4	53	72,61	Good
5	62	84,94	Excellent
6	45	61,65	Average
7	35	47,95	Poor
8	42	57,54	Average
9	49	67,13	Good
10	27	36,99	Very Poor
11	37	50,69	Poor
12	26	35,62	Very Poor
13	53	72,61	Good
14	38	52,06	Poor
15	32	43,84	Poor
16	23	31,51	Very Poor
17	37	50,69	Poor
18	31	42,47	Poor
19	44	60,28	Average
20	34	46,58	Poor
21	32	43,84	Poor
22	31	42,47	Poor
23	47	64,39	Average
24	28	38,36	Very Poor
25	25	34,25	Very Poor
26	19	26,03	Very Poor
27	36	49,32	Poor
28	51	69,87	Good
29	46	63,02	Average

30	36	49,32	Poor
<b>MEAN SCORE</b>		47,72	Poor

From the table, it can be seen that the students' grammar score were still poor. The mean of students' grammar score was 47,72. The highest score was 84,94 with excellent category (student number 1). There were five students who got score with good category. First, a student got score 78,09 (student number 2). Then, two of them got score 72,61 (student number 3 and 4). After that, one of them got score 69,87 (student number 5). The other student got score 67,13 (student number 6).

There were five students got score with average category. There was a student who got score 64,39 (student number 7). Then, there was a student who got score 63,02 (student number 8). Next, there was a student who got score 61,65 (student number 9). After that, there was a student who got score 60,28 (student number 10). The last, there was a student who got score 57,54 (student number 11).

There were 12 students got score with poor category. First, there was a student who got score 52,06 (student number 12). Also, there were three students who got score 50,69 (student number 13, 14, and 15). Then, there were two students who got score 49,32 (student number 16 and 17). There was a student who got score 47,95 (student number 18). There was a student who got score 46,58 (student number 19). After that, there were two students who got score 43,84 (student number 20 and 21). The last, there were two students who got score 42,47 (student number 22 and 23).

There were 7 students who got score with very poor category. A student got score 38,36 (student number 24), a student got score 36,99 (student number 25), a student got score 35,62 (student number 26), two students got score 34,25 (student number 27 and 28), and a student got score 31,51 with less category (student number 29). The lowest score was 26,03 with very poor category (student number 30).

The result of students' score for grammar test can be seen as follow:

**Table 5. Students' Grammar Scores Frequency**

No.	Class Interval	Fi	Fk	%
1	76-85	2	2	6,67
2	66-75	4	6	13,33
3	56-65	5	11	16,67
4	46-55	8	19	26,67
5	36-45	7	26	23,33
6	26-35	4	30	13,33
<b>Total</b>		<b>30</b>		<b>100</b>
<b>Mean</b>		<b>47,72</b>		
Standard Deviation		14,82		
Max		84,94		
Min		26,03		

From the table, it can be seen that the mean score of students' grammar score in using *one*, *another*, *the other*, *other*, *others* and *the others* as indefinite and definite adjectives/pronouns from 30 students was 47,72. The students' grammar score was still poor. Standard deviation from the students' score was 14,82. It means the level of deviation for each student's score towards the mean score was 14,82. From the 30 students, there were only a student with excellent category and 6 students with good category in mastering the materials about the use of *one*, *another*, *the other*, *other*, *others*

and *the others* as indefinite and definite adjectives/pronouns. The maximum/highest score that the students got was 84,94 and the minimum/lowest score was 26,03. There were only 7 of 30 students who could get good score; it means that the second year English Department students' ability in using *one, another, the other, other, others* and *the others* as indefinite and definite adjectives/pronouns was still poor.

For the class interval of 76-85, there were only 2 students who achieved it. It was around 6,67%. From this interval, the highest score that the student got was 84,94 from the 30 students. Then, the students who got score for the class interval of 66-75, there were 4 students (13,33%) and for the class interval of 56-65, there were 5 students (16,67%). Next, the students who got score for the class interval of 46-55, there were 8 students (26,27%). After that, the students who got score for the class interval of 36-45, there were 7 students (23,33%). At last, the students who got score for the class interval of 26-35, there were 4 students (13,33%).

Students' ability in using *one, another, the other, other, others* and *the others* as indefinite and definite adjectives/pronouns was still poor. The finding showed that the mean score of the grammar test was 47,72 from 30 students. From 30 students, there were only a student with excellent category and five students with good category in mastering the materials. These students already mastered the use of *one, another, the other, other, others* and *the others* as indefinite and definite adjectives/pronouns, but the others did not really understand. The highest score of the student was 84,94 and the lowest score of the student was 26,03.

Based on the findings, the ability of the second year English Department students of State University of Padang in using *one, another, the other, other, others* and *the others* as indefinite and definite adjectives/pronouns was still poor. From 30 students, there was only a student who got score with excellent category. The student who got score 84,94 with excellent category answered 62 questions correctly from 73 questions. There were five students who got score with good category. The first student who got score 78,09 with very good category answered 57 questions correctly from 73 questions. Then, two of them who got the same score 72,61 answered 53 questions correctly from 73 questions. Next, the correct answers for the student who got score 69,87 were 51 from 73 questions. The last, the correct answers for the student who got score 67,13 were 49 from 73 questions. These 6 students already mastered the materials of *one, another, the other, other, others* and *the others* as indefinite and definite adjectives/pronouns.

The students' ability in using *one, another, the other, other, others* and *the others* as indefinite and definite adjectives/pronouns was still poor. The percentage of students who could not mastered the materials well are  $\geq 80\%$ . This is very high percentage. This low learning outcome gives a signal that there were something wrong for both of the teaching-learning process and the students' ability.

#### 4 CONCLUSION AND SUGGESTION

The students' ability in using *one, another, the other, other, others* and *the others* as indefinite and definite adjectives/pronouns was still poor. From thirty students, there were only a student who could get excellent score and five students who could get good scores. Because of the limited time, the writer only assessed the students' ability in using *one, another, the other, other, others* and *the others* as indefinite and definite adjectives/pronouns. It is needed to analyze the perception of students and lecturers on the teaching-learning processes.

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# THE INDONESIAN “MEN-” AND “BER-” VERBS AND ITS TRANSLATION INTO ENGLISH

**Pikir Wisnu Wijayanto**

pikirwisnu@tass.telkomuniversity.ac.id

*Telkom University, Indonesia*

Telekomunikasi Street No 1 Terusan Buah Batu, Bandung West Java - Indonesia

## **Abstract**

*This research is aimed at analyzing the meaning and function of the translation between the Indonesian and the English verbs based on how the Indonesian **meN-** and **ber-** verbs are translated into English. This research uses a qualitative descriptive method and the source of the data is the fairy tale published by Arkola Team entitled “Burung Hantu dan Putri Rajawali”, as the Source Language (SL) and its English translation “The Owl and the Eagle’s Daughter” as the Target Language (TL). The research findings assure that the functional characteristics of the prefix of **meN-** are in the transitive system. They indicate active voice of Indonesian that is mainly determined by the type of base forming in the process of the clause in which the affixation occurs. The affixation of **meN-** also does not give other meaning except to make a verb well-formed. Since the base words without **meN-** affixations do not make sense by themselves, each verb has no equivalent affixation word in TL. Most of the words with the **ber-** prefix are formal forms, and have the same meaning as those that do not have the **ber-** prefix. The **ber-** verbs also represent the meaning or function as to do what the base word indicates. 250 – 300 words*

**Keywords:** translation, affixation, Indonesian **meN-** and **ber-** verbs

## **1 INTRODUCTION**

The structures of the Indonesian and the English languages are different. The Indonesian verbs for example, are not as complex as the English verbs. Indonesian verbs are mostly used with prefixes and suffixes. It begins with **meN-** (*membaca*), **ber-** (*bertanya*), **di-** (*dibaca*). It is called the affixation process, where the lexical item has changed form. A standard set of letters attached to a root word that creates a new word. Meanwhile, verbs in English change their form according to tense and numbers. For example the word ‘to write’, has form, ‘wrote’, ‘written’ and ‘writing’. Even the Indonesian verbs also make changes, but the types and the meaning of changes they make are quite different from those in English verbs.

Basically, Indonesian has the grammatical units as that of English; they are sentence, clause, phrase, word and morpheme. Machali (2000:20) says, “*Dalam tata bahasa, kita mengenali adanya hierarki lima satuan bahasa: kalimat, klausa, frase, kata, morfem*”. Each of these units has a particular kind of meaningful grammatical pattern and

it is ordered based on their level. Some Indonesian verbs are derived from some bases; adjective, verb, and noun by adding affixes.

This research focuses on **meN-** and **ber-** verbs in Indonesian and their translation into English. The aim of this research is to analyze the meaning and function of the translation between the Indonesian and the English verbs based on how the Indonesian **meN-** and **ber-** verbs are translated into English. The source of the data in this research is the fairy tale published by Arkola Team entitled "*Burung Hantu dan Putri Rajawali*", as the Source Language (SL) and its English translation "*The Owl and the Eagle's Daughter*" as the Target Language (TL).

### Translation

In order to get the information and technology, translation plays an important function as an inter-lingual (translation between two different languages) communication activity in developing country. Reiss in Venuti (2004: 160) states "Inter lingual translation is a bilingual mediated process of communication, which usually aims at the production of a target language (TL) text and is functionally equivalent to source language (SL) text". It means that one text is considered whether its coherence of text is good or not is determined by those two aspects of language; the most appropriate words and grammatical structures used in the text. Reiss and Vermer in Jeremy Munday (2000: 79) states that the coherence of text is much influenced by the appropriateness in the use of grammatical and or lexical cohesion to connect between one sentence and another or between one paragraph and another of a text.

Levy in Venuti (2000: 148) states clear statement that "...Translation is a process of communication: the objective of translating is to impart the knowledge of the original to the foreign reader." It can be said that translation is defined as the process of transferring the idea or information from the SL to the TL. Translation is very useful for someone who faces a foreign-language barrier when he/she wants to know the meaning or content of the foreign language text. In other words, the language of the original text is the barrier for him/her to know the content of the text. This problem can only be overcome by translation which functions as the medium between SL and TL because the function of translation can be as a bridge to carry the messages (meanings) from the SL to the TL. In short, in wider meaning translation is the process of transferring the meaning of the idea, verbally and non-verbally from one to another.

Nida in (Venuti 2004:126) says that there are no two identical languages, either in meaning or in the structures. A translator should have a perfect knowledge of the original language, and a competence acquaintance with the subject of which it treats. In order to obtain a good quality of translation especially related to its accuracy, acceptability, and readability, a translator should be able to adjust the structure of SL to the appropriate structure of the TL so that the product of the translation is more acceptable or readable by the readership. The choice of forms to be used in the translation is sometimes dependent on the translators' judgment. It is not a simple and easy work to do for the translator to make natural translation and has the exactly same meaning with the SL, because every language has the different structures or grammar.

### Affixation

Katamba (1993) defines affix as bound morpheme which only occurs when attached to some other morpheme or morphemes such as root or stem or base. Affix is categorized as bound morpheme because it cannot stand alone and should be attached to another unit

such as a root word that creates a new word. The word affix is a general term for prefix, and suffix.

According to Broukal (2003), prefix is a form added in front of a word or word root to change its meaning, and suffix is a combination of letters added to the end of a word or word root. Suffixes are used either to form new words or show the function of a word. From the definition can be known that both prefix and suffix can create a new word. Besides that when prefix and suffix are added in a word so it may change the meaning of a word, and word classes. While, Kridalaksana (1992) states that the Indonesia affix has some types such as *prefix, suffix, infix, simulfix, confix, superfix, and combination of affix*. He defines prefix as an affix attached before a root or base word, such as *meN-, ber-, per-, ter-, etc* while in English prefix like *un- re-, dis-, etc*. It is adding a grammatical morpheme in the front of a stem word. He also defines suffix as an affix attached after a root or base word and it is adding a grammatical morpheme at the end of a stem word. In Indonesian there are *-kan, -in, -I, -an, etc* and in English such as *-en, -er, -ed, etc*.

According to Harmer (1998), verb is a word (or group of words) which is used to describe an action, experience, or state, for example write, be, set, out, etc. Some Indonesian verbs are derived from some bases; adjective, verb, and noun by adding affixes. Meanwhile, Sneddon (2010) said that verb is a word which refers to an action, such as *berjalan* 'walk', *pergi* 'go', *menulis* 'write', or a state, such as *tidur* 'sleep', *terletak* 'located', *memiliki* 'own'. It occurs as the predicate of a verb clause. There are three main verb classes; (1) Intransitive verbs; are followed by no obligatory element, (2) Transitive verbs; are followed by an object, (3) Copular verb; are followed by a subject complement or an adverbial. Therefore, based on several reasons above, this topic is important to be discussed.

### The Indonesian Men- Verb

According to Djenar (2003), when we affix **meN-** to a base word, often a sound change occurs; that is, the sound of the initial letter of the base word is changed. If the base word begins with certain letters, there is no change. The capital letter N in **meN-** is used to indicate this change.

Initial Letter of Base Word	Example of Base Word	Prefix	Example of MeN- Verbs	English Meaning
l, m, n, ng, ny, r, y, w	lihat, <b>m</b> aki, nanti, <b>ng</b> anga, nyanyi, <b>r</b> aba, yakin, <b>w</b> arna	<b>me-</b>	<b>m</b> elihat, <b>m</b> emaki, <b>m</b> enanti, <b>m</b> enganga, <b>m</b> enyanyi, <b>m</b> eraba, <b>m</b> eyakinkan, <b>m</b> ewarnai	to see/look, to swear, to wait, to be agape, to sing, to touch/fell, to convince, to color
b, f, v, p	bisu, fitnah, vonis, <b>p</b> ukul	<b>mem-</b>	<b>m</b> embisu, <b>m</b> emfitnah, <b>m</b> emvonis, <b>m</b> emukul	to stay mute, to slander, to sentence, to hit
d, j, c, t	<b>d</b> engkur, jajah cari, <b>t</b> ari	<b>men-</b>	<b>m</b> endengkur, <b>m</b> enjajah <b>m</b> encari, <b>m</b> enari	to snore, to colonize, to look for, to dance
a, e, i, o, u, g, h, k,	atur, erang, ikat, obrol, ukur, garuk, hukum, <b>k</b> ejar	<b>meng-</b>	<b>m</b> engatur, <b>m</b> engerang, <b>m</b> engikat, <b>m</b> engobrol, <b>m</b> engukur, <b>m</b> enggaruk, <b>m</b> enghukum, <b>m</b> engejar	to organize, to moan, to tie, to chat, to measure, to scratch, to punish, to chase
s	setir	<b>meny-</b>	<b>m</b> enyetir	to drive

Djenar (2003:68) also explains that **meN-** verbs can be either transitive (with an object following the verb) or intransitive (with no object following the verb).

### Transitive Men- Verbs:

In transitive verbs, **meN-** indicate *active voice* (also called *subject-focus*). That is, it tells us that the focus of the sentence is on the actor, who is also the subject of the sentence. **MeN-** contrasts with the di-prefix in that di- indicates *passive voice* (also called *object-focus*), where the focus is on the object of the sentence.

Example:

<b>Ibu</b>	<b>membeli</b>	<b>pakaian</b>	<b>di toko kecil itu.</b>
Subject Verb	Object	Prepositional phrase	
Mother bought	clothes	in that mini market	

#### - MeN- verbs with noun base

Some transitive **meN-** verbs come from nouns. The following verbs mean 'do something associated with the base word' or 'using what is indicated by the base word'.

Base Word	English Meaning	MeN- Verbs	English Meaning
borgol	handcuff	memborgol	to handcuff

#### - MeN- verbs with verbal base

Other **meN-** verbs have a verbal base and the presence of the prefix is required to make a well-formed verb.

Base Word	English Meaning	MeN- Verbs	English Meaning
baca	to read	membaca	to read

### Intransitive Men- Verbs:

With intransitive verbs, the prefix **meN-** indicate different meanings.

Example:

<b>Linda</b>	<b>menyanyi</b>	<b>di atas panggung.</b>
Subject Verb	Prepositional phrase	
Linda	sang	on the stage

- **Formation of base word**

As with transitive verbs, the **meN-** prefix is needed in some intransitive verbs for the base word to be well formed or make sense. In some cases, the base word cannot occur without it.

Base Word	MeN- Verbs	English Meaning
didih	mendidih	to boil

- **To do something associated with the base word**

Base Word	English Meaning	MeN- Verbs	English Meaning
rokok	cigarette	merokok	to smoke

- **To be like what the base word indicates**

Base Word	English Meaning	MeN- Verbs	English Meaning
gunung	mountain	menggunung	to pile up

- **To go where the base word indicates**

Base Word	English Meaning	MeN- Verbs	English Meaning
jauh	far	menjauh	to move away

**Sounds Words (Onomatopoeia)**

These are words that resemble the noise made by either animals or humans.

Base Word	English Meaning	MeN- Verbs	English Meaning
aum	roar	mengaum	to roar
keluh	sigh	mengeluh	to sigh, complain

- To become what the base word indicates

Base Word	English Meaning	MeN- Verbs	English Meaning
bengkak	swollen	membengkak	to swell

Some words having this meaning can also be used in a metaphorical sense.

Base Word	English Meaning	MeN- Verbs	English Meaning
runcing	Pointy	meruncing	to become pointy => become heated or acute (for example, conflict or argument)

### The Indonesian Ber- Verb

According to Djenar (2003), **ber-** is often called a verbal prefix because most of the words with this prefix are verbs, even though they may be derived from nouns, verbs or other sources. In spelling, when attached to certain base words, the 'r' in **ber-** is either replaced by another letter or, if the base word begins with 'r', it is dropped altogether.

Base Word	English Meaning	Ber- Verb	English Meaning
Ajar	to teach	belajar	to learn, study
Kerja	to work	bekerja	to work
renang	to swim	berenang	to swim

Sometimes words with the **ber-** prefix have the same meaning as those that do not have the **ber-** prefix. When speaking, Indonesians use either word. Words with the **ber-** prefix are more formal and this is the correct form to use when you write in Indonesian.

Base Word	English Meaning	Ber- Verb	English Meaning
belanja	to shop	berbelanja	to shop

- To become what the base word indicates

**Ber-** in this group roughly means 'to have'. However, when we translate it into English, we may use the ending '-ed', or use 'of' or 'have'.

<b>berkaki empat</b>	<b>four-legged</b>
<b>berumur lima tahun</b>	<b>be five years of age</b>
<b>berkumis</b>	<b>have a moustache</b>

Base Word	English Meaning	Ber- Word	English Meaning
kumis	moustache	berkumis	to have a moustache
umur	age	berumur	to have age (be a certain age)
kaki	foot	berkaki	to have feet

- **To use or wear**

This group includes words pertaining to things we wear (items of clothes) or use (including some vehicle, such as cars and bikes).

Base Word	English Meaning	Ber- Word	English Meaning
baju	shirt, attire	berbaju	to wear (attire)
sepeda	bicycle	bersepeda	to go by bicycle

- **To do what the base word indicates**

The following verbs represent only a few of the **ber-** verbs.

Base Word	English Meaning	Ber- Word	English Meaning
cerita	story	bercerita	to tell a story
gerak	motion	bergerak	to move

**Ber- Numeral**

When attached to a numeral, **ber-** means 'in + number'.

Base Word	English Meaning	Ber- Word	English Meaning
dua	two	berdua	two people together (literally: in two)

tiga	three	bertiga	group of three people (literally: in three)
satu	one	bersatu	to unite (to be one)

### **Ber- an**

When the suffix **-an** is attached to a **ber-** verb, the verb will indicate either ‘reciprocity’ or ‘irregularity of action or motion’.

Base Word	English Meaning	Ber- Word	English Meaning
dua	Two	berdua	two people together (literally: in two)
tiga	Three	bertiga	group of three people (literally: in three)
satu	One	bersatu	to unite (to be one)

#### **- Reciprocity**

‘Reciprocity’ means that the verbs indicate mutual action or relationship between two or more people, animals or inanimate object (for example, vehicle).

Base Word	English Meaning	Ber- Word	English Meaning
cium	kiss	berciuman	to be kissing (two people)
sebelah	side	bersebelahan	to be side by side
tabrak	to hit, collide	bertabrakan	to collide

#### **- Irregularity of action or motion**

Base Word	English Meaning	Ber- Word	English Meaning
datang	to come	berdatangan	to arrive one after another
tebar	to scatter	bertebaran	to be scattered
kejar	to chase	berkejaran	to chase each other



### Reduplicated Ber-

When **ber-** is reduplicated, the word may indicate repeated or extended action, or action that takes place over an extended period of time. Reduplicated **ber-** may also indicate plural.

- **Repeated or extended action, or action over an extended time**

Reduplicated ber	English Meaning
berjalan-jalan	to walk at leisure, stroll
berjingkrak-jingkrak	to jump up and down in excitement

- **Plural**

Reduplicated ber	English Meaning
berbeda-beda	different kinds
bermacam-macam	various kinds

## 2 METHOD

This research uses a qualitative descriptive method which means that all the results are descriptive data in the form of written words or statements from people and behavior observed, and the data that were analyzed, were in the form of sentences and words without using some numbers in its interpretation (Bogdan and Taylor, 2000:3). The source of the data in this research is the fairy tale published by Arkola Team entitled "*Burung Hantu dan Putri Rajawali*", as the Source Language (SL) and its English translation "*The Owl and the Eagle's Daughter*" as the Target Language (TL).

In collecting data, the researcher conducts several steps (1) identify the data which consists of the Indonesian verbs (SL) based on how the Indonesian **meN-** and **ber-** verbs are translated into English then underline them (2) identify the data which consists of the English translated verbs from Indonesian based on how the Indonesian **meN-** and **ber-** verbs are translated into English then underline them and (3) the data of the Source language (SL) and the target language (TL) are put together side by side in a list then give the number of page and line to its data. The researcher also analyzes data into some ways. First, edit the data in order to analyze some possible mistakes when they are transferred from the SL and TL into the corpus or list. The data then will be classified into two main categories; they are the functions of **meN-** and **ber-** verbs. Finally, the data will be presented in some tables which are discussed according to the classification of their verb used.

### 3 FINDINGS AND DISCUSSION

#### 3.1 The Indonesian meN- Verbs and Its Translation into English

According to Djenar (2003), when we affix **meN-** to a base word, often a sound change occurs; that is, the sound of the initial letter of the base word is changed. If the base word begins with certain letters, there is no change. There are some initial letter of base word of the affix **meN-** in this the fairy tale published by Arkola Team entitled “*Burung Hantu dan Putri Rajawali*”, and its English translation “*The Owl and the Eagle’s Daughter*”. They are *l, r, b, p, c, d, j, t, l, g, h, k*, with the prefix **me-**, **mem-**, **men-**, and **meng-**. The examples of base word and **meN-** could be seen on the table below.

Initial Letter of Base Word	Example of Base Word	Prefix	Example of MeN- Verbs	English Meaning
l, r	lintas, lihat, rasa, rangkak	<b>me-</b>	melintas, melihat, merasa, merangkak	to cross, to see/look, to taste, to creep,
b, p	bawa, bantu, beri, pandang, puji, pinta	<b>mem-</b>	membawa, membantu, memberi, memandang, memuji, meminta,	to bring, to help, to give, to view, to praise, to beg,
c, d, j, t	capai, dengar, jangkau, tuju,	<b>men-</b>	mencapai, mendengar, menjangkau, menuju,	to reach, to hear, to reach, toward,
i, g, h, k,	intip, gosok, hormat, hela, kejar, kenal,	<b>meng-</b>	mengintip, menggosok, menghormat, menghela, mengejar, mengenal	to peek, to rub, to respect, to heave, to chase, to know

Djenar (2003:68) also explains that **meN-** verbs can be either transitive or intransitive. All of the data of the Indonesian **meN-** words in this the fairy tale are primarily translated into English as transitive verbs.

#### - as transitive verb

The data below comprise the word **melintas** ‘passes by’, **melihat** ‘sees’, **merasa** ‘found’, **merangkak** ‘crept’, **membawa** ‘with’, **membantu** ‘to help’, **memberi** ‘saluted’, **memandang** ‘to see’, **memuji** ‘admired’, **meminta** ‘to take’, **mencapai** ‘reached’, **mendengar** ‘heard’, **menjangkau** ‘reach’, **menuju** ‘to’, **mengintip** ‘peeped out’, **menggosok** ‘rubbed’, **menghormat** ‘saluting’, **menghela** ‘heaving’, **mengejar** ‘chasing’, **mengenal** ‘know’ function as the transitive verb and

indicate *active voice*. It tells us that the focus of the sentence is on the actor (all of the animals in this story tale), that is also the subject of the sentence.

The affixation or prefix of **meN-** does not give other meaning except to make a verb well-formed. Since 'lintas', 'lihat', 'rasa', 'rangkak', 'bawa', 'bantu', 'beri', 'pandang', 'puji', 'pinta', 'capai', 'dengar', 'jangkau', 'tuju', 'intip', 'gosok', 'hormat', 'hela', 'kejar', and 'kenal' without **meN-** affixation do not make sense by themselves. It can be concluded that each verb has no equivalent affixation word in TL; therefore the translator translates the **meN-** verbs above into **present verb, present perfect verb, past verb, and gerund**.

The translator also made inappropriate the Indonesian **meN-** verbs and its translation into English in the word **merasa** 'found', **memberi** 'saluted', and **meminta** 'to take'. That would be better if the translator used the word **merasa**, **memberi**, and **meminta** are translated into 'felt', 'gave', and 'asked' because it reflect more appropriate meaning.

- **MeN- verbs with verbal base**

All of the **meN-** verbs used in this story tale have a verbal base and the presence of the prefix is required to make a well-formed verb.

Base Word	English Meaning	MeN- Verbs	English Translation
lintas,	to cross,	<b>melintas</b> ,	passes by
lihat,	to see/look,	<b>melihat</b> ,	sees
rasa,	to taste,	<b>merasa</b> ,	found
rangkak,	to creep,	<b>merangkak</b> ,	crept
bawa,	to bring,	<b>membawa</b> ,	with
bantu,	to help,	<b>membantu</b> ,	to help
beri,	to give,	<b>memberi</b> ,	saluted
pandang,	to view,	<b>memandang</b> ,	to see
puji,	to praise,	<b>memuji</b> ,	admired
pinta,	to beg,	<b>meminta</b> ,	to take
capai,	to reach,	<b>mencapai</b> ,	reached
dengar,	to hear,	<b>mendengar</b> ,	heard
jangkau,	to reach,	<b>menjangkau</b> ,	reach
tuju,	toward,	<b>menuju</b> ,	to
intip,	to peek,	<b>mengintip</b> ,	peeped out
gosok,	to rub,	<b>menggosok</b> ,	rubbed
hormat,	to respect,	<b>menghormat</b> ,	saluting
hela,	to heave,	<b>menghela</b> ,	heaving
kejar,	to chase,	<b>mengejar</b> ,	chasing
kenal.	to know	<b>mengenal</b>	know

### 3.2 The Indonesian Ber- Verbs and Its Translation into English

According to Djenar (2003), **ber-** is often called a verbal prefix because most of the words with this prefix are verbs, even though they may be derived from nouns, verbs or other sources. Most of the words with the **ber-** prefix used in the story tale published by Arkola Team entitled “*Burung Hantu dan Putri Rajawali*”, and its English translation “*The Owl and the Eagle’s Daughter*” are formal forms, and they have the same meaning as those that do not have the **ber-** prefix. The translator of this story tale translates the **ber-** verbs **berpikir** ‘thought’, **bertemu** ‘met’, **berburu** ‘hunting’, **berterimakasih** ‘grateful’, **berkata** ‘said’, **bergerak** ‘was moving’, **berkedip** ‘blinking’, **berjuang** ‘struggled’, and **beristirahat** ‘rested’ into **past verb** at the most, **gerund**, and **past continuous verb**. The following **ber-** verbs also represent the meaning or function as to do what the base word indicates.

Base Word	English Meaning	Ber- Verb	English Translation
pikir	to think	<b>berpikir</b>	thought
temu	to meet	<b>bertemu</b>	met
buru	to hunt	<b>berburu</b>	hunting
terima kasih	to be thankful/grateful	<b>berterimakasih</b>	grateful
kata	to say	<b>berkata</b>	said
gerak	to move on	<b>bergerak</b>	was moving
kedip	to flash	<b>berkedip</b>	blinking
juang	to fight	<b>berjuang</b>	struggled
istirahat	to rest	<b>beristirahat</b>	rested

The ‘r’ spelling in the word **bekerja** is dropped altogether and replaced by another letter.

Base Word	English Meaning	Ber- Verb	English Translation
kerja	to work	<b>bekerja</b>	work

This story tale also used ‘reciprocity’ verb that indicates mutual action or relationship between two or more animals object.

Base Word	English Meaning	Ber- Word	English Translation
hadap	to face	<b>berhadapan</b>	ventured out

There are some reduplicated **ber-** words used that indicates repeated or extended action, and plural in this story tale.

Reduplicated ber	English Meaning	English Translation
berkomat-kamat	to mumble	muttered
berkedip	to blink	blinking
berjam-jam	for hours	for many hours

#### 4 CONCLUSIONS AND SUGGESTIONS

The findings of this research assure that the functional characteristics of the prefix of **meN-** in the transitive system and indicate *active voice* of Indonesian are mainly determined by the type of base forming in the process of the clause in which the affixation occurs. The affixation of **meN-** also does not give other meaning except to make a verb well-formed. Since the base words without **meN-** affixations do not make sense by themselves, each verb has no equivalent affixation word in TL; therefore the translator translates the **meN-** verbs above into **present verb, present perfect verb, past verb, and gerund**. Most of the words with the **ber-** prefix used in the story tale are formal forms, and they have the same meaning as those that do not have the **ber-** prefix. The translator of this story tale translates the **ber-** verbs into **past verb at the most, gerund, and past continuous verb**. The **ber-** verbs also represent the meaning or function as to **do what the base word indicates**.

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# THE USE OF INTERNET RESOURCES TO IMPROVE THE QUALITY OF INDONESIAN-ENGLISH TRANSLATION BY INDONESIAN STUDENTS (A CASE STUDY AT STIBA SARASWATI DENPASAR)

**PutuNurAyomi, S.S, M.Hum.**  
nurayomi@gmail.com

**I WayanSidhakarya**  
wsidhakarya@yahoo.co.id

*STIBA Saraswati Denpasar*  
Jl.Kamboja 11A Kereneng, Denpasar

## ***Abstract***

*The purpose of translation is to find the most natural and accurate equivalent of the text being translated in the target language, first in terms of meaning and secondly in terms of style. In addition to requiring the mastery of languages, more knowledge is needed in terms of stylistics, terminology, the context of situation and the context of culture. Internet with a variety of features such as search engines, online dictionaries and machine translators can be very useful as a reference in the translation process. The aim of this study is to obtain a picture of how the students of translation course in STIBA Saraswati Denpasar use the internet to help their translation activities and to what extent that the students can successfully translating the text passages using the Internet as an aid. This study uses a qualitative descriptive approach. Data are obtained from the translation results and the translation annotations made by the students. Students are requested to take notes on the difficulties they are facing and the use of internet in the translation process. As a result, this study is expected to gain an idea of how to maximize the use of the Internet in the translation process that it can be integrated into the classroom learning. The analysis of the student's annotated translation reveals that students still find some problems in their translation especially in terms of vocabulary and other grammatical issues, their annotations shows that they dominantly use Google translate and online dictionaries to help them in translation. Students can still improve the quality of their translations in the editing process by using search engine as the study shows a very minimum use of this tool.*

***Keywords: internet, translation, Indonesian- English***

## 1 INTRODUCTION

Translation course is a compulsory subject to be taught in English department of most Universities in Indonesia. Those graduates from an English Language department are expected to be able to translate well from English into Indonesian and vice versa. This is because the idea that when a person mastering a foreign language, he or she can instantly become a translator. The purpose of translation is to find the most natural and accurate equivalent of the text being translated in the target language, first in terms of meaning and secondly in terms of style. In addition to requiring the mastery of languages, more knowledge is needed in terms of stylistics, terminology, the context of situation and the context of culture. Scientific papers for example, will require different language variety than that of literary texts. Technical or legal text will likely to use many technical terms that are very different from everyday language. This knowledge however does not come naturally to a translator, especially if he or she is not familiar to the genre of the text being translated. The skill of a professional translation cannot be acquired without knowledge of translation techniques, intensive training and lots of experience. Nevertheless, it must be recognized that not all the knowledge can be given in translation class. Students must be prepared to be able to continue to develop themselves independently outside the classroom. The translation task is even harder if the translator should translate a text to the target language which is not his or her mother tongue, in this case if the students have to translate from Indonesian into English. In this form of translation, students will need a good reference firstly in the process of understanding the meaning of source language text and secondly in finding the appropriate equivalent in the target language.

In this era of digital information, the Internet can be a potential source of reference. Teeler et al. (2000) explains that the internet has advantages in terms of its extension and varied information coverage. It continues to grow and can be accessed anytime and anywhere. Internet users have the freedom and independence to access information according to their personal needs. In terms of translation activity, internet can provide an access to online dictionaries, various genres of authentic text, machine translators and even translator discussion groups.

A survey of Internet use by Thailand students (Wuttikrikunlaya, 2012) shows that the features on the internet can be used for two purposes, the first is to solve language difficulties (online dictionaries, machine translation, and grammar checker), and the second is for information search (search engines and encyclopedias). Shei (2008) shows a simple way to use Google as the corpus and concordance. We can examine how natural a phrase or sentence in English is by checking its occurrences on Google. The more frequently the phrase or sentence appears on the search result the more natural and correct it is. In addition, Fuuji (2007) explains that the learners can reshape, reuse or recycle authentic written texts in a variety of ways; for example, they can borrow the words and phrases of authentic texts to build their own sentences. In the field of translation, the Internet has proven to be beneficial. In his study Fuuji (2007) says that the Japanese students who translate Japanese text into English, for example, could refer to authentic English materials on Google and can borrow words and phrases from authentic sources. Thus, the practice of using authentic materials available online offers a great potential to improve the quality of the translation. While (Ayomi, 2012) discusses how the search engine and other sources can be used to find a better word collocation in the Indonesian-English translation. This is very useful since different kinds of texts usually have different grammatical and stylistic features and sometimes use abundance of formulaic language .e.g., collocations, phrasal verbs, idioms, etc. The previous survey about student's use of online tools, conducted by Ayomi (2013) in STIBA Saraswati Denpasar reveals that



Google search engine and Google translate are the most frequently used online tools, and students also find the internet to be very useful especially in doing writing and translation assignment. However students still need some training to help them make a full and appropriate use of internet.

The aim of this study is to obtain a picture of how the students of translation courses use the internet to help their translation activities and to what extent they can successfully translate the text passages using the Internet as an aid.

## 2 METHOD

The study was conducted in STIBA Saraswati Denpasar with 54 student participants. The students are in the fourth semester of the academic year 2014/2015 and they all take the translation class in the current semester. The data source is the annotated translations produced by the students. Students were asked to translate some texts with certain difficulties and to make annotations during the process. Williams and Chesterman (2002) explained that annotated translation is a translation with a commentary;

*“Annotated translation is a form of introspective and retrospective research where you yourself translate a text and, at the same time, write a commentary on your own translation process. This commentary will include some discussion of the translation assignment, an analysis of aspects of the source text, and a reasoned justification of the kinds of solutions you arrived at for particular kinds of translation problems.”*  
(p.7)

In this study students were to take notes on the difficulties they were facing in translating the text, and discuss what kinds of online tools they were using and also how they were using them to solve the translation problems. Later the translation results were analyzed in terms of accuracy, acceptability and readability. According to Nababan et al. (2012) the quality of a translation must be measured by three aspects, namely accuracy, acceptability and readability. A translation is said to be accurate if the meaning of the word, technical terms, phrases, clauses, sentences or the source language text are accurately transferred into the target language, without any distortion of meaning. The second aspect of translation quality, acceptability, would be met if the translation is natural; technical terms are commonly used and are familiar to the readers; phrases, clauses and sentences are in accordance with the rules of the language. The readability aspect deals with whether or not the words, technical terms, phrases, clauses, sentences or text translation can be understood easily by the reader.

The overall data were analyzed qualitatively to describe the extent to which students use the Internet, to assess the quality of the translations produced and to explore how the use of online tools can be maximized to improve the translation quality.

## 3 FINDINGS AND DISCUSSION

In this research, students were asked to translate an excerpt from a narrative text. From the annotations, it can be inferred that in doing translation there are three major online tools used, they are online dictionary, machine translators (dominantly Google translate) and Google search engine. These phenomena are examined below with actual examples of the student's work, presenting the Indonesian source text (ST) and the student's translation into English target text (TT). All examples taken from the participants'

translations are shown with the grammar and spelling errors left intact. Due to space limitations, only some examples are presented.

In the example below, the students translated an excerpt of a children story:

Example,

- ST     *Ayam Jantan yang Cerdik dan Rubah yang Licik  
Suatu senja saat matahari mulai tenggelam,  
seekor ayam jantan terbang ke dahan pohon untuk bertengger.  
Sebelum ia beristirahat dengan santai, dia mengepakkannyaapnyatiga kali  
dan berkokok dengan keras*
- TT1    ‘Clever Rooster and Cunning Fox  
One evening upon the sun began to sink, a rooster fly to tree branches for perch. Before rested casually, the rooster flutter the wings three times and roast loudly.’
- TT2    ‘The Clever Rooster and the Crafty Fox  
In the afternoon when the sun going down, a rooster flew at three branch to perch, before resting with relax, flapping its wings three times and crow hardly.’

In her annotation the student doing the translation of TT1 wrote: “I’m doing the translation with the help of online dictionary and Google translate. I’m translating per word. I have problem in translating the word *santai*, which from the Google translate it was translated into casually, which in my opinion is more suitable for the way people dress or a situation. “I’m not confident with the choice” Another student added “I’m having difficulty translating the words *bertengger*, *mengepakkan* and *berkokok*. I try to find the translations of those words in Google translate, however many words came out and that is confusing.”

Clearly, these students have problems with their English and therefore translating from Indonesian into English can be quite a difficult task. In this situation learning how to translate as a skill goes along with learning English as a foreign language. In the case of translating literary work some consideration should be noted especially in the effort to maintain the atmosphere of the story and that the story can be read smoothly and enjoyable in the TT. Some problems to be noted in the translation of this part of children story are: 1) Choosing the right words, 2) tenses, 3) preposition, and 4) articles and singular/plural.

### 3.1 Choosing the right words.

The main problem faced by the students in translating Indonesian text into English is choosing the right words. This is the main problem they had already acknowledged in their annotation. Many students think that knowing vocabulary means simply knowing the word that can express the same meaning in TL. But the truth is not that simple. Nation (1990), for example, suggests that knowing a word includes knowing its meaning, its association, its collocation, its grammatical pattern as well as its register. By knowing meaning of the word, Laufer (1997) added, includes knowing the word’s metaphorical, affective and pragmatic meaning.

Finding how to translate the word *licik* using dictionary or machine translator by inserting the word alone may result in many words options in English. Google translate, the student’s favorite shortcut, produces 13 results, which includes ‘crafty’, ‘cunning’, ‘sly’, ‘scheming’, ‘shifty’, ‘wily’, etc. Putting the phrase together *rubah yang licik*, however produces a phrase ‘sly fox’. Such a variety of translation of the word *licik* may

create confusion for an inexperienced translator. Most of the students chose to translate *rubah yang licik* into 'cunning' or 'crafty fox', only one student translates the phrase into 'sly fox'.

In choosing the best translation for the word *licik*, the use of search engine can be really helpful. Inserting the combination of phrase such as 'clever rooster' and 'sly fox' into the Google search for example produces 324,000 hints but no exactly the same combination can be found. Putting the phrases in quotation mark "clever rooster and sly fox" produces no result; however the entry shows some children story entitled 'The Rooster and The Fox'. Inserting the phrase 'clever rooster and cunning fox' as keywords produces 3,210,000 hints, but no occurrences within quotation marks, however the words appears together frequently in many English children story. The phrase 'crafty fox' produces 1,760,000 results, another choice come forward from the list Google search shows, which is 'tricky fox' and it produces 1,140,000 results. We can even find five varieties of the same story written in English in five different websites with the title 'The tricky fox and the clever rooster', the story derived from the Aesop Fable. By considering the result that we found in the Google search, students can reuse or borrow the title from the established children story and make the title into 'The Clever Rooster and the Tricky Fox'. By seeing the number of occurrences, shown by the number of hints resulted which therefore can be considered natural and correct in English, the other choice can be 'The Clever Rooster and the Cunning Fox' or 'The Clever Rooster and the Crafty Fox'.

For the other word choice such as *bertengger*, *mengepakkan* and *berkokok*, which the students have noted to be difficult to translate, here we will try to read some children stories from reputable websites telling about a rooster; we can assume that we would find that the word 'rooster' will likely to co-occur with the word *bertengger*, *mengepakkan* and *berkokok*.

As the first thing that the student would do is putting the sentence into the google translate, I tried to put the part of ST, *Suatusenjasaatmataharimulaitenggelam, seekorayamjantanterbangkedahanpohonuntukbertengger. Sebelumiaberistirahatdengansantai, diamengepakkansayapnyatiga kali danberkokokdengankerasto* Google translate and the result is 'roosterflewintoa tree branchtoperch. Before herestedcasually, heflapped his wingsandcrowedthreetimesout loud'. Later the translation from Google translate was copied and pasted into the entry of Google search. This produces 11.600 results. On the top of the list Google search showed were three websites of children story (*fables of aesop.com*, [www.pitt.edu](http://www.pitt.edu), *archive of four own.org*) and some websites telling about poultry and poultry and animals. By opening some of these websites we can see that the best words for *bertengger* is 'perch', *mengepakkansayap* is 'flap its wings' and *andberkokok* is 'crow'. This is exactly just as Fuuji (2007) put it that "the learners can reshape, reuse or recycle authentic written texts in a variety of ways; for example, they can borrow the words and phrases of authentic texts to build their own sentences"

### 3.2 Tenses

English has six tenses: present, present perfect, past, past perfect, future, and future perfect, however Indonesian has no tenses. In order to express ideas in different time frame, we need to attach time signals, such as "yesterday", "tomorrow", "this morning", etc. This contrast can be a great challenge for the students as they have to make themselves really conscious with the time and the situation in the text. Students should be

reminded that tenses should be written appropriately in English to ensure natural and precise translation. As the narrative text in the source text in example 1 tells about an event that has already taken place, it should be written in the past tense. We can notice that the students had a hard time dealing with English tenses; there are some inconsistencies of tenses used. By reading some example of English children stories available online in some trustable websites students can be made aware of the tenses use.

### 3.3 Preposition

English prepositions are inherently difficult to use due to the lack of a simple correlation between Indonesian and English and they cannot be translated directly. One difficulty of learning English prepositions is that they are often used as part of phrasal verbs. Here is an example of how search engine can be used to fix prepositional mistakes in TT1 and TT2.

TT1 .....a rooster fly to tree branches for perch

TT2 .....a rooster flew at three branch to perch

There are two prepositions used in TT1, they are 'to' in 'fly to' and 'for' in 'for perch'. In TT2 there are 'at' in 'flew at' and 'for' in 'for perch'. Putting the phrase "fly to" into the Google search results in 35.000.000 results, but they mostly deals with airlines industries, to be more convinced I tried to enter the words combination of 'rooster fly tree', using the combination we can get in the Google list, the phrase such as 'that crazy bird did was **fly** to the **trees**', 'this beast, **Rooster**, demonstrated that it was capable of flight by **flying** into a **tree**', and 'wild turkeys **fly** up to high perches in nearby maple **trees**', **by seeing this we can assume that the use of preposition 'to' in 'fly to' is correct. Entering the phrase "fly at" in quotation mark, however, produced different kind of result, on top of the list come forward the websites such as <http://dictionary.cambridge.org> or <http://idioms.thefreedictionary.com> that define 'fly at' as an idiom to describe an act of attacking someone or something suddenly and violently, the preposition 'at' also introduces time and place and not destination or target as in 'fly at night' and 'fly at school'. The second use of preposition in the phrase 'for perch' is incorrect as 'perch' here is treated as verb and cannot be preceded by 'for'.**

### 3.4 Articles and singular/plural

The English definite/indefinite articles and syntactic number can cause serious problems for those learning the English language. In English, nouns are marked for number, and the choice of article (or no article) must be made for every noun phrase. By contrast, number distinctions are not normally made nor are there any articles in Indonesian language. Whenever an Indonesian English learner wants to write in English he or she must consider whether the head noun is singular or plural and which article should be used. An article (a, an, some, the) gives information about the noun in the noun phrase. It can tell us how many there are. if the article is "a" or "an," we know that there is only one which tells us whether the noun in question is a specific one or just one in general and signals to a reader or listener that a noun is just being introduced or that it is one he has already seen in a story.

In TT1 example 1 above we can see that the title is translated into 'Clever Rooster and Cunning Fox', *this* is problematic because 'rooster' and 'fox' are countable nouns and cannot stand alone. Here in the story, 'rooster' and 'fox' are referring to specific entity, but not to the whole class of objects. Therefore definite article 'the' should be added

before the noun phrase. Browsing for some title of the children fable can be useful, by entering the keywords 'English fable' for example can bring us to the websites such as <http://fablesaef.com>, [www.taleswithmorals.com](http://www.taleswithmorals.com) and [www.eastoftheweb.com](http://www.eastoftheweb.com) that publish many free English fables. Checking for the fable titles, we can be assured that the definite article should be added. It takes a considerable time for Indonesian students to fully master and get used to the proper use of English article. Grammar books can only present guidelines with examples. Using a search engine, the learner can independently analyze and develop a sense of how articles and numbers are used by examining many combinations of wordstrings.

#### 4 CONCLUSIONS AND SUGGESTIONS

From the study, it can be concluded that the students still face some difficulties in translating the sample narrative text from Indonesian to English. The problems are in the form of choosing the right words, tenses, preposition, articles and singular/plural. These problems mostly resulted from their lack of English language mastery, as the translation skill is learned together with the English language learning. According to the annotation written by the students, the most dominant online tools used are Google translate and online dictionaries. There are still some potential that students can improve their translation quality by employing search engine especially Google in the translation process. The merits of using online tools as an aid in doing translation are that the method promotes an autonomous learning and helps students develop lifelong learning skills. The Internet is independent of time or place and offers a potentially unlimited range of authentic materials. However, some training needs to be given to make them fluent enough in navigating search engine and cross-checked their findings. A systematic method for the training need to be built to make sure that the student can get the most from internet resources.

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# EXPLORING ESP STUDENTS' SPEAKING SKILL BY VIDEO FIELD TRIP

**Siti Asiyah**

siti.asiyah26@yahoo.co.id

*Muhammadiyah University of Ponorogo*  
Jalan Budi Utomo 10 Ponorogo

## ***Abstract***

*This paper aims to share an idea how the writer as a chief of Language Center never gives up to find good, effective and appropriate methods, strategies, and techniques to make the students of ESP in her university become active in speaking English, even though many factors can influence the unsuccessful of learning English as a foreign language. Why speaking English? English as an international language should be mastered by everyone who wants to compete in this globalization era. While in fact, a common problem in Indonesia that most of students who have learned English for many years or got English lesson in every level of education, cannot communicate well using English. Moreover, for the ESP students that they are commonly adults who feel hard to learn English, it makes the instructors also hard to motivate them and provide the best ESP course to master English. One of the writer's efforts is establishing programs in early semester before starting the academic year. Video Field Trip is one of her annual programs that assumed as an effective and interesting program that can explore the students speaking skill. In this program, the students who take English certification program in her university should follow "Video Field Trip" program in order to have video of communication with native speakers of English or tourists. By joining this program the students are brought to certain tourism places to find tourists/foreigners and are forced to have communication with them. The purposes are to build self-confidence and to explore their English speaking competence in order to prove that they master English.*

***Keywords: Speaking Skill, Video Field Trip***

## **1 INTRODUCTION**

Nowadays, English as international language is learned by many people around the world in order to make easy for their communication among people from many countries. According to Eastbourne School of English (2015), there are four reasons why learning English is so important: 1) English may not be the most language in the world, but it is official language in a large number of countries. It is estimated that the number of people in the world that use in English to communicate on a regular basis is 2 billion; 2) English

is the dominant business language and it has become almost necessity for people to speak English if they are to enter a global workforce; 3) Many of the world's top films, books and music are published and produced in English; 4) most of the content produced on the internet (50%) is in English.

Indonesia as one of non-English countries determines English as one part of curriculum in every level of education starting from elementary school until university. In the level of university, not only for the students of English department but also for the students of non-English departments should master English well. Muhammadiyah University of Ponorogo has many non-English departments. They are Civics Education, Mathematics Education, Accounting, Management, Islamic Studies, Nursing, Midwifery, Communication, Governmental Science, Electrical, Mechanical and Information Technology Departments. For many years of English Certification Program has not got any appropriate program which can cater the need of English for all departments. Of course, it is not an easy job to make a program which can cater all of the students and fulfill the needs of all parties, like university, faculties, and departments. Why is it so? Because most of students do not realize that English is very important for their future, especially when AFTA will be launched in the end of 2015. The writer as the chief of language center in this university has never given up finding the best solution. Starting from this year (2015), The Language Center conducted a program of Video Field Trip which aims at facilitating the students to study and practice English outside the class in order to prove that the students have self-confidence to speak English with foreigners or native speakers of English.

#### **Method**

This program was conducted by: first, identifying the importance and the effectiveness of the program; second, determining the appropriate tourism places to be visited (seeing whether the tourism places are visited by many tourists/native speakers of English or not); third, recruiting the participants (ESP students from all non-English departments at Muhammadiyah University of Ponorogo with the total number 1052 students); fourth, scheduling (divided into 4 groups, each group consisted around 250 students); fifth, running the program; sixth, evaluating (checking the students' videos whether they have fulfilled the requirements or not)

## **2 FINDINGS AND DISCUSSION**

### **2.1 ESP (ENGLISH FOR SPECIFIC PURPOSES)**

According to Fiorito (2015), the term 'specific' refers to the specific purpose for learning English. ESP is an approach to language teaching in which all decisions as to content and method are based on the learners' reasons for learning. UK University Foundations determines that this term (ESP-English for Specific Purposes) refers to the teaching of a specific genre of mostly technical English for students with specific goals, careers or field of study. Examples include English for Academic Purposes (students will enter an English-speaking university), English for Business & Management, or Hotel & Catering English (for hotel and tourism professionals).

Hutchinson and Waters (1987: 8) state about ESP, "In short, the view gained ground that the English needed by a particular group of learners could be identified by analyzing the linguistic characteristics of their specialist area of work or study. 'Tell me what you need English for and I will tell you the English that you need' became the guiding principle of ESP." Moreover Hutchinson and Waters (1987: 8) add that learners were seen to have different needs and interest, which would have an important influence



on their motivation to learn and therefore on the effectiveness of their learning. This lent support to the development of courses in which 'relevance' to the learners' needs and interests was paramount. In addition, Fiorito (2015) says that the students' abilities in their subject matter fields, in turn, improve their ability to acquire English. Subject-matter knowledge gives them the context they need to understand the English of the classroom.

## **2.2 ESP Students**

ESP students are usually adults who already have some acquaintance with English and are learning to language in order to communicate a set of professional skills and to perform particular job-related functions. The ESP student is particularly well disposed to focus on meaning in the subject-matter field. In ESP, English should be presented not as a subject to be learned in isolation from real use, nor as a mechanical skill or habit to be developed. On the contrary, English should be presented in authentic contexts to make the learners acquainted with the particular ways in which the language is used in functions that they will need to perform in their fields of specialty or jobs (Fiorito, 2015).

### **2.2.1 ESP Students of Ponorogo Muhammadiyah University**

ESP students of Ponorogo Muhammadiyah University are the students of non-English department of this university. The total number of the students in the academic year of 2014/2015 is 1052 students. They are from six faculties consisting of many departments, such as Midwifery, Nursing, Electrical Engineering, Mechanical Engineering, Information Technology, Accounting, Management, Civic, Mathematic, Communication, Governmental Science, and so on.

### **2.2.2 The Course for ESP Students of Ponorogo Muhammadiyah University**

Since around year of 2000, Language Center of Ponorogo Muhammadiyah University has been providing English Certification Program for all students of non-English Education Department. Previously, the program consisted of two English certifications. The first certification was ESP certification and the second was TOEFL certification. Both certifications were given in the first and the second semester. Because of curriculum development in this university, starting in this year (2015), the certification program has changed into general English (only for speaking and writing skills) and TOEFL certifications. It is caused by the ESP course which has been included in curriculum of each department. Before being given the certificates, the students get treatment and preparation first in the form of English course. There are 12 departments that must be served with English. They are departments of Islamic Studies, Mathematics, Civic Education, Governmental Science, Communication, Management, Accounting, Midwifery, Nursing, Mechanical Engineering, Electrical Engineering and Information Technology.

## **2.3 SPEAKING**

Speaking is one of important skills that should be mastered by students of English language learning. Speaking is an essential tool for communicating. According to Brown (2001: 240), spoken language is easy to perform, but in some cases, it is difficult. In order that they can carry out the successful speaking, they must have some characteristics of successful speaking activity, such as: 1) Learners talk a lot. As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses; 2) Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective; 3) Language is of an acceptable level. Learners express themselves in utterances that are

relevant, easy comprehensible to teach other and of acceptable level of language accuracy.

Brown (2001; 141) states that there are five basic types of speaking. They are: 1) *Imitative*. At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence; 2) *Intensive*. The production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best; 3) *Responsive*. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity); 4) *Interactive*. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of maintaining social relationship. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions; 5) *Extensive* (monologue). Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).

### **2.3.1 Strategies for Developing Speaking Skills**

Based on The National Capital Language Resource Center (NCLRC), Washington, DC (2004), students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking by strategies: 1) *Using minimal responses*. Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help build up a stock of minimal responses that they can use in different types of exchanges; 2) *Recognizing scripts*. Some communication situations are associated with a predictable set of spoken exchanges – a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated; 3) *Using language to talk about language*. Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels.

## 2.4 VIDEO FIELD TRIP

Talking about the definition of field trip, Sagala (2010: 214) states that a *field trip* is *excursion* done by students in order to complete their certain learning experience as a part of integrated curriculum. Moreover, Djamarah (2005: 240) defines that field trip is a way to master lesson by bringing the students out of the class to observe and experience directly about targeted objects. It is a journey by a group of people to a place away from their normal environment. When done for students, it is also known as *school trip* in the UK, New Zealand, Philippines, and *school tour* in Ireland. The purpose of the trip is usually observation for education, non-experimental research or to provide students with experiences outside their everyday activities. It is most often done in 3 steps: preparation, activities and follow up activity. Preparation applies to both the students and the teacher. Teachers often take the time to learn about destination and the subject before the trip. Activities that happen on the field trips often include: lectures, tours, worksheets, videos and demonstrations. Follow up activities are generally discussions that occur in the classroom once the field trip is completed.

Impey and Underhill (1994; 124) state that an activities and excursions programme can be offered as an integral part of a whole package – typically for junior courses and some adult package holiday courses; or as an optional extra, which students can choose to participate in or not as they choose. In this study, what is meant by Video Field Trip (VFT) is a part of certification program conducted by Language Center of Muhammadiyah University of Ponorogo. The program of Video Field Trip was followed by all students of non-English departments taking certification program. It was conducted in the end of the first semester as a part of language center curriculum. According to Impey and Underhill (1994; 124), the advantages of activities and excursion programme are: 1) It provides opportunities for language practice with native or other non-native speakers in a relaxed, non-classroom, ‘not on show’ environment, where the normal rules of conversation operate, rather than ‘teacher’ rules; but at the same time where there is usually a high tolerance of hesitation and error; 2) Relaxation and pleasure are an important and growing part of the ‘language travel’ package. People need variety; 3) It makes better use of the student’s limited time. It informs the individual about the host culture, which ultimately enables him/her to exploit it better and to learn and use its language more meaningfully; 4) It provides a rich source of experience to discuss and exploit in class (not just ‘What did you do at the weekend?’ but ‘What differences in...have you noticed between here and your country? Why do you think these differences exist?’ etc)

## 3 CONCLUSIONS AND SUGGESTIONS

Video Field Trip has proven as an effective and interesting program for ESP students because it brings the students to study and practice English outside the class especially in tourism places in order the students are able to build self-confidence to speak English with foreigner or native speakers of English. The students will not feel bored because of meeting people for many countries and they feel proud because they can prove about their ability in speaking English with foreigner. Video Field Trip can be as a variation for outdoor learning and speaking assessment for English Language Learning.

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# SELF ASSESMENT IN SPEAKING CLASS TRHOUGH WATCHING STUDENTS' PERFORMANCE ON VIDEO

**Rismar Riansih, M.Pd**  
rrismar@gmail.com

*SMA Negeri 1 Lubuklinggau*  
Jl. Garuda KM 2 Kel. Pelita Jaya Kec. Lubuklinggau Barat, Kota Lubuklinggau,  
Sumatera Selatan

## **Abstract**

*There has been a great deal of debate about the self assessment done by the students in speaking class. Students' objectivity in asses their friends' performance has great influence on this debating. Hence, the purpose of the current study was to ascertain whether the self assessment done by the students in speaking class increases their speaking skill. The study investigated the twelfth grade students' speaking class at SMA Negeri 1 Lubuklinggau. This class (sample group) was instructed to perform short drama in group, and then another student recorded the performance. After all, they have to watch the video and gave comment on their own performance and gave mark as well. By watching their own video, they will perform better and will not do the same error again for the next performance. Finally, it was found that the self assessment through watching their own video can increase the students' ability in speaking. Their speaking scores and their motivation were higher than before as well as their confident. It can be concluded that there is significant increasing of the students' achievement in speaking class after having self assessment through watching their own video performance. The results suggest that if the process of self assessment is done under the control of teacher as the facilitator and manager of the class, all students can participate totally in doing self assessment.*

**Keywords:** *Self-assessment, Speaking, Watching Video*

## **1 INTRODUCTION**

There has been a great deal of debate about the self assessment done by the students in speaking class. Students' objectivity in asses their friends' performance has great influence on this debating. Research of the effect of self-assessment toward students' performance in English has been done by some of researchers. One of them was done by Parviz Birjandi and Masood Siyyari from *Allame Tabatabaee University* entitle *Self-assessment and Peer-assessment: A Comparative Study of Their Effect on Writing Performance and Rating Accuracy*, (*Iranian Journal of Applied Linguistics*, 13(1). 23-45). This study aimed at investigating the effect of doing self- and peer-assessments over time on the paragraph writing performance and the self- and peer-rating accuracy of a sample of Iranian English major students. To do so, eleven paragraphs during eleven sessions were written and then self- or peer-rated by the students in two experimental groups. The findings indicated that self-and peer-assessment are indeed effective in

improving not only the writing performance of the students but also their rating accuracy. After comparing the effects of self- and peer-assessment on the writing performance and the rating accuracy of the participants, peer-assessment, however, turned out to be more effective in improving the writing performance of the students than self-assessment. In addition, neither of the assessment methods outdid the other in improving the rating accuracy of the students.

According to Brown and Hudson (2002), self-assessment requires less time to conduct in classroom. Moreover, the students are very much involved in the process of assessment, and this by itself can lead to learner autonomy and higher motivation (Dickinson, 1987; Harris, 1997; Oscarson, 1989). Besides, Topping (2003) also emphasizes that self- and peer-assessment are cognitively demanding tasks which require and encourage intelligent self-questioning, post hoc reflection, learners' ownership and management of learning processes, sense of personal responsibility and accountability, self-efficacy, and meta-cognition. Overall, some researchers are doubt the reliability of the result of self-assessment. This is probably due to the fact that the ability of the learners to assess themselves accurately and reliably is doubted. This is caused self-assessment are less than often practiced in educational settings especially in language teaching. However, it should be clarified that most of the unreliability of self- and peer-assessment is due to the way they are carried out, and better prospects could be imagined for self- and peer-assessment by controlling the effect of the intervening variables that might distort the final results. Hence, the researcher or the teacher have to control and carry out the process of self-assessment that the result will not bias, consequently there will be no doubt for the result of assessment.

Some factors have been found to account for inaccuracy in self- and peer-assessment. For instance, Blanche (1988) has concluded from a comprehensive literature review that students' accuracy in self-assessment depends on the linguistic skills and the materials used in assessment. Moreover, more proficient learners tend to underestimate themselves in self-assessment. Some factors such as past academic records, career aspirations, peer, group, or parental expectations, and lack of training in self-assessment could also affect the subjectivity of learners in self assessment. In addition, Davidson and Henning (1985), Blanche (1988), Janssen van Dielen (1989), and Heilenmann (1990) have found that the level of language proficiency has an impact on the accuracy of language learners' self-ratings. Besides, Brown and Hudson (2002), however, assert that some of these problems can be overcome if the descriptions that students are referring to in rating themselves are stated in terms of clear and correct linguistic situations and in terms of exact and precise behaviors that the students are to rate. Moreover, Oscarson (1989) maintains that training in self-assessment, and naturally peer assessment, can indeed end in promising results as far as rating reliability is concerned (*Iranian Journal of Applied Linguistics*, 13(1). 23-45).

To minimize the doubtless of the result of self-assessment, hence in this presence study, the researcher will conduct self-assessment through watching students' performance on video. In this case, the students watched their own video than assessed their performance. Before having assessed, they were informed the indicator of speaking assessment based on Heaton's criteria.

According to Heaton (1990:100) the criteria of scoring for speaking skill can be divided into three components. They are: accuracy, fluency, and comprehensibility.

Considering to the fact above, this Hence, the purpose of the current study was to ascertain whether the self assessment done by the students in speaking class increases their speaking skill. The study investigated the twelfth grade students' speaking class at SMA Negeri 1 Lubuklinggau. This class (sample group) was instructed to perform short

drama in group, and then another student recorded the performance. After all, they have to watch the video and gave comment on their own performance and gave mark as well. By watching their own video, they will perform better and will not do the same error again for the next performance. In addition, the subject of this study is the eleventh grade students of SMAN 1 Lubuklinggau, especially class XII-IPA 3.

## **2 METHOD**

This presence study is a Class-room Action Research. Classroom Action Research for English learning aims at developing a certain instructional strategy to solve practical instructional problems in English classrooms. In addition, according to Latief (2012:143), Classroom Action Research for English learning aims at discovering learning teaching strategies that match learners' style and strategies in learning English. Classroom action research is done is several cycles each of which is repeated in the following cycle if the result is not satisfactory yet with the better revised lesson plan. Each cycle begins with lesson planning, implementing the plan, observing the implementation, and reflecting or evaluating the process and the result of the implementation. The result of the reflection determines the following cycle.

This Class-room Action Research was done in two cycles. Each cycle has some steps, they are (1) Planning, (2) Implementation, (3) Observation, and (4) reflection. In addition, this presence study was done to the eleventh grade students of SMAN 1 Lubuklinggau. Before conducting the Classroom Action Research through self-assessment in speaking class through watching students' performance on video, the researcher gave the pre-test. In the pre-test, it was found out that the result of students' score was still low and the students' activeness in the learning process was not satisfied. In other words, they have less motivation in study. The pre-test was given in form of oral proficiency test in which the students have to speak in front of the class in the theme of Promoting Product (advertisement).

## **3 FINDINGS AND DISCUSSION**

Based on the result of pre-test, it was known that the average was 68.05. Out of 34 students, only 9 students got score above 78 and 25 students got score below 78. By this reason, the achievement of students in speaking advertisement text, was still low and did not reach the Criteria Minimum Mastery. In addition, the result of pre-test can be seen in the following table. Therefore, considering to this fact, the researcher tried to improve the eleventh students' speaking performance through self-assessment in speaking class through watching students' performance on video in SMAN 1 Lubuklinggau. Self-assessment was chosen as a method due to some advantages of it which proposed by Oskarsson. Oskarsson (1989) mentions six advantages of using self-assessment in the language classroom: promotion of learning, raised level of awareness, improved goal-orientation, expansion of range of assessment, shared assessment burden, and beneficial post-course effects.

**TABEL 2**  
**PERCENTAGE OF STUDENTS'S SCORE IN PRE-TEST**

Number	Score	Frequency	Percentage	Note
1	$\geq 78$	9	26.47%	Passed
2	$< 78$	25	73.53%	Fail
Total			100%	

From the table 2 and 3 (see appendix), it was known that the students' ability in speaking advertisement text was still inadequate and there were many students did not reach the Minimum Mastery Criteria. The Minimum Mastery Criteria in was 78. Quantitatively, the students' average score in pre-test was **68.05**. This was because most the students were still unable to develop their idea in speaking; besides they feel ashamed when they were in front of the class. Moreover, they did not know the error they have made while they speak. In addition, the students' motivation in learning process was still low too. Thus, the students' speaking performance was inadequate as well.

From the table above, it was known that the students' ability in speaking advertisement was still low and there are many students did not reach the Minimum Mastery Criteria. Quantitatively, the students' average score in pre-test was 68.05. Besides, it was also discovered that most of the students were not confident when delivering their speaking in front of the class. This was caused by lack of motivation. Besides, they did not recognize their mistake when they speak. Moreover, the students' participation in learning process was still low too. Thus, the students' speaking performance was also inadequate.

Besides, almost all of the students made errors in all aspects of speaking components. They are accuracy, fluency and comprehensibility. In addition, the students also encounter the following problems while speaking those is **Inhibition**. In this case, most of the students often inhibited about trying to say thing in foreign language in the classroom. They feel worried about mistakes or simply shy of the attention that their speech attract. Next, they encounter problem related to "having no idea to what to say or **Nothing to say**". The students often cannot think of anything to say or they have no idea when standing in front of the class. It is hard for them to express themselves beyond the guilty feeling that they should be speaking. Then, the students were not participating enthusiastically. Only some learners were spoke, while others speaks very little. Another problem was that the students often use mother tongue. It was observed that the student commonly use their mother tongue in their class because it looks naturally and easier.

To overcome these problems, the researcher made such a note for the improvement in the cycle I. In this case, the researcher tries to motivate students to use English everyday in our class, and or outside the classroom in order to stimulate the students' behavior to use English as habitual even daily conversation. Asked students to assess their own performance. Besides, record their performance on video and then watch them together and assessed them.

### **3.1 The Process and The Finding of Cycle 1**

In the process of cycle I, the activities were starting by designing the lesson plan and making observation check list and instruments tests for every action. The material taught in this cycle was about Speaking Advertisement Text. Here the students were taught how to deliver spoken performance about promotion a product or services. In general, the activities in cycle I were grouped into planning stage, and implementation stage.



In planning stage, the activities covered as 1) prepare the class, and the material which would be taught, 2) prepare the lesson plan and the observation checklist which aimed at observing the students activity in teaching learning process.

In addition, in the implementation stage, the activities were done in two meetings. In the first meeting, the researcher did the activities based on the procedure as designed in Lesson Plan. Those procedure were started by having apperception; next, explaining the theory of advertisement text. Then, give the example of advertisement text (promoting product), next open question and answer season. After that, ask the students to promote a product or service orally in front of the class (while they are perform, one student recorded the video of the performance). Finally close the meeting.

In the second meeting, the teacher just continued the activities of the first meeting. The activities in this meeting were started by opening or apperception, reviewing the previous lesson, asking the students who have not perform yet to promote product or service in front of the class (while they are perform, one student recorded the video of the performance). After all the students have finished performing, then review the performance.

Beside, there were observation when the process of CAR were going on which done by other colleges. In the learning and teaching activities, the observers observed the students activities, and the teacher's preparation in doing the research. In addition, the observers also observe the idea which occurred in the process on Classroom Action Research.

Next activity was Reflection. Reflection carried out in order to know the strengths and the weaknesses of the process of this Classroom Action Research. In this study, the teacher conducted the reflection with colleges. This was done to find out how far self-assessment has positive contribution impact on the students' speaking performance. The results of reflection show that there were still some students made errors in all aspects of speaking components (accuracy, fluency and comprehensibility). In addition, the students also still encounter the problems while peaking. Those are **Inhibition**. Someof the students still often inhibited about trying to say thing in foreign language in the classroom. They feel worried about mistakes or simply shy of the attention that their speech attract. Next, some of the students also still encounter problem related to "having no idea to what to say or **Nothing to say**" although not as worst as in pre-test. Theyoften could not think of anything to say or they have no idea when standing in front of the class. Besides, there were some learners were speaking, while few of speaker speak very little. The students also still often used mother tongue. Hence, considering to those fact (as the result of reflection), it was decided to continue this Classroom Action Research to the Cycle II.

In this cycle, the students' score in final test was still very low. This indicated that the students' speaking performance was still insufficient especially In this cycle, students' score in speaking advertisement increased (comparing to the pre-test result) but the increasing still did not achieve the maximum target, that is 85% of students got score above the Minimum Mastery Criteria. The students who got score above Minimum Mastery Criteria were 12 or 46.154% and those who got bellow Minimum Mastery Criteria were 14 or 53.846%.

**TABEL 4**  
**THE PERCANTAGE OF STUDENTS' SCORE IN CYCLE I**

Number	Score	Frequency	Percentage	Note
1	$\geq 75$	12	46.154%	Passed
2	$< 75$	14	53.846%	Fail
Total			100%	

From the data above, quantitatively, the result of final test in this Cycle I was increased from the average of 68.05 to 75.71. This result indicated that there was an improvement of the students' average that is 11.26% or  $(75.71 - 68.05) : 68.05 \times 100\%$ . Therefore, this Classroom Action Research must be continued to the Cycle II although in general, the students' activeness increased from the pre-test. For the detail, it can be seen in the table 5 (see appendix).

### 3.2 The Process and The Finding of Cycle II

Considering to the result of the reflection in Cycle I, the application in Cycle II was more interesting because the students had to watch their own performance on video and then gave mark or assessed their own performance. Cycle II was conducted in two meetings. Here, the students did not only watch the video but also had to assess their own performance on the video. This was quite different from Cycle I in which the teacher asked the students to perform and then record them. Besides, the teachers also gave review. In cycle II, the students must do self-assessment toward their own performance.

In cycle II, the activities were also started by doing and design the lesson plan. The plan covered a series of learning activities. These activities were designing lesson plan, making observation check list and instruments tests for every action. In addition, in this cycle, the material presented was watching students' performance on video and giving self-assessment.

In the Implementation Stage, there were two meetings. The activities in the first and the second meeting were watching students' performance on video. These activities need two meeting. So the first and the second meeting were full of watching student's performance on video and doing self-assessment. The findings indicated that self-assessment through watching students' performance on video were indeed effective in improving not only the writing performance of the students but also their rating accuracy.

The same as in cycle I, in this cycle II there was also observation as in Cycle I. Here, the observers observed all the activities in the process of Classroom Action Research. In cycle II, the students' activeness significantly increased, so the result of final test for cycle II increased significantly also. In this cycle, students' score in speaking advertisement text increased and has achieved the maximum target, which is more than 85% of students got score above the Minimum Mastery Criteria. The students who got score above Minimum Mastery Criteria were 32 or 94.12% and those who got bellow Minimum Mastery Criteria were 2 or 05.88%. For the detail, it can be seen in the table below:

**TABEL 6**  
**STUDENTS'S SCORE IN FINAL TEST OF CYCLE II**

Number	Score	Frequency	Percentage	Note
1	$\geq 78$	32	94.12%	Passed
2	$< 78$	2	05.88%	Fail
Total			100%	

Quantitatively, the result of final test in this Cycle II was increased from the average of 75.71 to 82.29. This result indicated that there was a significant improvement of the students' average that is 8.69% or  $(82.29 - 75.71) : 75.71 \times 100\%$ . Besides, it was known that more than 85% of students got score above the Minimum Mastery Criteria. Hence, considering to those fact (as the result of reflection), it was decided to stop this Classroom Action Research. For the detail, it can be seen in the table 7 (see appendix).

In addition, in this cycle, the reflection is also done to know the strengths and the weaknesses of the process of this Classroom Action Research, the teacher conducted the reflection with colleges. This is done to find out how far the self- assessment through watching students' performance on video has positive contribution impact on the students' speaking performance. The results show that the percentage of students' activeness was significantly high. Besides, the students who made errors in aspects of speaking components (accuracy, fluency and comprehensibility) were decreases. In addition, the problem about inhibition was minimized. the students less encounter the problems while peaking. They almost never inhibited about trying to say thing in foreign language in the classroom. The feeling of worried about making mistakes or feeling shy was not a big deal again for the students. Although there were few students still encounter problem related to "having no idea to what to say or **Nothing to say**", not as much as in cycle I. They have already been able to explore their idea when standing in front of the class. Besides, there were some learners were speaking, while few of speaker speak very little. The students also still often used mother tongue. Hence, considering to those fact (as the result of reflection), this CRA was decided to ended because the result has been satisfactory with the better revised lesson plan. Each cycle begins with lesson planning, implementing the plan, observing the implementation, and reflecting or evaluating the process and the result of the implementation. The result of the reflection determines the following cycle.

Finally, from the result of Pre-Test, Cycle I and Cycle II, this Classroom Action Research have successfully improved the students' writing performance especially in recognizing and refining their writing in recount text. Therefore, it can be concluded that the self-assessment through watching students' performance on video was able to improve the eleventh grade students' ability in speaking advertisement text (promoting a product or service) text at SMAN 1 Lubuklinggau in academic year of 2014/2015 through self-editing and peer-assessment.

Statistically, the average score in final test of Cycle I was increase from 68.05 to 75.71. It means that the average has increased 11.26%. In addition, the average of final test in Cycle II was increased from 75.71 to 82.29. This result indicated that there was a significant improvement of the students' average that is 8.69%.

In addition, to know the improvement in every final test, starting from pre-test until final test in cycle II, the following formula was used:

- X = The Percentage of the Improvement  
 R1 = The Average Score before Cycle I (Pre-Test's Average)  
 R2 = The Average Score after Cycle I and II (It is 82.29)

$$X = \frac{R2 - R1}{R1} \times 100\%$$

$$X = \frac{82.29 - 68.05}{68.05} \times 100\%$$

$$X = \frac{14.24}{68.05} \times 100\%$$

$$X = 21.37\%$$

Hence, the improvement of the eleventh grade students' ability in speaking advertisement text at SMAN 1 Lubuklinggau in academic year of 2014/2015 through self-assessment before and after conducting Action Research was 21.37%.

### 3.3 Interpretation

Blue (1994) identifies benefits of self-assessment on students' speaking performance, those are as encouraging more efforts, boosting self-confidence, and facilitating awareness of the distinction between competence and performance as well as self-consciousness of learning strengths and weaknesses. In addition, self assessment is considered necessary for effective lifelong learning (Boud, 1995, 2000). There is a common understanding that university education should equip students with the skills and attitudes required throughout their lives. As Boud (2000) argues, "Assessment involves identifying appropriate standards and criteria and making judgments about quality. This is as necessary to lifelong learning as it is to any formal educational experience" (p. 151). Given as such, when asked to assess their own language performance and progress in the classroom, students will identify appropriate standards for the task in hand and seek forms of feedback from the environment (including peers, teachers, written or oral sources), and gradually develop a critical attitude toward their learning, which will in the long run prepare them for their future roles in the workplace

In addition, in Taiwan, the use of self-assessment to promote learner autonomy is not novel in the EFL classroom (e.g. Chang, 1999; Chen, 1999, 2000; Chuang, 1997; Fang, 2005). The procedure has been mostly reported as a course-end activity or assignment which demands students to reflect on their learning process or achievement in reading or writing. Considering to the fact proposed by some experts, hence in this presence study, the Class-room Action Research was done in order to observe the effect of self-assessment on students' speaking performance through watching their own performance on video.

In this presence study, a pre-test was given to the students in the setting of this research before the action in cycle I. An oral proficiency test was applied in which the students were asked to speak individually in front of the class. They have to promote a product or service. While having speaking, other student record the performance on video. After all students performing in front of the class, then in the next cycle, the students and the teacher watched the video. Before watching the video, the teacher explains first the banded marking for speaking based on Heaton's theory. Next, the

teacher distributes the banded marking to all students then asked them to watch the video of their own performance. Finally, they have to assess their own speaking's performance.

After having CRA in this setting, it can be interpreted that from the result of the pre-test, it was found out that most of the students made errors in speaking in terms of accuracy, fluency and comprehensibility. In accuracy, their pronunciations mostly are influenced by the mother-tongue but only a few serious phonological errors. There are several grammatical and lexical errors, some of which cause confusion. In addition, there are some students whose pronunciation is influenced by the mother-tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors. Few of them even encounter serious pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.

In addition, in terms of fluency, the most of students have to make an effort for much of the time. Often they have to search for the desired meaning and rather halting delivery and fragmentary. Moreover, their Range of expression is often limited. Besides, they had to have long pauses while they search for the desired meaning. Unfortunately, there are a few students who are most of the frequently fragmentary and halting delivery and almost gives up making the effort at times and had limited range of expression. Their spoken were full of long and unnatural pauses and very halting and Fragmentary delivery. Finally, there are few students who at times gives up making the effort and their range of expression was so limited.

In terms of comprehensibility, the listener can understand a lot of what is said, but he must constantly seek clarification. Listeners often cannot understand many of the speaker's more complex or longer sentences. Only small bits (usually short sentences and phrases) can be understood- and then with considerable effort by someone who is used to listening to the speaker. Hardly anything of what is said can be understood. Even when the listeners make a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

This condition was getting better and better in Cycle I, moreover in Cycle II. The result of Cycle I and II showed that Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct. Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. There are also a few grammatical and lexical errors, but only one or two major errors causing confusion.

In addition, related to their fluency, they spoke without too great an effort with a fairly wide range of expression. They searched for words occasionally but only one or two unnatural pauses. Besides, they had to make an effort at times to search for words. Nevertheless, their spoken were smooth delivery on the whole and only the few unnatural pauses. Although they had to make an effort and search for words, there are not too many unnatural pauses. They also occasionally fragmentary but succeeds in conveying the general meaning. There were also fair range of expression.

Moreover, finally their spoken were easy for the listener to understand the speaker's intention and general meaning very few interruption or clarification required. The speaker's intention and general meaning are fairly clear. They had a few interruptions by the listeners for the sake of clarification are. Most of what the speaker says was easy to follow. Their intention were always clear but several interruptions were necessary to help him to convey the message or to seek clarification.

#### **4 CONCLUSIONS AND SUGGESTION**

Considering to the result of this Class-room Action Reaearch, the conclusions are proposed as follow. In general, it can be said that the self-assessment through watching students' performance on video was able to improve the eleventh grade students' ability in speaking advertisement text (promoting a product or service) text at SMAN 1 Lubuklinggau in academic year of 2014/2015.

In addition, this presence CRA, specifically, has three conclusions. First, before cycle I (the result of pre-test), almost all of the students made errors in all aspects of speaking components; accuracy, fluency and comprehensibility. They Pronunciation is influenced by the mother-tongue. They did several grammatical and lexical errors, some of which cause confusion. with causing a breakdown in communication. They also did many 'basic' grammatical and lexical errors. Even some of them have serious pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course. This condition was better in cycle I and II. Their pronunciation was getting better and better. In cycle I and II, their pronunciation was slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct although there were still some students pronouncatin which were still moderately influenced by the mother-tongue but no serious phonological errors.

The second, their fluency for the first time (in pre-test) still inadequate. They spoke with long pauses while they searched for the desired meaning. Besides, they were frequently fragmentary and halting delivery. Some of them almost gives up making the effort at times. They had limited range of expression.

This condition was getting better and better in cycle I and II. Here, their fluency was very good. They were able to speak without too great an effort with a fairly wide range of expression with searched for words occasionally but only one or two unnatural pauses. Although they still had to make an effort at times to search for words, they were still able to deliver information smoothly on the whole and only the few unnatural pauses.

The third, the students' comprehensibility for the first time was also inadequate. Although there were a few students who were able to speak with good comprehensibility. The listener could understand a lot of what was said, but they must constantly seek clarification. Besides, the listener also could not understand many of the speaker's more complex or longer sentences. In cycle I and II, their comprehensibility increased. Here, the speaker's intention and general meaning were fairly clear although there were a few interruptions by the listeners for the sake of clarification. Moreover, it was easy for the listener to understand the speaker's intention and general meaning very few interruption or clarification required.

In addition, the students also encounter some problems while speaking. Those problems are inhibition. In this case, most of the students often inhibited about trying to say thing in foreign language in the classroom. They feel worried about mistakes or simply shy of the attention that their speech attract. Next, they encounter problem related to "having no idea to what to say or noting to say. The students often cannot think of anything to say or they have no idea when standing in front of the class. It is hard for them to express themselves beyond the guilty feeling that they should be speaking. Then, the students were not participating enthusiastically. Only some learners were spoke, while others speaks very little. Another problem was that the students often use mother tongue. It was observed that the students commonly use their mother tongue in their class because it looks naturally and easier.

In addition, statisitically, the average score in final test of Cycle I was increase from 68.05 to 75.71. It means that the average has increased 11.26%. In addition, the

average of final test in Cycle II was increased from 75.71 to 82.29. This result indicated that there was a significant improvement of the students' average that is 8.69%. Finally, the improvement of the eleventh grade students' ability in speaking advertisement text at SMAN 1 Lubuklinggau in academic year of 2014/2015 through self-assessment before and after conducting Action Research was 21.37%.

Therefore, it can be concluded that the self-assessment through watching students' performance on video was able to improve the eleventh grade students' ability in speaking advertisement text (promoting a product or service) text at SMAN 1 Lubuklinggau in academic year of 2014/2015.

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# EXPLORING VOCATIONAL SECONDARY SCHOOL EFL TEACHERS' PERCEPTION OF AUTHENTIC READING ASSESSMENT

**Herdiana Nurcahyanti**  
115466.herdiana@gmail.com

*English Language Education Study Program, Jakarta State University  
Jl. Rawamangun Muka, Jakarta 13220*

## **Abstract**

*Since past decades, authentic assessment has gained rapid interest because of its shift from traditional assessment to modern or authentic assessment. Authentic assessment of reading is an advanced issue in teacher education since reading is considered as one of the most fundamental parts of literacy and the most frequency-measured abilities. Recent Indonesian curriculum have stipulated authentic assessment. Many Indonesian teachers considered authentic assessment as a problem. This can be due to their lack of understanding of the concept of authentic assessment since they have not experienced adequate assessment training. This exploratory study aims to enquire into EFL teachers' conceptual understanding of authentic reading assessment in terms of its purposes, criteria, methods, and techniques. For this purpose, thirty Vocational Secondary School (VSS) EFL teachers from Central Jakarta area were randomly chosen since this study utilized qualitative data. The data was obtained by using interview and open-ended questionnaires. The result of authentic reading assessment (ARA) shows that VSS teachers get well perception towards the concept of ARA as literature stated. However, some teachers admitted that they have adversity to practice the existing concept.*

**Keywords:** *Authentic reading assessment, perception, VSS EFL teachers*

## **1 INTRODUCTION**

Over past decade, assessment has increased interest due to the shifting from traditional assessment to authentic assessment or modern classroom assessment (Aschbacher, 1991 and Herman et al., 1992 cited in O'Malley & Pierce, 1996, p.1; Frey & Schmitt, 2007; Tellez, 1996). Since the beginning of 21<sup>st</sup> century, teachers have employed authentic assessment for assessing skill and knowledge (Gao & Brown, 2011; O'Malley & Pierce, 1996, p.3). Authentic assessment involves students to demonstrate competencies, or combinations of knowledge, skills and attitudes that they need to apply in the context of professional life (Gulikers, Bastiaens, & Kirschner, 2004).

Frey (2013) deemed that authentic assessment deals with students' needs, which designed to attain real word demands. However, authentic assessment is defined as "assessment that aligns not only with real world tasks and expectations but also covers with complexity, collaboration, and high order thinking" (Gulikers, et al., 2006). Those

views correspond with 21<sup>st</sup> century learning's criteria, which requires students to use their critical thinking, collaboration, and problem solving skills in building their critical framework to produce variety of tasks (Centre of Educational Research & Innovation and the Partnership of 21<sup>st</sup> Century Skills, 2008).

In recent years, Indonesian curriculum have stipulated authentic assessment (The National Assessment Standard Policy No. 20/ 2007 & 66/2013). However, as a major problem in Indonesia, many Indonesian teachers have problems in performing assessment (Kompas.com, 2014). Indonesian Minister of Education and Culture also added that many teachers have reported that authentic assessment is difficult to conduct (Republika Online, 2014). This view caused due to the lack of teachers' understanding about authentic assessment that may affect the quality of assessment practice in the classroom. This evidence is supported by Poerwanti (2011) who stated that teachers are lack of knowledge about authentic assessment since they have not experienced any authentic assessment training. In other words, there are gaps between teaching in school and the real world and between assessment tasks provided by teachers in the school and the situation in the work place (Finch, 2002; Achieve, 2006 and Bound, 1990 as cited in Gulikers *et al.*, 2006).

This study emphasizes on reading assessment since reading is the primary receptive skill and fundamental part of literacy in EFL classroom (Hurley and Tinajero, 2001 as cited in Jia, 2004). McLoughlin & Lewis, 2005 (as cited in Barrand & Rettig, 2011) also stated, "*reading is one of the most frequently measured areas in schools*". In addition, mastery reading is a significant problem in the school which consistently stated by PISA (2012) that Indonesian students had serious difficulty in reading skill. In terms of rank, Indonesia came in at 57th place out of 65 countries, still eight ranks from the bottom. Moreover, Frey (2013:216) added that authentic assessment of reading is an advanced issue in teacher education. Therefore, authentic reading assessment in this study refers to the authentic assessment used to measure students' learning of reading.

Regarding to the previous explanation, previous studies have been revealed concerning on authenticity of assessment (e.g., Gulikers *et al.*, 2006; Paragae *et al.*, 2013; Tanner, 2001; Burton, 2011) but it is still very few toward the perception. As the previous study about authentic assessment perception conducted by Gulikers *et al.* (2006) in a Vocational Education and Training, they have explored teachers and students' perception specifically on five dimensional framework of authentic assessment. As previous studies concerning on teachers' perception of reading assessment, there found most cases related with classroom assessment in general (e.g., Campbell, 2001; Jia, 2004; KHAN, 2011) and very few has found related to authentic assessment.

Authentic reading assessment receives some attention to promote students' learning in order to fulfill students' need after they meet the real world of work (Frey, 2013; Valencia, 2014). According to Pikulski (1982) "*the purpose of reading assessment in the certain context can be used for studying, evaluating and diagnosing reading behavior*". This is supported by Campbell (2001) which is addressed that reading assessment is aimed to derive students' behavior and logical pattern behind the task given (Campbell, 2001, p.4). In addition, reading assessment is used for monitoring students' progress (Pikulski, 1982). It means that authentic reading assessment requires teachers to recognize and oversee students' growth in their reading also evaluate the quality of teaching. Moreover, authentic reading assessment activities focus both process of learning and product of knowledge (O'Malley & Pierce, 1996:99; Alderson, 2000:3; Afflerbach, 2007:2; Jia, 2004:15; Yamashita, 2004:2). Afflerbach (2007) added that the methods of reading assessment is known as process-oriented and product-oriented.

According to O'Malley & Pierce (1996:98-100), assessing authentic reading covers assessing reading strategies and attitudes as a process and assessing reading comprehension and skill as a product. They have also divided reading assessment activities match to the purpose of authentic task. Here are the activities are as follow:

*"Retellings, reading logs, literature response logs/journals, literature discussion groups, cloze tests, texts with comprehension questions, and reciprocal teaching, interview, and checklist"(p.106).*

From the above problems, the researcher is intended to inquire into teachers' perception of authentic reading assessment. The question occurs from this present study is *"How do Vocational Secondary School EFL teachers in Central Jakarta perceive the concept of authentic reading assessment?"* as followed as its purpose, criteria, methods, and techniques. The researcher also limits the current study in the vocational secondary school due to the previous study conducted by Gulikers et al. (2006).

## 2 METHOD

Regarding to the aim of this study, descriptive qualitative approach is employed. As Creswell (2014:32) noted that qualitative research is *"...an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem"*. So that qualitative research matches for this study concerning on individuals perception. This study also considered as preliminary research, thus the exploratory research design is used. Exploratory research is undertaken when few or no previous studies exist.

In addition, to collect the data, a survey is administered to gather valid evidence of all teachers' perception. According to Creswell (2011) survey is a procedure in research which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population. The data source is collected from vocational secondary school EFL teachers in Central Jakarta, and randomly selected sample of teacher, then give them a questionnaire, analyze the result, and draws conclusions about the population from the samples. The participant of the study were thirty English teachers from different Vocational Schools. Meanwhile, the researcher selected thirty teacher randomly from the population.

To obtain the data, the questionnaire was composed in well-structured questions adapted based on the theories from the literature review. The questionnaire was formed of two major parts. The first part is the personal information of the teacher and the second part is 4 sub-parts with total 14 statements. Moreover, the researcher used Likert Scale to grade the perception held by EFL teachers towards the concept of ARA. There was five answer option; Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD).

In the other words, interview was conducted in this study to assure information related to the topic of the study and to support the data gained from the questionnaires. It is also designed to assert and add the EFL teachers' answer from the questionnaire about the perception based on their practices in the classroom by recording the interview. The interview script is composed as semi-structured and open-ended questions.

In collecting the data, firstly questionnaires were distributed to 30 EFL teachers then selected 10 teachers to be interviewed for cross-checking questionnaire data. After obtaining data from questionnaire and interview protocol, the researcher was analyzed the data by steps: Quantifying and tabulating questionnaires data with frequency grading from 5 Likert-Scales; Transcribing the data obtained through interviews; Drawing the

conclusion with simple frequency analysis of both questionnaire and interview results in percentage.

### **Validity and Reliability**

This study focusses on construct validity of the instrument since construct validity technique concern on the degree of the truth of an instrument with the reference to the theory (Kountur, 2004, p.152). Likewise, content validity is used to measure the test using rational analysis or professional judgment of an expert (Azwar, 2009, p.45). Before the questionnaire being distributed, the pilot study was conducted to five English teacher in order to identify the reliability of the questionnaire. The Alpha Cronbach formula was chosen to measure thereliability of the questionnaire as an instrument of this study.

## **3 FINDINGS AND DISCUSSION**

After conducting interview and distributing questionnaire, the data was tabulated to find the means based on standard deviation. The finding of data respondents of VSS teachers in Central Jakarta shows:

1. There are 8 men and 22 women
2. 20 teachers teach around 20 – 30 students each class, and 10 teachers teach 30 – 40 students each class.
3. 2 teachers have <5 years teaching English experience, 21 teachers have taught 5 – 10 years teaching experience, and 7 teachers have experienced for more than 15 years.
4. 27 teachers have completed Bachelor degree of English education, 2 teachers are still in the progressing of Master degree of English education, and 1 teacher is from military school of USA.
5. For the professional truth, 23 teachers have been certified as professional teachers from Indonesian government, meanwhile 7 teacher have not retrieved the certificate of teaching license.

Followings are findings of this study, which were obtained through questionnaire and interview by thirty EFL teachers from ten Vocational secondary schools. These following charts below guide the researcher answering sub – research questions which is overall intended to answer the main question on *How do VSS EFL teachers perceive authentic reading assessment?*

### **Sub-research question 1: What do VSS EFL teachers perceive as the purposes of authentic reading assessment?**

**Monitor students' progress**– Based on both the questionnaire and interview result, two purposes of authentic reading assessment received the highest interpretation on teachers' perception as stated in the literature concept. The first purpose reaches 84.6% in the questionnaire, and 90% in the interview that shows teachers strongly perceived on monitoring students' progress as the purpose of authentic reading assessment. Furthermore, the data conclusion obtains high perception of the concept.

**Measure students' comprehension of complex reading tasks** – The questionnaire result indicates that 81.33% of 30 EFL teachers apprehend the second purpose. Different from questionnaire result, in the interview section, it just got 70% of teachers' response. However, three of 10 teachers in the interview who responded toward reading comprehension without supporting in any tasks of real life condition (complex tasks) is deemed not perceive the concept of second purpose.

**Sub-research question 2: What do VSS EFL teachers perceive as the criteria of authentic reading assessment?**

**Real world-relevance** – According to both questionnaire and interview result, it reached 80% from responded teachers. They revealed that real world relevance is one of important criteria to fulfill students' need in real life condition. In the interview, teachers mostly perceived appropriately the real world - relevance as the criteria of authentic assessment. Furthermore, there two teachers in the interview section who did not agree since she was supposed to keep pace with the current curriculum to get ready for national examination purpose.

**Higher order thinking** – The result from questionnaire data shows that 77.3% of 30 teachers obtained better understanding of this criterion. Surprisingly, the interview result indicates that 80% of 10 teachers got higher perception towards high order thinking as the criteria. Most of teachers revealed that this criterion is required to build students' logical thinking. However, the result of questionnaire and interview is imbalance, but overall most of teachers strongly agreed with this criterion.

**Collaboration** – Based on both questionnaire and interview result, most of teachers perceive that collaboration can increase students' curiosity on the certain topic so that they have to discuss with their friends through group work activity. The rate of questionnaire result just only reached 76% while the interview has almost the similar rate with 70% of teachers' responses towards collaboration as the criteria.

**Diverse outcomes** – Based on questionnaire result, this criteria received 76% of 30 teachers who perceive diverse outcomes as a criteria of authentic assessment. In other words, 80% of 10 interviewed teachers perceive properly on how students finish their task in variant model based on the topic since this criterion is one of assessment aspects to assess skill, knowledge, and attitude.

**Sub- research question 3: What do VSS EFL teachers perceive as the method of authentic reading assessment?**

**Process-oriented** – According to the questionnaire result, 83.3% from 30 teachers comprehend process oriented as a method of authentic reading assessment. Likewise, the interview result shows that they strongly agreed towards process-oriented method with the rate 90% from teachers' responses. They claimed that this method is useful for monitoring teaching and learning process in the classroom. For the conclusion, this method is aligned with the result of ARA purpose.

**Product-oriented** – In the questionnaire result shows product-oriented received lower percentage from the process-oriented method with the rate of 76%. Different from questionnaire, the interview result has lower percentage with only 70% from 10 teachers responded on process-oriented. However, 30% of 10 teachers argued that the outcomes of students work in the last semester is not reliable. In conclusion, some respondents have less understanding regarding on the second method.

**Sub- research question 4: What do VSS EFL teachers perceive as the technique of authentic reading assessment?**

**Retelling** – The result of questionnaire reveals that 79.3% of 30 teachers agree to use retelling in the classroom as a technique of authentic reading assessment. However, interview findings shows higher percentage with rate 80% from 10 teachers. Some

teachers, who do not perceive so, assume that retelling needs much time and has less efficiency to be practiced.

**Reading review/Journals** – According to the questionnaire result, 69.3% of 30 teachers perceive this technique as one of authentic reading assessment techniques. Otherwise, 50% of 10 interviewed teachers do not understand on how to assess students' journal. Some teachers believe that journal is just for the complementary to summarize students' activities.

**Text with comprehension questions** – This technique is assumed as the highly frequent technique used to assess reading comprehension. It shows that 84% teachers strongly apprehended this techniques, meanwhile all interviewed teachers concur that this technique is very significant for students' reading comprehension because it affects their critical thinking.

**Checklist** – Based on questionnaire result, 63.33% of 30 teachers perceive checklist as technique for assessing reading strategies but only 60% of them perceive so in interview result. From the interview result, some teachers pleaded that the form of checklist is not provided in the school, and they do not have many time to create their own form. They also stated that observing students is more efficient rather than fill the checklist form.

**Reciprocal teaching** – In the questionnaire result, reciprocal teaching got 65.33% of teachers' agreement. However, interview result does not show better finding as in the questionnaire. Only 60% responded teachers have better understanding on reciprocal teaching activity. Some teachers admitted that they are just familiar with the usual discussion, which is no questioning and predicting activity.

**Cloze passage** – This technique is also well-known to many teachers since most teachers use this technique to improve students vocabulary. Questionnaire data shows that 82.66% teachers agreed this as technique for assessing reading skill and 90% of them also perceived properly seen from interview result.

#### 4 CONCLUSION AND SUGGESTION

This study has revealed that 30 VSS EFL teachers perceive authentic reading assessment (ARA) concept with the overall percentage of 78,35%. It indicates that nearly teachers comprehend appropriately the concept of authentic reading assessment as in the literature review stated.

Even though the concept of ARA has obtained quite satisfactory, many teachers still complained on government policy towards reduction of lesson hours for English subject in the class. They also claimed that they need more training of authentic assessment perceptions and practices in the classroom.

##### **Suggestion**

This study is needed since teachers' perceptions influence the implementation in the real context at the school. This study also give more knowledge about the concept of authentic assessment to the teachers especially Vocational Secondary schools' teachers because their students are required to have certain ability when they meet the real world of work. Furthermore, this study is expected to append input for educational government in Indonesia concerning on teachers' training towards authentic assessment in depth including their practice after receiving the training. In addition, this study is considered as preliminary research so that further study in the authentic assessment area will be feasible to do to obtain better survey result.

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# PLAGIARISM PREVENTION SOFTWARE FOR THESIS WRITING:ITS ADVANTAGES AND THE STUDENTS' ATTITUDES

**Muhammad Affan Ramadhana**

affanramadhana@live.com

*Universitas Cokroaminoto Palopo*

## ***Abstract***

*Plagiarism is a violation of academic integrity which is still committed by many scholars. Definitely, the essential way to avoid plagiarism is by using proper citations and quotations. However, a common way to prevent plagiarism in this digital era is the implementation of plagiarism detection software. This paper presents the advantages of plagiarism prevention software and the students' attitudes towards it. The result shows that using plagiarism prevention software should have benefits in developing the students' individual skills and maintaining the academic integrity among the students. Furthermore, most students showed positive attitudes towards the implementation of plagiarism prevention software in checking their theses. The software also would encourage the students to be more careful in quoting and paraphrasing ideas.*

***Keywords: academic writing, plagiarism, plagiarism prevention software***

## **1 INTRODUCTION**

Thesis Academic honesty and originality in writing and publication area very great concern in education, particularly in the higher level. Sadly, cheating and plagiarism are still committed by many scholars. For that matter, the scholars have taken many efforts to reduce plagiarism in their community. Nonetheless, Dahl (2007) claimed that the effort would be challenging since there is an ambiguity in defining the clear concept of plagiarism. Supporting the statement, Razera (2011) explained that the concept of plagiarism might be straightforward in theory, but it will be harder to be determined practically. Therefore, there must be a common understanding among the academics, including the students, about the definition of plagiarism in their paper writing.

These days, the internet provides countless sources the students can take. They can easily just copy and paste the texts or images from the internet with or without making citations. Regarding to the issue, the essential way to avoid plagiarism is by using proper citations and paraphrasing or quotations. In using the idea of other's work, it should be well paraphrased and included a citation of the author's name and the year. The materials taken from other sources are initially supposed to support the writer's idea.

A common way to prevent plagiarism in this digital era is by implementing plagiarism detection software. *Turnitin*, as one of many online services in detecting similarity index of students' writing, is very helpful for the tutors/lecturers in spotting suspected plagiarism in the students' paper and using the result to keep them revise their writings (Dahl, 2007).

In general, many studies concluded that the students have a good perception about plagiarism-prevention software (e.g. Dahl, 2007; Davis, 2007; Graham-Matheson & Starr, 2013). On their study, Graham-Matheson & Starr (2013) and Dahl (2007) concluded that the students tend to support the implementation of *Turnitin*. Moreover, some studies pointed out that the software is effective in detecting and reducing plagiarism practices among the students (e.g. Biggam & McCann, 2010; Kiriakidis, 2012).

Nevertheless, Davis (2007) had a doubt that the students, who used the software without intention to learn, will likely commit a 'well-organised plagiarism' since the website only display the similarity index of the text. Consequently, the implementation of plagiarism prevention software will be a challenge to all of the students to prove the originality of their theses and dissertations. On the other hand, this will also be a chance for the students to improve the quality of their academic writings. Therefore, related to those issues, this paper elaborates the advantages of plagiarism prevention software, the students' attitudes towards the use of such software in checking their theses, and the reason of such those particular attitudes.

## 2 METHODS

The participants in this study were the students of Master's Degree in English Language Education. In selecting the participants, the researcher employed purposive sampling technique. Seven students, who already completed writing their theses and were in the final stage of their study, were selected for interview.

The researcher applied in-depth interview to gain the information on the advantages and the students' attitudes towards plagiarism prevention software in checking their theses writing. The data of the interview was examined and reduced into specific information needed from the interview transcripts. Afterwards, the researcher displayed the data and provided description and analysis related to the purpose of this study.

## 3 FINDINGS AND DISCUSSION

### 3.1 The Advantages of Plagiarism Prevention Software

The implementation of plagiarism prevention software should have advantages into two terms: developing the students' individual skills and maintaining the integrity or ethics in academic environment. The following excerpt was taken from the interview of the student's statement describing the advantages.

#### Excerpt 1. Advantages of plagiarism prevention software

"It was useful because it made me more aware of the importance of knowing the source and citing the quotations in writing. Plagiarism detector would indirectly demand us to read, to dig (information), to formulate (ideas), and how to process the information, how to formulate our ideas, how to develop ideas in order not to commit plagiarism. So, the advantage would lead us to develop writing skill, to be a learning material, and to raise awareness (of plagiarism free)." – (S06)

Another important issue that should be considered is the benefit of plagiarism prevention software in order to keep the academic integrity or ethics among the students. The students' responses on that issue are displayed in the following excerpt.

Excerpt 2. Plagiarism prevention software in raising the academic integrity

"Yes, I am sure. In the beginning, the students would be introduced to the software and then they would reach the stage of asking how to avoid plagiarism. I am sure that they would know the importance of citing properly, as the ideas belong to other people. An idea is the attribute of professionalism; therefore we should not take it directly (without giving credit)." – (S06)

Some students were optimistic that the implementation of plagiarism prevention software could help in keeping the academic integrity or ethics among the students. However, some others showed a different perspective. They doubt that the implementation of the software would only make the students to be trickier in avoiding the high similarity report of the software. The following are the excerpts of those students' statements.

"I think it would be difficult for the students to raise awareness themselves. Self-awareness is very difficult because it might be a tradition for the students. (The implementation of such software) could only make them to be more creative, trickier, on cheating and plagiarising. It could make them to be trickier even more, not making new things, but being shiftier, trickier." – (S04)

Although some students doubt on the role of plagiarism prevention software in raising the academic integrity among the students, most of the students generally agreed that the integrity or ethics would always depend on the students themselves. The implementation of plagiarism prevention software might help the students in building or keeping their integrity. Nevertheless, the action of either ignoring or embracing it would always depend on each student's personality.

### 3.2 Utilizing the Software's Advantages

There will be two stages regarding the benefit of plagiarism prevention software in building up the academic integrity. The first will be the stage of plagiarism reduction. The first time checking will display the current quality of the students' theses, in terms of similarity. After the theses was properly revised and then rechecked through the software, the similarity should be decreased. Many studies proved that the use of plagiarism prevention software effectively reduced plagiarism among the students (e.g. Batane, 2010; Biggam & McCann, 2010; Kiriakidis, 2012).

The second will be the stage of prevention. As the students get used to the software, they will be aware of properly paraphrasing other people's sentences, and making proper quotations and citations in every time they write. As a result, the students will always try to avoid plagiarism in their academic writings. Likewise, if the university issue a regulation to require all students to check their theses through plagiarism prevention software, it would build the atmosphere of attentiveness and awareness among the students to try their best in order to avoid plagiarism.

### 3.3 The Act of Prevention

Many studies refer the service of *Turnitin* and other similar services as 'plagiarism detection software.' However, the term 'plagiarism detection software' indicated that the main purpose of the software is to identify plagiarism made by the students in their theses. In this case, it sounds like the software would put judgement on whether the students committed plagiarism or not. In fact, the authorities or the students' research supervisors should make such decision. The report of software's detection should only become a consideration for the judgement.

Therefore, the term 'plagiarism prevention software' should be more suitable. The word 'prevention' is used to describe the decent purpose of the software to help the students improving their writing skills. The software's similarity detection on the students' theses should not become the primary objective. Instead, the most important things are how to interpret the detection reports and how to react to the detections. In this case, the students should examine the software's detection reports, and then revise the detected similar words in their theses. This way, the students will learn and improve their academic writing skills, in terms of proper quoting, paraphrasing, and citing the reference in their theses. Zimitat (2008) argued that academic writing is a developmental skill, which needs more practices to be mastered. Unintentional 'suspected plagiarism' or patchwork writing might be a part of learning process. As those steps of learning, including the implementation of plagiarism prevention software, were conducted before the theses is submitted to the university or published, that way the software already played an important role in preventing the students from committing plagiarism.

### 3.4 The Students' Attitudes towards Plagiarism Prevention Software

Regarding the regulation of implementing plagiarism prevention software, generally, there were two kinds of attitudes raised by the students. The following excerpt displays the students' attitudes toward the policy of implementing plagiarism prevention software.

Excerpt 3. The attitudes toward the implementation of the software

"I certainly support this, in order to improve the quality of the alumni of this graduate program. If the (students') writings are good, they will be qualified to be published either nationally or internationally. Therefore, the grade of this campus will increase, although it will still be difficult. It might be difficult for the students as

well. However, if they are willing to develop, I think they will be pleased to accept this. We should always pass the difficult things before something good come to happen.” – (S02)

Those who supported the idea of implementing plagiarism prevention software, mostly argued that such regulation could help the students develop their ability and skill in academic writing. However, some students doubted the implementation of the software. The following are the excerpt of those students’ opinions.

“I am sure that the students will certainly be shocked, because unconsciously plagiarism has become a tradition. I guess that is very common. When they are introduced with plagiarism detector and they are introduced with the concept of plagiarism, they would firstly be shocked. The same thing happened to me. Their first question would be: Why should be like that? However, as the drafting progress, I am sure that they would reach the next stage by asking, how to avoid plagiarism.” – (S06)

### **3.5 The Students’ Attitudes: Trusts vs. Doubts**

The implementation of plagiarism prevention software in academic institutions aimed to control the quality and the originality of the students’ academic writings. As the software exists, the students were encouraged to be more careful in quoting other people’s sentences. Surely, each student would have particular attitude toward the university’s regulation in implementing plagiarism prevention software. Previous studies indicated that the students tend to support the implementation of plagiarism prevention software (Dahl, 2007; Graham-Matheson & Starr, 2013). Moreover, they also assumed that the regulation might encourage the students to be more creative in writing.

On the other hand, some other students still concerning on some issues on the regulation. They mostly doubted if the university only consider the result of similarity detection in issuing the judgment on plagiarism in students’ theses. For this argument, the researcher assumed that it might be an unnecessary, yet reasonable worry, since the university should have not implement such plagiarism prevention software without knowing the whole concepts of the software.

Since the use of plagiarism prevention software considered as new things for most universities, there will be some concerns that the regulation of implementing such software will likely surprised most students. All these past years of ignoring the importance of proper paraphrasing, quoting, and citing sources will be drawn to an end. Subsequently, the new era of maintaining the academic integrity will arrive. Therefore, the students who are unprepared and unwilling to change will likely be shocked. However, it is only a matter of time until the students will get used to the regulation. Undeniably, changing a habit is not an easy thing to do. Therefore, it is crucial not to put an early judgement to the students’ theses along with the initial implementation of the software.

## **4 CONCLUSIONS AND SUGGESTIONS**

Plagiarism prevention software could benefit the students in encouraging them to be more aware of academic integrity and to develop their own skills in academic writing. Therefore, it would be unwise if the result of software’s detection on the students’ theses directly used in making judgement of plagiarism to the students. As a learning tool, the

software should be used to prevent plagiarism by using it to make sure that the students' theses will be free of poorly paraphrased sentences. In other words, the students need to check their theses through the software, and then revise the detected similar words appropriately. The steps might be repeated until the similarity rates reach 20% or lower.

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# THE PORTRAIT OF STUDENTS' MOTIVATION UPON THE USE OF AUTHENTIC MATERIALS IN ESP

Lely Yuliawaty  
Desy Kusumawaty  
Lely\_bensueb@yahoo.com

UPI Sekolah Pasca Bandung Setiabudhi  
Bandung Indonesia

## Abstract

*Some fresh graduates face difficulties to get along with their new work environment, they tend to be wobbling and take some time to get adapted, plant and associate the knowledge they obtained from their campus to their position at work. The textbooks used are sometimes being questioned of their success since their lack of having actual and motivating quality. Thus, materials given during courses are carefully selected to meet the students' needs and motivate them to study. One of materials is called authentic materials and the researcher aims to present Students' view on the use of authentic materials towards their motivation to study English. The method of the research was quantitative and comparative analysis. The researcher obtains the data and findings through questionnaire survey, the respondents are the second year students at an academy of Fire and Safety Department. The data and findings are presented in the form of comparative analysis. To gain the sufficient data same questionnaires which consist of eighteen close-ended questions were given twice or in two rounds. The first round was given before the authentic materials utilized and the second one was given after the authentic materials given in 5 meetings. The data collected shows that the percentage of authentic materials use in purpose to study English increases. It means that the students are more motivated to study English by the use of authentic materials. Thus, it is suggested for teachers to use authentic materials since it enhances students' motivation and excellence in learning languages as well.*

**Keywords:** *motivation, authentic materials, ESP*

## 1 INTRODUCTION

It is said that some fresh graduates face difficulties to get along with their new world; work environment, and they tend to take some time to get adapted, plant and associate the knowledge they obtained from their campus to their position at work. A survey by online recruitment agency Jobstreet.com showed that 55% of employers cited unrealistic expectations of salaries while 48% of them said poor English was the main reason why Malaysian and other Asian fresh graduates from both public and private institutions remain unemployed. Such problem is also accompanied by several factors like the materials, the students' language proficiency, motivation and confidence, the lack of qualified teachers, the environment and many others. Students' motivation is undoubtedly

considered as one of essential things to improve their language ability and therefore the materials used should be motivating. The existed materials so called commercial ones such as textbooks which are provided and used at schools, campuses and other institutions are sometimes questioned on their success since their lack of having actual quality, such quality will be likely demotivating students as they sometimes have no idea what they are studying about or are hard to find the relation between the one they are studying and the real things happen in their world they live in. the use of commercial materials may bring about some advantages for It might cause the decrease of teaching engagement as we are merely being those who follow instructions and It is sometimes culturally diverse and geographically dissimilar, since many ESL textbooks are not written for EFL settings and vice versa. (Gebhard, 2000)

Thus, materials given during courses should be carefully selected to meet the students' needs and motivate them to study more. Another type of the materials is called authentic ones. Authentic materials conveyed a real language, a real speaker or writer produced authentic text to convey a real message (Morrow, 1997). They are not made for education purposes, they are made for public needs and for sending messages such as; newspaper, manual, tv programs, advertisements, songs and many others. There are two main advantages of using authentic materials that are also formulated by Gebhard; it can reinforce for students the direct relation between the language classroom and the outside world and It offers a way to contextualize language learning. Basically, authentic materials include are all things used to communicate. They could be traffic signs, flyers, billboards, radio programs, songs, ads and many others and For example when students given a directory through GPS, a TV weather report, a documentary, or anything that is used in the real world, students tend to focus more on the content and meaning rather than on the language.

The researcher aims to present Students' view on the use of authentic materials towards their motivation to study English, therefore this paper entitled 'The Portrait of Students' motivation upon the use of Authentic Materials'.

As the sample of this research is students of fire and safety department where the graduates are expected to be future HSE (Health, Safety and Environment) managers and other similar job positions that have main responsibility and are in charge of health, safety and environment of wherever they work. Those jobs demand them to be able to socialize and communicate well with the other workers under their supervision; to socialize and communicate procedures, training, fire-drill, and other related HSE stuffs in purpose to make their job successful and to make zero accident possible. Therefore, the ability to communicate takes an essential role of how a policy is delivered. Students should be taught and familiar with their duty as early as possible. One way to achieve that goal is by focusing on students' motivation as according to Dornyei (2007) cited in Tra, motivation is related to one of the most basic aspects of the human mind and it has a very important role in determining success or failure in any learning situation. Furthermore Henson (1999) states that motivation is one of the many human characteristics such as curiosity, and values.

As recited in Asgari (2011) that an integrated motivation is needed for successful language learning, making learners face authentic and interesting materials can probably help them experience their learning meaningfully and communicatively. When students are moved to do or act something willingly in that term they are considered motivated. And one of among other things that might motivate students is Authentic materials as Filice and Sturino state that authentic materials were unmodified and genuine materials which held students' interests. It goes along with the following statement "it has been traditionally supposed that the language presented to learners should be simplified in

some way for easy access and acquisition. Nowadays there is recommendation that the language presented should be authentic” (Widdowson 1990). Stevick (1978) mentioned that people usually learn better, when they use the materials that are near their lives, they usually learn better (as cited from Hsu, 2006).

Authentic materials are what students can find in their daily lives and have purposeful and meaningful messages to convey to the public. They fulfilled a social purpose in the community and had a communicative purpose. As cited in Su (2008). Furthermore, authentic materials can make learners to learn a language which apply in people’s real life as stated by Hsieh and Yen. Stevick (1978) mentioned that people usually learn better, when they use the materials that are near to their lives, they usually learn better (as cited from Hsu, 2006).

- They have a positive effect on learners’ motivation
- They provide authentic cultural information
- They provide exposure to the real language
- They relate more closely to the learners’ needs
- They support a more creative approach to teaching

Relating the above theories, studies and problems the researcher would like to try to investigate the portrait of students on the use of authentic materials. Whether it affects students’ motivation to study English more and outside their classroom or not by the use of authentic materials.

### **1.1 Statements of the problems**

The research aimed to portray students’ point of view of the use of authentic materials and to support it the investigation would concern on;

- a. How do the authentic materials used motivate students in learning English?
- b. How do the students respond to the use of authentic materials?

### **1.2 Scope of the study**

This study aimed to portray the use of authentic materials and how it motivates students of Fire and safety department to study more English. It deals with the responses of students on using the authentic materials for educational purposes by examining the frequency and purposes of the authentic materials use.

### **1.3 Significance of the Study**

This study is expected to be the part of the development in teaching and learning of English language especially for ESL countries. The result of the study could be a reference for practitioners to improve their teaching. Some significance is elaborated as follows;

To Students:

1. It could inform and guide them to utilize authentic materials to improve their English
2. It could be their references to choose authentic materials that meet their interest and standard.

To Teachers:

1. It could help them selecting which authentic materials work well and motivate students
2. It provides them information about which authentic materials characteristics should be gotten rid off in purpose to avoid demotivating students

To Institution:

1. It could increase the graduates quality

#### **1.4 The objectives of the research are:**

- 1.4.1 To see whether the use of authentic materials increase students' motivation.
- 1.4.2 To figure out what students' reasons are in using the authentic materials
- 1.4.3 To figure out students' frequency after being introduced to utilize authentic materials to study.
- 1.4.3 To figure out students' opinion towards the use of authentic materials in the classrooms.
- 1.4. Definition of Term
  1. Authentic Materials: materials that have been produced to fulfill some social purpose in the language community, Peacock (1997)
  2. Motivation: "Motivation is defined as the process that initiates, guides and maintains goal-oriented behaviors. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge

#### **1.5 Literature Review**

##### **1.6.1. Related Theories**

According to Brinton (1991) as cited in Oura, authentic materials and media can reinforce for students the direct relationship between the language classroom and the outside world. Gebhard (1996) sees authentic materials as a way to contextualize language learning.

Melvin and Stout (1987) find an overall increased motivation to learn in students, as well as a renewed interest in subject matters, when students use authentic materials for the study of culture in the language classroom.

Brosnan et al (1984) states that the following points are the importance of authentic materials use

- a. Language is natural. By simplifying language or altering it for teaching purposes, (limiting structures, controlling vocabularies etc) we risk making the task more difficult, we may in fact be removing the clues to meaning.
- b. Authentic language offers students the chance to deal with the small amount of material which, at the same time, contains complete and meaningful messages.
- c. Authentic printed materials provide students with the opportunity to make use of non-linguistic clues to help them discover the meaning more easily.

- d. Adults need to be able to see the immediate relevance of what they do in the classroom to what they need to do outside it, and real life material treated realistically makes the connection obvious

#### 1.6.2. Related studies

Vaiciuniene and Uzpaliene (Authentic Resources in Technology-based ESP learning) educational value, communication, exchange of information, unlimited resources for professional knowledge development, opportunities of using a big variety of text types, language styles offered by authentic resources that result in greater students' confidence and motivation in ESP learning.

Do Thi Thanh Tra (using authentic materials to motivate second year English major students at Tay Bac university during speaking lessons) suggests that using authentic materials is one way to effectively increase students' motivation to learn English.

Siao-Cing Guo (using authentic materials for extensive reading to promote English proficiency)

Authentic materials expose students to English usage as it is used in real life, thus students may find them interesting and relevant if they are at the right comprehension level.

#### 1.6.3. Concluding Remark

The theories and studies mentioned above indicate that the use of authentic materials increases students' motivation to study.

In order to improve Students' quality especially in using English, Teachers are expected to improve their teaching by revising many aspects. One of them is students' motivation to study. It is believed that if students are well motivated they will study harder.

However increasing students' motivation is not an easy thing, especially in choosing appropriate materials. Inappropriate materials might lead the students demotivated

In response to this problem authentic materials are offered to make positive change and increase students' motivation to study.

## 2 METHOD

### Research design

The method of the research was quantitative and comparative analysis. The research sample was a class of Fire and Safety Department at an academy which was given the same questionnaire. The questionnaire consists of eighteen close-ended questions. The first round was given before the authentic materials given and the second one was given after the authentic materials given in 5 meetings. The findings are presented in the form of frequency, purposes, the change of authentic materials use for studying English and their upon the use of authentic materials in the classroom.

## 2.1 Data Collection

## 2.2 Site and Respondent

The sample is a class of second year students of some Fire and Safety Department, the questionnaire was distributed in two rounds, the first round was conducted on 26 October 2013 and the second round was on 23 November 2013

On the first round there were 33 students of the class who showed up and filled out the questionnaire.

While on second round there were 31 students of the class who showed up and filled out the questionnaire.

## 2.3 Instrumentations and materials

same questionnaire is given in two rounds. The first round before the semester started and the second round after 2 months of authentic materials use. The five meetings used the following authentic materials: Youtube videos for teaching Adverbs and Listening, News Portal for teaching Reading, APAR manual for teaching Procedural Text, Social Media for teaching Direct and Indirect Speech, Songs for teaching Listening and Writing.

The questionnaire is divided in three parts; The first part is about students' frequency in using the authentic materials, the second part is about students' purposes in using authentic materials and the last part is about students' opinion on the use of authentic materials in the classroom. The first part occupies 4-points Likert Scale ranging from 1 (not at all) to 4 (very often) and the second part occupies 5-points Likert scale ranging from 1 (Entertainment), 2 (Education), 3 (Studying English), 4 (other). While the last part occupies 5-points Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Categories	questions
The frequency of using authentic materials	5,8,11 and 14
The purposes of using authentic materials	16, 17 and 18
Students' opinion of using authentic materials	6,9, 12 and 15

## 3 FINDINGS AND DISCUSSION

### Data Analysis

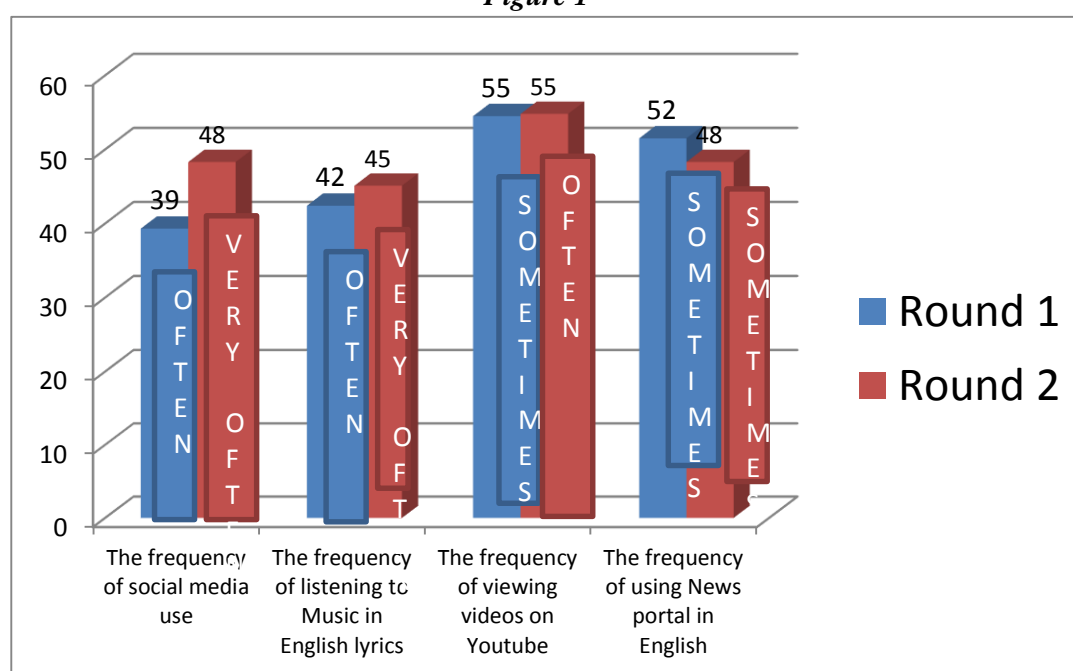
The main purpose of this study is to portray students' point of view towards the use of authentic materials, whether it increases their motivation to study more and to use the authentic materials outside the class for learning English.

The first figure discusses about the frequency of using authentic materials. The blue one represents the highest frequency before they were taught the authentic materials and the red one represents the highest frequency

The complete chart of frequency before and after is as follows:

No.	Authentic Materials	The frequency
1	Social Media	Not at all (3%), Sometimes (30%), very often (27%) and often (39%)
		Not at all (0%), Sometimes (12%), often (38%) and very often (48%)
2	Music/Songs	Not at all (0%), sometimes (24%), very often (33%) and

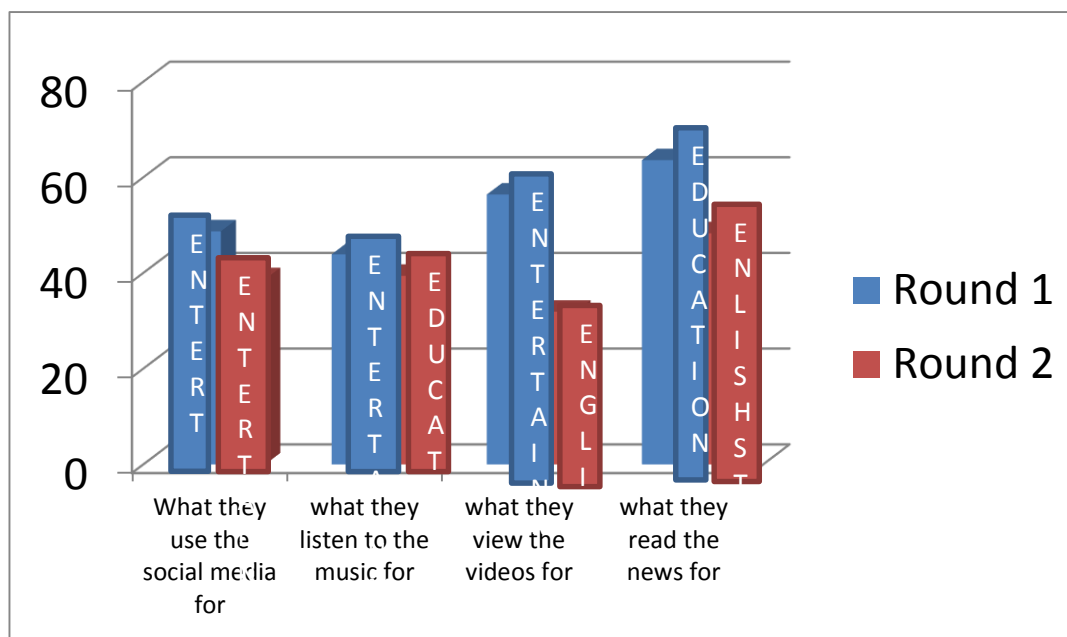
		often (42%)
3		Not at all (3%), sometimes (19%), often (32%) and very often (45%)
3	Youtube	Not at all(9%), very often (18%), often (30%) and sometimes (54%)
		Not at all (0%), very often (12%), sometimes (25%) and often (54%)
4.	News Portal	Very often (9%), often (15%), not at all (24%) and sometimes (51%)
		Not at all (0%), very often (12%), often (38%) and sometimes (48%)

*Figure 1*

On figure one the highest percentage of each around is taken and compared, the first three categories indicate some changes and the changes are all in the higher frequency, it shows that after being taught of how to utilize authentic materials, Students access or use more Social media, Music/songs and Youtube. Only the frequency of accessing news portal that remains the same.



Figure 2



The second figure discusses about the purposes of using authentic materials. The blue one represents the purposes before they were taught the authentic materials and the red one represents the purposes after.

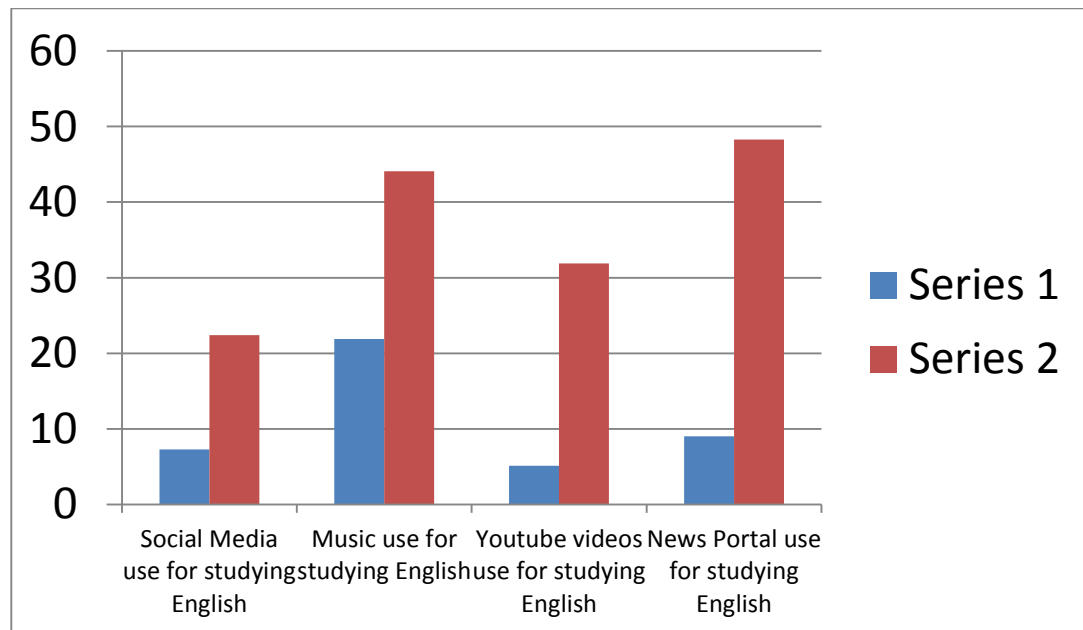
The complete chart of purposes before and after is as follows:

No.	Authentic Materials	The frequency
1	Social Media	Studying English (7%), Education (17%), other (26%) and Entertainment (48%)
		Other (18%), Education (20%), Studying English (22%) and Entertainment (38%)
2	Music/Songs	Education (9%), studying English (21%), Other (25%) and entertainment (43%)
3		Studying English (17%), other (18%), education (23%) and entertainment (39%)
3	Youtube	Education (5%), Education (12%), other (25%) and education (56%)
		Education (17%), other (21%), other (21%) and entertainment (29%)
4.	News Portal	Studying English (9%), other (12%), entertainment (15%) and education (63%)
		Entertainment (3%), other (9%), education (38%) and studying English (48%)

On The second part of questionnaire students are allowed to choose more than one answer. The figure shows that on the last two categories: Youtube and News Portal, the purposes are changing into studying English.

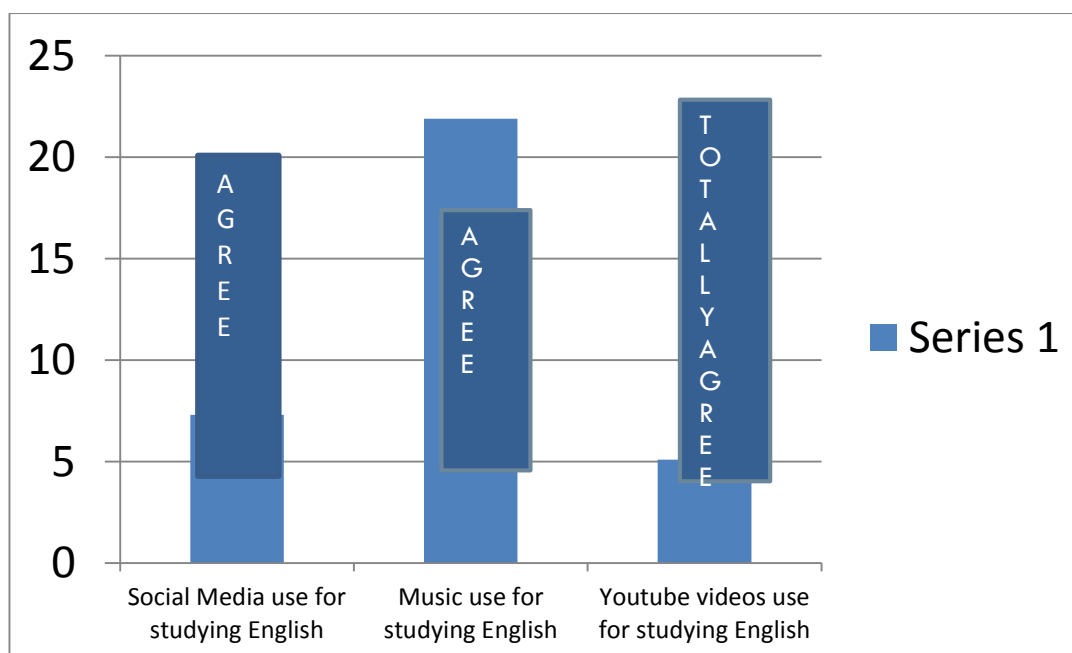
However the figure below shows significant increase of purposes specifically for studying English before and after.

**Figure 3**



The last figure discusses on the students' opinion on the use of authentic materials, and these 3 questions were attached only on the second round of questionnaire. These three percentages are the highest poll.

Figure 4



It shows that the students agree that authentic materials made class more attractive, they agree that authentic materials encouraged them to study English and they totally agree that authentic materials motivated them to use the materials outside the class. The result goes along with **Melvin and Stout** (1987) that the use of authentic materials increase students' motivation and renew their interest of the subject matter.

Students agree that the use of authentic materials motivates them to study English more inside and outside the classroom, Students have been familiar with those authentic materials however at first only a few of them that utilize the materials for educational purposes because they used to use the materials mostly for entertainment. After being taught utilizing the authentic materials in the classroom Students began to feel the benefits and attracted to use the materials more for more useful purposes not only for entertainment , in this study they began to add or even change their purposes to use the materials for learning English.

Students are now consciously aware of the advantages that the authentic materials may give to motivate their spirit to study English.

#### 4 CONCLUSION AND SUGGESTIONS

The study shows that most of students use the authentic materials more often after they have been engaged or introduced to the use of Authentic materials for English learning. Before the use of authentic materials in the classroom was introduced, the students may not be conscious that they could get more benefits from those materials such as Youtube, songs, news portal, Social Media, etc. rather than for entertainment only. After they were introduced to the use of those materials to support their learning English, they began to modify their purposes into the educational purposes. They find it an attractive way to study and to have fun as well.

Most students (after being treated) use the authentic materials for learning English outside their classroom. They find the relevance of what they study in the

classroom with their actual world outside their class. The classroom and their world speak the same language and use the same technology. Therefore, The use of Authentic materials in purpose to study English is increasing.

Students agree that the use of Authentic materials encourages them to study and make the class more attractive. And they strongly agree that they use the authentic materials themselves to study English outside the class activities.

### **Suggestions**

Authentic materials will enhance students' excellence in learning languages as they manage to understand the meaning and the use for the real life and learn the language contextually will be more successful than simply studying texts.

For teachers themselves, providing authentic materials will help them improve their integrity, versatility, creativity and ability in teaching and learning. As the teachers will be forced to think and do more in presenting as sufficient as possible authentic materials, they avoid being dull by doing so.

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# SENIOR HIGH SCHOOL EFL TEACHERS' PRACTICE OF AUTHENTIC READING ASSESSMENT

**Risma Rahmawati**  
110361risma@gmail.com

*English Language Education Study Program*  
*Jakarta State University*  
Jl. Rawamangun Muka, Jakarta 13220

## ***Abstract***

*Authentic assessment has become popular due to the shifting from traditional to authentic or modern assessment. Authentic assessment of reading and other literacy skills is a hot topic that has received a great deal of notice in teacher education. Indonesia education policy created a new curriculum which require teacher to use authentic assessment yet many Indonesian teachers discovered barriers in applying authentic assessment for it became the biggest complaint in curriculum 2013. This exploratory study will investigate teachers' practice of authentic reading assessment. A questionnaire comprising a five Likert scale was administered to 30 Senior High School EFL teachers from Central Jakarta. Interview and checklist of documents were done to 30% teachers from questionnaires respondents. The result of ARA purposes did not give significant matter. Nonetheless, other aspects such as methods and techniques of ARA showed that SHS EFL teachers who generally had bachelor degree on English education well-perceived the purposes of ARA and always employed ARA in the classroom.*

***Keywords: Authentic reading assessment, EFL teachers***

## **1 INTRODUCTION**

Creativity and innovation, critical thinking and problem solving, and communication and collaboration (include flexibility, adaptability and also social skills) are the learning- and innovation skills which are employed by 21<sup>st</sup> century learning as needs for learners to master (Partnership for 21st Century Skills, 2014). Through those kinds of needs, teachers need a new set of assessment that records students' learning- and innovation skill above (Lombardi, 2008). These kinds of skills are apropos to the authentic assessment's aim – which almost regarded as performance based assessment in alternative by some experts – to require students to create a product, to use high order thinking skills, and to collaborate if it is possible (O'Maley & Pierce, 1996; Frey, 2013; Gulikers, Bastiaens, & Kirschner, 2004). The high order thinking skills is also the criteria in the behavioural and discovery skills of the DNA of innovators (Dyer, Gregersen, & Christensen, 2011) and HOT – what people also called High Order Thinking – is also needed in applying the three top revised of bloom taxonomy; analysing, evaluating, and creating (Krathwohl, 2002; Frey, 2013). The demands of new instruction in 21<sup>st</sup> century learning have become the reason of the shifting of traditional assessment to alternative assessment – which is meant authentic assessment (Wiggins, 1989; Lombardi, 2008; Frey et al., 2012). The

activities in traditional assessment that focus on product do not meet the demand of 21<sup>st</sup> century learning need for assessment which assesses almost all the process of doing the tasks and also the product, the alternative assessment is the most appropriate for 21<sup>st</sup> century learning instruction (Lombardi, 2008; Frey et al., 2012; Wiggins, 1989; Pierson et al., 2011).

Traditional assessment mostly assesses students' work by using paper-and-pencil test which also multiple-choice based on the text (Miller et al., 2008 in Keyser & Howell, 2008; Stiggins, 1991 in O'Maley & Pierce, 1996; Frey, 2013). Those kinds of activities are less direct and also less meaningful for the students, it causes a retardation of students' development on independent thinking (Archbald & Newmann, 1988; Lombardi, 2008). On the other hand, alternative assessment documents students' process on learning, provide meaningful activities that motivate students to use their creativity and independent thinking (Lombardi, 2008; Archbald & Newmann, 1988; O'Maley & Pierce, 1996) and authentic assessment is the part of alternative assessment that provide the real-world activities (O'Maley & Pierce, 1996).

Different scholars have different definition of authentic assessment (Frey, 2013; Frey, 2012; Gulikers et al., 2004). To make it short, here is a definition of authentic assessment from several scholars. Authentic assessment is a form of assessment that have realistic and essential value of knowledge and skills that reflect students' progress of learning, achievement, motivation and attitude in the instructional process by solving problems and producing something for evaluation (O'Maley & Pierce, 1996; Wiggins, 1993; Gulikers, Bastiaens, & Krischner, 2004; Mueller, 2005; Frey, 2013). It includes performance assessment, portfolio assessment, and student self-assessment applied in an ongoing series formative assessment, summative assessment and collaborative broad evaluation also from multiple perspectives (O'Malley & Pierce, 1996; Frey, 2013). Performance assessment-because of the same activities of project but different in the real-and unreal world activities, alternative assessment-because of the alternative of the traditional assessment, and direct assessment- because of providing direct evidence of meaningful task activities are sometimes regarded as Authentic Assessment (Mueller, 2005).

Authentic assessment assesses the functional skills – practical skills that are transferable to work settings – of students which are familiar to the students' experience (Gao & Grisham-Brown, 2011). Frey (2013) argues that the real world activities in authentic assessment create a meaningful and useful sight for students in doing the task. The explicit criterion for students' task to gain a transparency is employed in authentic assessment (Gulikers et al., 2004). Wiggins (1990) in his study also attested that transparency on students' product and realizing students' duties in their work are also important in authentic assessments. The students' demonstration on task shows what they have learned to the public-especially teacher in this case (Frey, 2013; Mueller, 2005). For the most important is that authentic assessment provides a valid data of students' result (O'Maley & Pierce, 1996; Gulikers, Bastiaens, & Krischner, 2004).

Every assessment has their own purposes and authentic reading assessment has also its own purposes. Teacher can make informed decision during instructional process through understanding the patterns in readers' behaviors and the logic behind them (Campbell, 2001). This is also supported by Johns (1982) cited in O'Maley and Pierce (1996) that the purpose of assessment of reading is "studying, evaluating, or diagnosing reading behavior" (p.98).

Complex reading tasks in a contextualized setting are also measured to assess reading comprehension (Jia, 2004). For the most common one and the same like other

assessment purposes, assessment of reading is also to monitor student progress (John, 1982 in O'Maley and Pierce, 1996).

In short, the purposes of authentic reading assessment are to derive students' behavior and logical pattern behind the task given, to measure complex task and to monitor students' progress.

As what have been said in the previous discussion, both authentic assessment and reading assessment concerns about students' process of learning and product of knowledge (Kerka, 1995; Afflerbach, 2007; Valencia et al., 2014). Process oriented concerned on the skills and strategies that learners use to construct meaning from text and product oriented reading assessment provides an "after-the-fact" account of student reading achievement (Afflerbach, 2007 p. 2). O'Maley & Pierce (1996) pointed out that the process of authentic reading assessment is the strategies and the product is reading skills and comprehension. The process of reading allowed the teachers to determine which skills and strategies that work or do not work to the students' reading and the product allowed the teacher to decide "backward inference" and "further inference" about what work and do not work to the students' reading and make an action from the inferences (Afflerbach, 2007, p. 2).

And for the techniques of reading assessment which is authentic is divided based on the purpose of reading assessment itself, they are reading comprehension, reading strategies, reading skill and reading attitudes. Techniques to assess reading comprehension are retellings, journals, text with comprehension questions; techniques to assess reading strategies are checklist and reciprocal teaching; techniques to assess reading skill is cloze passages and technique to assess reading attitudes are interviews and literature discussion groups (O'Maley & Pierce, 1996).

Based on the discussions above, some of the principals in the authentic assessment – validity, collaborative learning, transparent, refer to the criteria, assessing the process of learning is stated explicitly by the minister in the policy No. 20/2007 and authentic assessment stated exactly by the minister in the policy No. 66/2013. Though authentic assessment stated explicitly in ministry policy No. 66/2013, the further explanation of authentic assessment is not stated clearly there, so the reference of authentic assessment in this study is from the expertise in the literature review.

The demand to apply authentic assessment based on the ministry policy No. 66/2013 is not proportional to the readiness of teachers in Indonesia, many Indonesian teachers discovered barriers in applying authentic assessment, it became the biggest complaint in curriculum 2013 (Pikiran Rakyat Online, 2015). Torrance (1995) in Frey (2013), Lombardi (2008), Herrington & Herrington (2008) also argue that authentic assessment remains a burdensome assessment.

The growing studies regarding authentic assessment has led to the theoretical model of authentic assessment that provides the "revitalized conception" of authentic assessment; the other studies of authentic assessment were conducted on other subject besides EFL – Math, Agricultural and Physical Education. (Rennert-Arief & College, 2005; López-Pastor et al, 2012; Gao & Grisham-Brown, 2011; Blackburn & Kelsey, 2013) but little studies have been done on the practice (Gulikers et al., 2004; Gulikers et al., 2006; Keyser & Howell, 2008; Kerka, 1995), moreover on reading skills. In contrast, Frey (2013) pointed out that "Authentic assessment of reading and other literacy skills is a hot topic that has received a great deal of notice in teacher education" (p.216). Authentic reading assessment in this study refers to the authentic assessment which is used to measure student' learning of reading.

The literacy skill – the skill for reading but specifically for understanding the writing – or reading skill of Indonesian people is in the rank 64<sup>th</sup> of 65<sup>th</sup> (based on

Programme for International Student Assessment (PISA) 2012) and based on UNESCO data, the sum of Indonesia's illiterate is about 12 million and the reading interest of Indonesian is one compare to one thousand (Okezone News, 2014). The illiterates are also from the group of teachers so that literacy or reading skill of some teachers is still low (Surabaya News, 2014).

The previous studies have led this study to conduct the authentic reading assessment practice by finding out the kinds of authentic reading assessments purposes, methods and techniques in Central Jakarta.

#### Research Questions

Based on the problems identification above, the research questions are aroused as follows:

1. What authentic reading assessment practices do senior high school EFL teachers in Central Jakarta employ in their classrooms?
  - a. What purposes do their authentic reading assessment practices serve?
  - b. What authentic reading assessment methods do they choose to serve?
  - c. What assessment techniques do they choose to serve in their authentic reading assessment?

## 2 METHOD

The objective of this study is to investigate teachers' practices of authentic reading assessment. The data will be gained from 30 teachers in 12 Senior High Schools (SHS) in Central Jakarta. In detail to its practice; the purposes, the methods and the techniques of authentic reading assessment will be pinpointed as elaborated in the literature review by previous experts.

Based on the objective stated above, exploratory sequential mixed method is decided to be used in this study. Exploratory sequential mixed method design is to formulate problems, clarify concepts, and form hypotheses. Exploratory sequential mixed method design is used "when existing instruments, variable, and measures may not be known or available for the population under study" (Creswell, 2012, p. 544). Qualitative data in exploratory sequential mixed method design is more emphasized than quantitative data. Quantitative data is gathered from broader respondents and qualitative data is collected in the smaller number of respondents (Creswell, 2009; Creswell, 2012).

Survey also will be administered in this study to gather valid evidence of all teachers' practices. It is chosen based on the assumption that respondents will have the same and independent chance to be involved. "Survey research designs are procedures in quantitative research in which investigators administer a survey or questionnaire to a sample or to the entire population of people to describe the attitudes, opinions, behaviours, or characteristics of the population" (Creswell, 2012, p. 628). Questionnaire, interview and documents are the most common technique to collect data in survey and mix method (Creswell, 2012). The practices of authentic assessment were surveyed by investigating the purposes, the methods and the techniques.



### 3 FINDINGS AND DISCUSSION

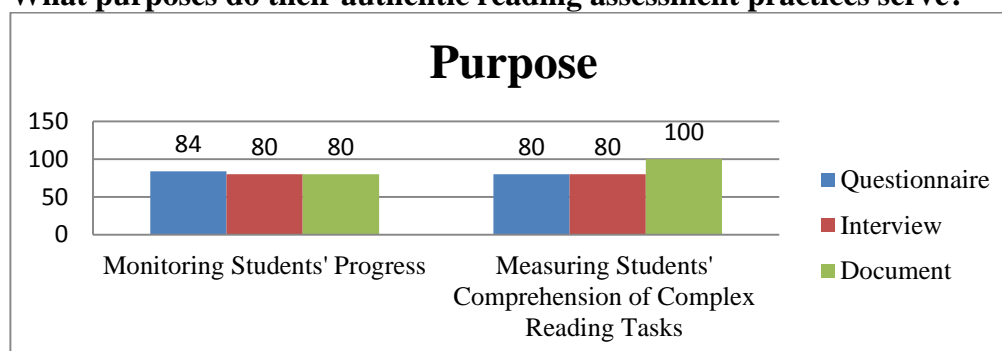
The data were collected from 30 English teachers from twelve different senior high schools in Central Jakarta who came from different background. They are 5 males and 25 females who have graduated from English educational study program. One of them has Diploma degree, three of them have Master Degree and the rest has Bachelor Degree and also twenty of them have been certified as professional teachers from government and the rest have not. Their experience in teaching are also varied, one teacher has no longer than 5 years teaching English experiences, four of them have 5-10 years experiences in teaching English, nine teachers have taught English for 10-15 years and sixteen teachers have taught English for more than 15 years. The sums of the students in the classes which they teach are also different. One of them has no longer than 20 students in the classroom, three of them have 20-30 students in the classroom and the rest have 30-40 students in the classroom.

This study has one main research question which is 'What authentic reading assessment practices do senior high school EFL teachers in Central Jakarta employ in their classrooms?'. This is followed by three sub-research questions which are:

- What purposes do their authentic reading assessment practices serve?*
- What authentic reading assessment methods do they choose to serve?*
- What assessment techniques do they choose to serve in their authentic reading assessment?*

The findings and discussions of this study will be written integrated. The following will be the detailed findings and discussions of sub-research questions:

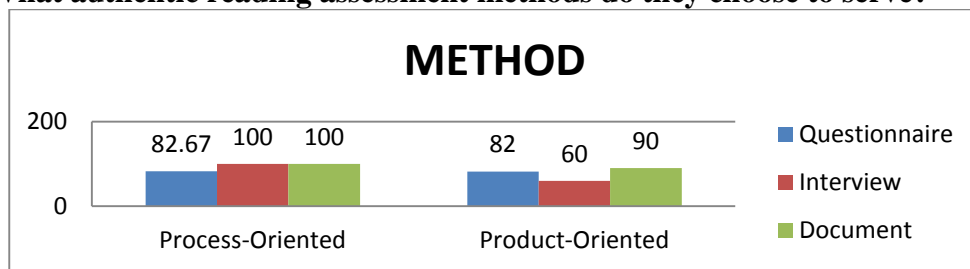
#### a. What purposes do their authentic reading assessment practices serve?



In monitoring students' progress, the result from the three instruments shows that they are in the same interval. From the questionnaires 84% teachers perceive this purpose and from the interview and the document 80% teachers also perceive that authentic reading assessment is to monitor students' progress. The reason of the rest who do not perceive this purpose is that the limited time and many students in the class become the barrier for them.

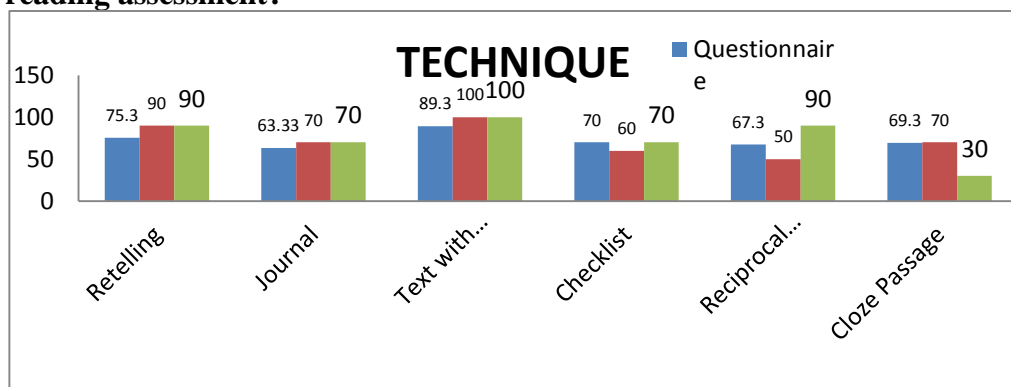
In measuring students' comprehension of complex reading task, the result from the three instruments shows that they are in the same interval. Both questionnaires and interview result shows that 80% of teachers believe this second purpose and 100% teachers from document' result believe this second purpose. It happens because most of the activities plan in lesson plan showed the comprehension activities with complex reading tasks but in fact in real teaching and learning sessions, some of the teachers give comprehension activities without complex reading tasks.

**b. What authentic reading assessment methods do they choose to serve?**



In process-oriented, all the instruments' results are in the same interval. Both interview and document show that 100% of teachers in assessing reading concern on the students' process of reading and 82.67% teachers from the questionnaires result also pay attention to the students' process of reading in assessing them. They can see their students' behaviour in reading and also monitor their students' academic and knowledge development in reading. On the other hand, in product-oriented, the results from the three instruments are varied. The percentage from the questionnaire (82%) and document (90%) show that teachers pay attention to the result of the students' work in reading yet the interview result shows that only 60% teachers pay attention to their students' result of their work. Most of them tend to focus on the students' process of reading since they believe that what the students have done cannot always be considered as their own work since some students tend to cheat in doing their work.

**c. What assessment techniques do they choose to serve in their authentic reading assessment?**



First, in retelling, the result of this technique comes from different interval. Both interview and document results show that 90% teachers of 10 teachers who was chosen from the questionnaires respondents employ retelling to assess reading comprehension and 75.3% teachers of 30 respondents in questionnaire data show that they employ retelling as the technique to assess reading comprehension. Some who do not employ retelling to assess reading comprehension thought that retelling was a technique to assess speaking skills. They tended to assess the speaking aspects such as pronunciation, intonation and stress syllable. Second, in journals, the results of the three instruments are in the same interval. Both interview and document show that 70% teachers use journal to assess students' reading comprehension and 63.33% teachers from questionnaires data use it. This shows that some teachers who do not use journals admit that they often ask the students to review text and mention what they like and don't like from the text orally.

After that, in text with comprehension questions, all the instruments' results are in the same interval. 100% teachers from each interview and document data results shows

that they always use this technique to assess reading comprehension. This is the common and even the main technique for reading of all. From the questionnaire 89.3% teachers of 30 teachers use this technique. Then, in checklist, both questionnaire and document data results show that 70% teachers employ checklist to assess students' reading strategy and only 60% teachers from interview data results show that they use this technique to assess reading strategy. Some of them who do not use this technique said that they only have this checklist on their mind but not written in the paper. Next, in reciprocal teaching is the one which has varied result from the three instruments from three different intervals. The document data result is the highest among all instruments; it shows 90% teachers use this technique to assess students' reading strategy. Based on the questionnaire data result, 67.3% teachers of 30 teachers employ this technique. Nonetheless, only 50% teachers of 10 teachers use this technique. Some admitted that group work was just to have fun, some could not do it due to the unsupportive students' condition in the classroom and some created group work which not consisted of 4-5 students and also only made it for the whole students in the class.

In cloze passage, 69.3% teachers of 30 teachers from the questionnaire data used this technique to assess reading strategy, 70% teachers of 10 teachers who were interviewed employ this technique but 30% teachers of 10 teachers showed that they used this technique to assess reading strategy. The data interview revealed that those who did not use this technique thought that this technique is only to assess writing. Moreover, they mostly used it only at the end of the lesson and did not put it in the lesson plan.

#### **4 CONCLUSION AND SUGGESTIONS**

Based on the findings and discussions, senior high school EFL teachers' practice of authentic reading assessment (ARA) is done well. Teachers perceive the purpose of authentic reading assessment well and they also properly practice authentic reading assessment methods and techniques although some of the techniques are unfamiliar to them. Nonetheless, authentic reading assessment remains burdensome for some teachers due to the limited time to teach in curriculum 2013. In practice, teachers mostly assess students' reading activity to measure their comprehension of complex reading tasks and some of them also monitor their students' progress besides measuring students' comprehension so that there are some who perceive both of the methods. There are also teachers who just focus whether only to monitor students' progress or to measure students' comprehension of complex reading tasks.

In using authentic reading assessment method, teachers more concern on the process of students' reading than on the result of their reading. They believe that the results of students' reading are not valid enough since they know that the students have a tendency to cheat. The techniques of authentic reading assessment that mostly used by senior high school EFL teachers in Central Jakarta is text with comprehension questions due to the simplicity of this technique and it is followed by retelling then checklist, cloze passage, reciprocal teaching and the last is journals or literature response. The two or three last techniques are difficult for teachers to apply due to the low understanding of the techniques, the students' and classrooms' background and limited time since the new curriculum only gives two hours in a week for English subject.

According to the findings and discussions, it is suggested that the training on authentic reading assessment is needed to develop their instructional process. Since this study is preliminary, further study on authentic assessment will be advantageous and it will be better if the amounts of the respondents are extended to get better survey result.

Moreover, this study is expected to enrich Indonesian educational literature, support the educational practitioner to do better regarding the existing gap and also provide better insight for the government into what problems teachers face in the field so that the time allocation for English at school can be augmented.

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# THE TRANSLATION OF ENGLISH CLEFT SENTENCES INTO INDONESIAN(A CASE STUDY OF STUDENTS' ASSIGNMENTS)

**Ni Made Ayu Widiastuti**  
ayufsb@gmail.com

**Sang Ayu Isnu Maharani**  
Isnu.maharani@yahoo.com

## **Abstract**

*The translations of English cleft sentences into Indonesian made by the students of the English Department, Faculty of Letters, Udayana University is the topic of this study. It becomes interesting to be conducted due to a cleft sentence is not always translated into a complex sentence in Indonesian and sometimes the translations become awkward. The purposes of this study are to find out the translation of English cleft sentences into Indonesian made by the students and to analyse the naturalness of the translation in the receptor language. The translations of English cleft sentences into Indonesian made by the students in two classes are taken as the data source. They were collected through note taking technique, and then analysed qualitatively by using the theories of Quirk (1986) regarding cleft sentences, and Newmark (1988) related to the levels of translation. The results show that the English cleft sentences were translated into both simple and complex sentences. Some of the translations do not sound natural because the students did not use the normal language forms of the receptor language, and the meanings of the translation in Indonesian are hard to be understood.*

**Keywords:** *cleft sentences, complex sentences, translation, students' assignments*

## **1 INTRODUCTION**

Transferring messages from one language into another language is one activity called translating. According to Larson (1998:4), translation consists of studying the lexicon, grammatical structure, communication situation and cultural context of the source language text, analyzing it in order to determine its meaning, and then reconstructing this same meaning using the lexicon and grammatical structure which are appropriate in receptor language and its cultural context. In order to translate texts from the source language (SL) into the target language (TL), the translator must have good abilities and knowledge in terms of the language and the culture of both SL and TL.

In order to be able to know the translation theories and also to have the ability of translating texts from the source language into the target language, the students in the English Department, Faculty of Letters, Udayana University get the translation course in which they are expected to be able to translate various types of texts either from English to Indonesian or vice versa.

Translation course can be divided into four parts that are learned by students in two semesters. In the fourth (even) semester, the students get Practice of English-

Indonesian Translation (EIT) and Practice of Indonesian-English Translation (IET). Then, in the fifth (odd) semester, students get the Theory of EIT and the Theory of IET. The students learn to translate the phrases, simple and complex sentences in the Practice of EIT and IET courses, meanwhile, they learn more about the application of translation theories in the Theory of EIT and IET. Based on the students' experiences, translating from English into Indonesian is easier to do since Indonesian is their mother tongue. However, they still have some difficulties in translating cultural terms, idioms, metaphors, and also complex sentence structures.

One of the difficult sentence structures to be translated is the clefts. A cleft sentence is made in order to focus on or emphasize one of the parts in a sentence. It is usually in the form of a complex sentence. As mentioned by Sevastopoulos (2015), different from a basic sentence, in which there is not particular emphasis is expressed, clefting (splitting) a clause is a means of repackaging information so that emphasis can be placed elsewhere in the clause. Translating cleft sentences from English into Indonesian is not an easy task to do especially for the students because they are not commonly used in Indonesian. Therefore, the translation of English cleft sentences into Indonesian becomes interesting to be analysed.

The translations of English cleft sentences into Indonesian made by the students of the English Department, Faculty of Letters, Udayana University is the topic of this study. It becomes interesting to be conducted due to a cleft sentence is not always translated into a complex sentence in Indonesian and sometimes the translations become awkward. The purposes of this study are to find out the translation of English cleft sentences into Indonesian made by the students and to analyse the naturalness of the translation in the receptor language.

## **2 METHODS**

### **2.1 Data Source**

One of the fourth semester student's assignments that is the translations of English cleft sentences into Indonesian were taken as the data source. There are two classes, one of them is the morning class (26 students) and the other is the afternoon class (27 students) chosen to get the data. They were chosen because they have taken the Practice of EIT subject. The students did the assignment in groups, in which, each group consists of two students, so that they can share ideas. There are ten cleft sentences to be translated by the students into Indonesian. From the whole assignments made by the students in two classes, there are ten assignments taken randomly to be analysed. Before they translated them, they have learned about the structure of cleft sentences. Their translations were collected and analysed based on the purposes of this study.

### **2.2 Data Collection and Analysis**

This study was a library research. The qualitative-descriptive method was used in conducting this research. The data were collected through note taking technique, in order to determine whether the cleft sentences were translated into the simple or complex sentences. Cleft sentences are formed in order to emphasize one of the information, and usually in complex sentences. The explanation of cleft sentences is as follows.

#### **Cleft-Sentences**

Cleft sentences are the complex sentences that aimed at emphasizing certain information. According to Quirk (1986), the flexibility of the cleft sentences can be seen



in the case in which different parts can be highlighted. For example, from the basic sentence “John wore a white suit at the dance last night”, four cleft sentences can be derived:

- (1) Subject as focus

“It was JOHN who wore a white suit at the dance last night.”

- (2) Direct object as focus

“It was WHITE SUIT that John wore at the dance last night.”

- (3) Adverb of time as focus

“It was LAST NIGHT that John wore a white suit at the dance.”

- (4) Adverb of position as focus

“It was AT THE DANCE that John wore a white suit last night.”

There are also other elements that can act as the initial focus of a cleft sentence:

- (5) Indirect object as focus

“It’s ME he gave the book TO.”

“It’s TO ME that he gave the book.”

- (6) Object complement as focus

“It’s DARK GREEN that we’ve painted the kitchen”.

- (7) Subject complement as focus

“It was A DOCTOR that he eventually became.”

Moreover, Quirk (1986: 1387 – 1389) explain another type of cleft sentences called pseudo-cleft sentence. The construction of pseudo-cleft sentence can make explicit the division between given and new parts of the communication. It is essentially an SVC sentence with a nominal relative clause as subject or as complement. For example: “*What you need most* is a good rest.” or “A good rest is *what you need most*.”

In some respects, the pseudo-cleft sentence is more limited than the cleft sentence proper. It is usually with *what*-clause. Clauses with *who*, *where*, and *when* are sometimes acceptable, but mainly when the *wh*- clause is subject complement, and clauses introduced by *whose*, *why*, and *how* are rarely used in pseudo-cleft sentence construction. Example:

“Here is *where the accident took place*.”

“(In) Autumn is *when the countryside is most beautiful*.”

“The police chief was *who I meant*.”

In order to analyze the naturalness of the translations in the target language, this research used Newmarks’ approaches in translation.

### **Approaches to Translation**

Newmark (in Jensen, 2009) proposes four levels of translation from the source language into the target language.

1) The source text level

At this level, a translator translates or transposes the syntactic structures of the source text into corresponding structures in the target text. For some reasons, a translator will have to change the structures into something quite different in order to achieve the naturalness in the target text.

2) The referential level

This is the level of content, where a translator decodes the meaning of the source text and builds the conceptual representation, besides, disambiguates polysemous words and phrases, idioms and figurative expressions. A translator might use literal expressions in the target language because the source language does not have any corresponding idioms or metaphors.

3) The cohesive level

This level relates the textual and the referential levels that deal with the structure/format of the text and information that is usually called mood of the text. Here, a translator investigates how various connectors link sentences and structure of the text.

4) The level of naturalness

This level is target oriented, focusing on the construction of the target text. The important things are the target text makes sense and is naturally read like any other text composed in the target language. It seems difficult to get the naturalness of the target language, because a translator tends to reproduce a lot of grammatical structures, phrases and wording which are natural in the source language, however, while possible in the target language, which do not feel natural as such in the target language. Newmark lists some typical problem areas, such as:

- Word order
- One-to-one translation making common structures seem unnatural
- False friends (cognate words)
- Participles, infinitives and nominalizations
- Old-fashioned or lofty target language diction
- Non-corresponding categories and phenomena such as tense-aspect, definite article use, idioms and metaphors, nominal compounds, collocation, etc.

- Random, unpredictable things that just seem unnatural in the target language.

What makes things more complicated is that naturalness often depends on the situation, such that something might seem natural in one context but unnatural in another.

### 3 FINDINGS AND DISCUSSION

There are five cleft sentences and five pseudo-cleft sentences that were translated by the students. From fifty three students who made the assignments in two classes, there are ten assignments chosen as the data representative to be analysed as stated in the data source. The sentences are as follows.

No	Sentence	Type	Emphasize
1	<u>How the J Street Band got together</u> is an interesting story.	Pseudo-cleft	Relative clause as subject
2	It was <u>lead singer Jeremy</u> who put the band together.	Cleft	Subject as focus
3	<u>What he did</u> was hold a blind audition for interested musicians.	Pseudo-cleft	Relative clause as subject
4	It was <u>surprising</u> who he chose.	Cleft	Subject complement as focus
5	It was <u>a 70-year-old guitarist</u> who he selected.	Cleft	Direct object as focus
6	It made <u>no difference</u> that he was older.	Cleft	Subject complement as focus
7	It is <u>hard to say</u> what makes a band successful.	Cleft	Subject complement as focus
8	<u>What matters most</u> is that the fans like the band's songs and style.	Pseudo-cleft	Relative clause as subject
9	<u>What is required</u> is both talent and hard work.	Pseudo-cleft	Relative clause as subject
10	<u>What most people don't realize</u> is how long musicians work in the shadows before achieving recognition.	Pseudo-cleft	Relative clause as subject

#### 3.1 Analysis of the Translation of English Cleft Sentences into Indonesian

Cleft sentences as described previously are complex sentences. Based on the translation done by the students, the English cleft sentences are not always translated into the complex sentences in the target language. The samples of the translations are as follows.

- SL (1) : How the J Street Band got together is an interesting story.  
 TL (1a) : Bagaimana J Street Band dapat bersama adalah sebuah cerita yang menarik.  
 (1b) : Bersatunya group Band J Street adalah sebuah cerita yang menarik.

The SL (1) is the pseudo-cleft sentence emphasizing on the relative clause as subject using *how* at the beginning of the clause. TL (1a) is a complex sentence that shows the literal translation of the SL. Its structure that emphasizes the relative clause as subject remains the same as the SL. Meanwhile, TL (1b) is a simple sentence that does not emphasize on one of the information in the sentence.

From the level of translation naturalness, it can be seen that both of the translations are acceptable in the target language. TL (1b) in the simple sentence structure sounds more natural than the TL (1a) even though it is not in the pseudo-cleft sentence with the omission of the translation of the word *how*.

- SL (2) : It was lead singer Jeremy who put the band together.  
 TL (2a) : Adalah vokalis bernama Jeremy yang menyatukan band tersebut.  
 (2b) : Vokalis Jeremy yang membentuk band tersebut.

The SL (2) is the cleft sentence with subject as the focus. The TL (2a) is a complex sentence, the same as the SL, the focus is on the subject. The word *It* in the SL was not translated into the target language. That is because *It* is dummy or it does not have meaning. If it is translated into *Ini/Itu* in the TL, it sounds awkward. Meanwhile, the TL (2b) is the subject of a simple sentence that does not express a complete thought.

The TL (2b) sounds less natural than the TL (2a), because there are omissions of the subject and verb in the first clause and also it is not a complete sentence. Even though the dummy *It* was not translated in the TL (2a), it does not become a problem since it is acceptable in the TL structure.

- SL (3) : What he did was hold a blind audition for interested musicians.  
 TL (3a) : Apa yang dilakukan adalah mengadakan audisi buta untuk musisi yang tertarik.  
 (3b) : Ia sedang melakukan audisi buta untuk para musisi yang berminat.

The SL (3) belongs to a pseudo-cleft sentence emphasizing on the relative clause as subject. Both of the samples of translation have similar meanings, however, the sentence structures are not the same. The TL (3a) is in the form of a complex sentence, but the TL (3b) is in the form of a simple sentence. Since pseudo-cleft structure in SL (3) is made in order to focus on or emphasize one parts of information in a sentence, its translation should have the same structure. It is the TL (3a) that has the same structure with the source language, so the emphasis can be seen clearly.

Both the TL (3a & b) seem natural, though they have different structures. The target languages make sense and are naturally read.

- SL (4) : It was surprising who he chose.  
TL (4a) : *Adalah mengejutkan siapa yang dipilih.*  
(4b) : *Orang yang dipilih sangat mengejutkan.*

The type of SL (4) is the cleft sentence with the focus on the subject complement. It is like the SL (2) structure with the dummy *It* at the beginning of the sentence. The dummy *It* has a zero translation both in the TL (4 a & b), in which, one was translated in the complex sentence structure that has the same focus with the source language, and the other is in the simple sentence structure with no focus.

The students tend to reproduce parts of the SL which are natural in the TL, but it seems difficult to get the naturalness in the TL. It happened because of the false cognate words as one of the problems in translating.

- SL (5) : It was a 70-year-old guitarist who he selected.  
TL (5a) : *Itu adalah seorang gitaris berusia 70 tahun yang dipilih.*  
(5b) : *Ia memilih seorang gitaris berumur 70 tahun.*

On this cleft sentence, the focus is on the direct object. Again it is with the dummy *It* as the subject of the first clause. The translation of *It* into the TL (5a) is *Itu*. It has the same sentence structure with the SL. However, the TL (5b) is a simple sentence in which it has no focus.

TL (5b) sounds more natural than TL (5a), because the structure of the sentence shows the clear meaning. The TL (5b) has two subjects, in which of them is the translation of the English dummy *It* that is actually meaningless, and it becomes ambiguous.

- SL (6) : It made no difference that he was older.  
TL (6a) : *Tidak menimbulkan perbedaan bahwa orang itu usianya lebih tua.*  
(6b) : *Meskipun sudah tua, tetapi dia masih berbakat.*

The cleft sentence in SL (6) with subject complement as focus was translated into complex sentences. TL (6a) has the same sentence structure with the SL but with the omission of the translation of the dummy *It*. Meanwhile, even though the TL (6b) is considered as a complex sentence, it has different sentence structure with the SL, that is a cause and effect type.

In terms meaning, it seems both of the samples of the TL can be understood in the TL. However, the TL (6b) sounds more natural than the TL (6a). In other words, it can be said that retaining the SL sentence construction in the TL (6b) make it unnatural.

- SL (7) : It is hard to say what makes a band successful.  
 TL (7a) : Sulit untuk mengatakan apa yang membuat sebuah band sukses.  
 (7b) : Sangatlah sulit untuk mengatakan hal yang membuat sebuah band menjadi sukses.

Similar to the previous data, this SL is also a cleft sentence with the dummy *It* at the beginning of the sentence focusing on the subject complement. The dummy *It* was not translated in both of the TL samples. Besides, both translations are the complex sentences which are almost similar in meaning. There are additional information *Sangatlah* and *menjadi* in TL (7b), the rest words are the same with the TL (7a).

There are one-to-one translations from the SL to both the TL that make the common structures seem unnatural. It happened in order to retain the SL structure in the TL without considering the level of naturalness.

- SL (8) : What matters most is that the fans like the band's songs and style.  
 TL (8a) : Hal yang paling penting adalah jika para penggemar menyukai lagu-lagu dangaya band tersebut.  
 (8b) : Yang paling penting adalah fans suka dengan lagu-lagu band dangayanya.

The SL (8) belongs to a pseudo-cleft sentence emphasizing on the relative clause as subject. The word *What* appears at the beginning of the first clause. It was not translated into both the TL (8a & b) or has zero translations in order to make it acceptable in the TL.

There term *band* was borrowed in the TL (8a). It was also used in the TL (8b) and so was the SL term *fans*. They were borrowed because those terms are already understood and often used in the TL. TL (8a & b) in the form of complex sentences seem natural in the TL which emphasize the relative clause as the subject.

- SL (9) : What is required is both talent and hard work.  
 TL (9a) : Apa yang dibutuhkan adalah bakat dan kerja keras.  
 (9b) : Bakat dan kerja keras adalah yang dibutuhkan.

This SL is also a pseudo-cleft sentence emphasizing the relative clause as subject. It was translated into a complex sentence in TL (9a) and into a simple sentence in TL (9b). The word *What* was translated into the TL (9a) and the SL structure was not changed, though there is one word i.e. *both* in the SL has a zero translation. Meanwhile,

the structure of the SL into the TL (9b) was changed from the complex sentence into the simple sentence.

From both the samples of translation in the TL, it seems the TL (9a) sounds more natural. TL (9b) sounds awkward because the SL term *both* was translated into *keduanya*, which is actually can be omitted in order to make it acceptable in the TL.

SL (10) : What most people don't realize is how long musicians work in the shadows

before achieving recognition.

TL (10a) : Apa yang kebanyakan orang tidak sadari adalah berapa lama musisi bekerja dalam bayang-bayang sebelum memperoleh pengakuan.

(10b) : Kebanyakan orang tidak menyadari berapa lama musisi itu bekerja sebelum berhasil.

The last pseudo-cleft sentence translated by the student emphasizes the relative clause as subject. Most of the translations done by the students are awkward due to the difficulties in translating the SL expressions *work in the shadows* and *achieving recognition*. Both of the translation samples are complex sentences. The SL word *What* was translated into *Apakah* in the TL (9a), but it has a zero translation in 9(b).

The students used literal translation in translating the two expressions in the target language. The non-corresponding of the TL meaning makes the translations seem unnatural.

From ten students' translations of cleft sentences taken randomly as the data representation, it is found that 10% of the students translated the clefts into simple sentences, 90% of the students still used complex sentence structures. Furthermore, from the level of naturalness, 49 % of the TL seems less natural.

#### 4 CONCLUSION

The results of the analysis show that the English cleft sentences were translated into both simple and complex sentences. When the clefts are translated into simple sentences, it means that the focus or emphasize does not exist, indeed the purpose of making the cleft sentence structures is to focus or emphasize information. Also, almost half of the translations do not sound natural because the students did not use the normal language forms of the receptor language and tend to maintain the source language structures in the target language, therefore, the meanings of the translation in Indonesian are hard to be understood.

It is not easy to translate cleft sentences. One of the important things is that we have to translate them into the complex sentences to get the focus or emphasize, but also have to consider the naturalness in the target language. Clefts usually contain the dummy *It* or relative clause with *what*, *where*, *when*, *whose*, *why*, or *how* at the beginning of one

of the clauses in a sentence. In order to maintain the naturalness of the target language, a translator ought to consider the context of situation whether they should be translated or not.

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# MODIFYING PEER ASSESSMENT WITH INTERNET BROWSING IN THE TRANSLATION CLASS OF ENGLISH DEPARTMENT

I Gusti Agung Sri Rwa Jayantini

I Komang Sulatra

Putu Chrisma Dewi

srijay04@yahoo.com

*Universitas Dhyana Pura*

Saraswati Institute of Foreign Languages, Denpasar Bali, Indonesia

## **Abstract**

*This study investigates the effectiveness of modifying peer assessment and internet browsing as an integrated approach in the translation class of English department. Peer assessment is found to be an enjoyable approach since the learners are able to learn from their peer's performance (Widiati, 2003, Wang and Han, 2013). In line with Vygostky's constructivism that believes in the strength of social interaction to construct knowledge, peer assessment can be potentially used to evoke the learners' critical thinking through social dialogues (Juwah, 2003). Meanwhile, to broaden the learners' knowledge and coping with the uncertainty whether or not their translation is accurate, acceptable and readable, the English department students can learn from the utilization of information technology through its search and engine facility. For example, when facing the difficulty in translating a specific term, they can browse to decide the appropriate translation by considering the usability of the term. After conducting a survey, it is found that the modification is, at the same time, completely effective to enhance the learners' translation skill and to broaden their horizon. As they are asked to rate their friends' works, the learners may raise their critical thinking by sharing and learning from the information they absorb.*

**Keywords:** *Peer Assessment, Internet Browsing, Translation Class , English department*

## **1 INTRODUCTION**

Peer assessment is blended with internet browsing to offer an alternative in managing translation class. Such a modification is realized through the process of learning from friends and utilizing internet as the source of information in the global era. In translation class, assessing peer's works is found to be an enjoyable approach since there is a chance for the learners to learn from their peer's performance (Widiati, 2003, Wang and Han, 2013). Here, performance refers to the learners' skill in translating the assigned texts. In line with Vygostky's constructivism that believes in the strength of social interaction to construct knowledge, peer assessment can be potentially used to evoke the learners' critical thinking through social dialogues (Juwah, 2003). The interaction with their peer

groups helps the learners to experience an encouraging atmosphere in learning. The classroom is managed by providing a wide space for the learners to assess the other learners' works and to further discuss their problems in translating. In this way, they do not only depend on the teachers' assessment but also make meaning by considering their peers' strengths and weaknesses.

This study proposes the modification of peer assessment and internet browsing in translation class. Since translation cannot be separated with the results of translating activity that is accurate, natural and readable, internet may become one of the alternatives to find information for the translators to check whether their translation is acceptable or not to the target readers. Purwono (2008) stated that internet browsing is an activity to find out either only the small part or the whole information that had been published through the facilities of regaining the information provided previously. To make it easier, a certain strategy is necessary to find the information needed. Browsing strategy is the strategy that is systematically done. It is frequently labeled as systematic searching covering how to use the keywords, phrases, document subject as well as *Boolean logic* and many other facilities provided by the search engine facilities. While browsing, the internet users may apply many strategies they know to sort the information so that they may find what they need quickly.

Karolina (2014) described peer assessment as basically a type of assessment that is contributed by the students in a particular learning situation. It involves students in assessment activity. Quoted Falchinov's division on peer assessment, Karolina further investigated reliability and validity of a measure of attitude toward peer assessment that is divided into giving feedback, receiving feedback and peer learning. As it is named, peer feedback focuses more on the activity of giving criticism of other students' performance. It commonly occurs because the students are not confident in rating the peer's performance or works. Meanwhile, in the peer learning, the activities are designed to give the learners more chance to share knowledge among their peers.

With regard to the translation class management, Widiati (2003) conducted a similar research on the application of *peer assessment* as an approach in translation class. She conducted her research and applied the model for the English department students of Widya Mandala Catholic University in Surabaya. This study found that out of 45 respondents, 93,3 % of them enjoyed the use of peer assessment for several different reasons. Meanwhile, only three respondents were not interested in the use of the model. Four major reasons were proposed by the students during the survey. First, the learners felt that they could share the answers and analyze both meaning and form made by other students. The second and third reasons were the opportunity to learn how their friends think and give opinion and the chance to broaden their knowledge. Lastly, the benefit of peer assessment was also to share fair judgement on other people's performances.

Widiati's research contributes a lot to this study in the sense that the two research are undertaken on the basis of peer assessment. This study is a two-year research project funded by The Directorate General of Indonesian Higher Education that primarily aims at developing a model of managing translation class by using peer assessment and internet browsing to enhance English department. Indeed, this is not the first study that brings peer assessment into translation class. However, this does not mean that this study comes with no novelty. The peer assessment model in this study is modified with the urge of utilizing information technology through search engine facilities. Peer assessment had been used to encourage more positive atmosphere in managing translation classroom without being integrated with internet browsing. The first year, which is reported in this paper cover the mapping for students' view and problems faced during the application of

the model. Therefore, the problems of this study can clearly stated as the following questions:

- 1) What do the learners' views on the application of peer assessment based internet browsing in translation class?
- 2) What are found to be the major problems faced by the students in the application of this model?

## 2 METHOD

This research applied the steps of qualitative method that is frequently used in the field of linguistic study. Since the focus on the first phase of this research is not only on observing the effectiveness of a modified model in translation class but also the mapping of problems of translating, it is expected that qualitative research can be utilized to dig deeper to the phenomena which occur during the process of finding answers of the research questions. As stated by Djajasudarma (2006), the essence of qualitative approach is on the observation of human beings, the strong characteristics of qualitative research is the inductive analysis, human as the instrument and the descriptive presentation of finding. This study is mainly based on the principles of the inductive approach (Bochenski in Djajasudarma, 2006) which can be narrowed down into four basic criteria namely (1) the observation of data, (2) insight into the structure of the data, (3) the formulation of hypothesis and (4) hypothesis testing (verification of a hypothesis). All of these four aspects were modified with the design of translation classroom management involving the modification of peer assessment and internet browsing.

In the first phase of this research, a survey was undertaken to check the students' views and comments on the use of this model. Three classes with the total number of 80 students were involved as the participants in this research. They were the English department students of Udayana University and Foreign Language College Saraswati Denpasar, called in the Indonesian term as STIBA which stands for Sekolah Tinggi Bahasa Asing. Prior to the distribution of the questionnaire to check how the students enjoy their translation class by modifying peer assessment and internet browsing, the students were involved in the following activities:

- 1) Translating the assigned texts as individual assignments without using any translation tools or online media.
- 2) After finishing their tasks, the students were asked to make groups consisting of four or five members.
- 3) Checking the works of other group members using the rubric provided on the basis of translation rating instrument (modified from Nababan, 2004).
- 4) Discussion is conducted focusing on three points of assessment namely accuracy, naturalness and readability.

Three parameters were used as a guidance to assess the translation tasks. The accuracy can be gained through the observation of linguistic aspects in translation. The naturalness deals with the results of translation that is natural and acceptable. The terms natural and acceptable mean that the target readers may not find the translation awkward. In relation to naturalness, there is also another aspect that needs a full attention by the translator that is readability. This item is directly related to the target reader since it is the situation which shows to what extent the readers understand the work of translation.

### 3 FINDINGS AND DISCUSSION

As has been posed above, the objective of this study is to develop a model of peer assessment in translation class with the aim of enhancing the students' translation skill as well as to promote their critical thinking. This research focuses on modifying peer assessment and the use of the internet through its search engine facilities to help learners to be more confident in giving their assessment to their peer. Thus, this section presents the findings of two main problems presented in the introduction that is the learners' views on the application of peer assessment modified with internet browsing in translation class and the major problems faced by the students in the application of this model.

Having an observation on how the students enjoy their translation class with the proposed approach, it is found that the English students under study had a wide chance to interact with others and learn from their friends. The discussion conducted in the class brings different atmosphere in the process of learning. Comparing with the conventional way of teaching translation in which the lecturer is the central focus who authorizes the students' achievement and mark, several aspects of learning principles are applied more vividly through the modification of peer assessment and internet browsing. The classroom activities found during the observation can be presented as follows:

- 1) Peer assessment encouraged the students to develop themselves to be more critical by giving assessment to their peer groups.
- 2) Peer assessment motivated the students to improve the quality of a learning process. By participating in the discussion and sharing, the students may learn a lot of values from their friends.
- 3) Internet browsing was found to fit with the need of sharing information in the translation class. The information that they absorbed strongly support the atmosphere of bringing peer assessment in translation class.
- 4) Internet browsing through its search engine facilities possibly broadened the students' horizon and store a lot of information, new insights and knowledge.

The survey conducted at the end of the application involving eighty (80) students in three classes indicated that the modification of peer assessment and internet browsing was perfectly effective in raising the learners critical thinking and broadening the learners' knowledge so that they could be more confident in giving assessment to their friends. Of 80 respondents, as many as 76 students (95%) stated that they like the modified peer assessment. It was not surprising to find that the students enjoyed the model since several learning principles were covered in the modification and, at the same time, there was also an opportunity to interact with internet, which is the today's easiest way of finding answers to so many questions, curiosity, doubtfulness and so forth. There were only four (4) students who say that they did not like the model. The reason was because they faced difficulties in understanding their friends' work and what mark should be given to them. It is understandable to get a feedback from the students stating that they dislike the model because they are not accustomed to give comment and mark for their friends. With regard to the objective of this research, it is actually this model that tries to help them to explore the potency of exploring themselves more for a better stage in translating.

From the percentage of 95% (76 students) that indicated the positive attitude of the respondents towards the modified peer assessment, two major categories were made to map the potency of peer assessment and internet browsing. First, from the aspects related to the principles of peer assessment, it was found that there were several specific reasons mentioned by the students namely (1) peer assessment provided the learners to

share their understanding on the tasks they must finalize (2) the model helped the students to think more actively and (3) peer assessment is an interesting way to improve translation skill. Second, from the aspects of internet browsing benefits, it was clearly seen that the respondents felt the opportunity to enhance their translation skill and knowledge through two activities namely (1) to check their translation works and (2) to be satisfied with many information chosen to fit their need.

Among those who showed positive attitude towards peer assessment, 38% (29 students) stated that they liked peer assessment because the approach gave opportunities to discuss and share their understanding on the texts given for translation practice. The texts are authentic materials taken from a translator's documents that had been used finalized and published. When assessing their friends' translation, the students were involved in a discussion that helped them to exchange information. They could talk about both linguistic and technical aspects collected from the teaching materials so that they got a better understanding on several things that they have not known previously. The other respondents viewed the merits of peer assessment from a different side that is the awareness of being more critical and the feeling of being motivated. Specifically, 23% of the respondents which means 30 students admit that they could be more active. They can feel that the activity of assessing friends' work made them able to compare to their translation. In this way, they could be more critical in thinking of what diction, semantic features of lexical items, syntactical structure of the linguistic units they need to analyze and transfer as well as the new knowledge they get through the process of translating their friends' translation. Besides being more critical, the students realize and believe that peer assessment could improve their translation skill. The technique took them to the process of learning from friends. This fact gives an impact to the skill they need to improve. Given a new way in learning and assessing, the English students consider peer assessment as a model that gives a positive impact to their translation skill. The improvement may derive from the discussion that the students do, the insights they get and the values of learning from others.

On the use of search engine facilities, the respondents with positive attitude on this modification stated that internet browsing supported their need to gather new information and to check the quality of their translation. This benefit can be used as the students' capital when they have to assess their friends' works. Having done the survey, the equal number of respondents made two categories put forward as the merits of internet browsing to support peer assessment. Of 76 respondents, it was interesting to find that 50% (38 students) focused on the use of internet as the source of information that also helped them make meaning and anticipate the questions in their mind. Meanwhile, the other 50% that was represented by 38 students realize that internet browsing can help them to check their accuracy, naturalness and readability of their translation.

The response from the rest of 5% respondents (4 students) that dislike the model can be used to evaluate the weakness of the modification because it is seen from the participants involved in this study. The reasons told by the students may be utilized to design the next phase of this research. The major point mentioned by the students in responding the use of this model was that the students were still in doubt to check their friends' work. Besides, it was also claimed that internet browsing would not be very effective when the connection was not perfect. This is a recommendation to provide a more clear explanation on the use of the rubric to measure the quality of the students' translation task and to train the students as well as to provide a better internet connection since it is the core of today's activities dealing with sharing information.

In line with the previous study conducted by Widiati (2003) and the merits of peer assessment to support the achievement of learning atmosphere, the opportunity to

involve the learners' peer group in giving assessment to the other students, this study also find that peer assessment still shares its potency to be used and explored in translation class. As clearly mentioned to be the strength of peer assessment which is also called as collaborative learning, the students involved in this activity can feel the new atmosphere in learning. If they usually get knowledge through the sharing session of the teacher, through the use of peer assessment the students can learn much from their friends. Indeed, the principles of learning that is the combination of achieving improvement and working cooperatively with other students may result in a new spirit of students' development both on the academic and non-academic sides.

Meanwhile, internet browsing is considered as an effective means of gaining more information to broaden the learners' knowledge. In addition, this activity is considered useful for the students to cope with the uncertainty whether or not their translation is accurate, acceptable and readable. The English department students can learn from the utilization of information technology through its search and engine facility. Internet browsing is used by the respondents in this research to modify peer assessment in translation class. This is to show the learners a way in checking the accuracy, acceptability and readability of their translation. The English students also consult with relevant and related results they get through internet browsing. For example, when facing the difficulty in translating a specific term, the students browse the information they need to decide the appropriate translation by considering the usability of the term. The results of internet browsing may be in the form of publications and other articles related to the topic in the texts provided for the students. During the process of assessing their peer groups, the students check and edit their friends' translation as well as learn from the mistake their friends make.

#### **4 CONCLUSIONS AND SUGGESTIONS**

After conducting a survey, it is found that the modification is, at the same time, perfectly effective to motivate the learners to learn from others as well as to broaden their horizon. These two findings indicate that modifying peer assessment and internet browsing in translation class lead the learners to a better stage in translating. The use of peer assessment with internet browsing can also fix the learners' way of learning while internet browsing shows them an alternative to cope with the feeling of being doubtful to assess other students' performance. Besides, as they are asked to measure their friends' translation, the learners may raise their critical thinking by sharing, interacting with others, and learning from the information they browse through the internet.

The results of this research suggest a number of things that need to be continued in the next study. First, the study may be continued with an exploration to the teaching materials that may help the learners to know the texts that frequently need translating. This may be realized by having an interaction with the translators as the professionals who know better the types of texts that need to be translated, especially English-Indonesian or vice versa. Second, the quality of the students' work should become the consideration of the lectures. This may also need a careful attention. Internet browsing is a prospective alternative that gives the students a chance to browse information as a reference in deciding the final translation work. By putting an effort to encourage them in working with their peer through discussion and giving assessment, this study may meet its objectives and share the values of its innovation.

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# DEVELOPING A HANDBOOK FOR EYL COURSE AT THE ENGLISH DEPARTMENT

**Ratih Yulianti**

Ryulianti88@gmail.com

*STKIP PGRI Tulungagung*  
Persahabatan English Course Tulungagung

## **Abstract**

*English for Young Learners (EYL) is one of the compulsory courses for the English department students of STKIP PGRI Tulungagung. This course is offered for the seventh semester students because they mostly teach in playgroup, kindergarten, private courses and primary schools. To support this course, students need a suitable handbook that covers the materials of teaching English to young learners. However, students only rely on the power point and explanation of the lecturer. There are some EYL handbooks in the library. Based on the needs survey, the students complained that the language of the books is too difficult for them. Yulianti (2011) stated that handbook is useful for both teacher and students. For teacher, handbook has a function to give ideas and find different materials, while for the students it can be used as guidelines to learn the material before and after getting the explanation by the teacher. Therefore, it is important to conduct this research in order to develop a handbook that meets the lecturer's and the students' needs. The design of this research is R and D. The procedure of the handbook development is adopted from Borg and Gall (1983) in Latief (2009) that consists of identifying classroom problems, studying the principle of developing a handbook, developing the handbook, conducting field tests, revising the handbook and finishing the product in the form of handbook.*

## **1 INTRODUCTION**

English has a lot of important roles for Indonesian students. Most of the Indonesian students learn English since kindergarten. In that level, English is the supplementary subject. In elementary school, English is the local content subject while in junior high school up to college degree, English is the compulsory one. Nowadays, students do not only use English in the classroom as the past time, but they also need and find English outside the classroom such as the banner on the street, or the games and gadget's instructions.

Recognizing the importance of English, teachers must be aware and able to develop their way of teaching English especially the teachers of young learners. Teaching English to young learners is different from any other level. Thus, young learners' teachers must learn how to teach the students appropriately. At this moment, teaching English to children is more challenging than the past time since children in this generation are



considered as tech-savvy generation that must be knowledgeable of the English as early as possible.

Teaching English to children or we know as English for Young Learners (EYL) is a subject offered by the English department in Indonesian universities to prepare the graduate students to be able to teach English to children. It is important for the lecturers to have a handbook as guideline to facilitate the students. Handbook is one of the good instructional materials that can support the teaching and learning process. Cunningsworth (1995: 5) states that one of some roles of a textbook is as a reference source for learners on grammar, vocabulary, pronunciation, etc. Therefore, teaching and learning without textbook or handbook may not achieve the optimal result by the end of the course.

Mc Grath (2005:7) states that there is an expectation in many situations about the use of a single textbook as a basic of the teaching learning process. Sometimes, teachers or lecturers rely on one book too much and do not have the time to compare and evaluate another book to support the course. However, there is no such perfect book in reality. A textbook may be good according to the lecturer's opinion, but it might be different from the students' point of view. Since the students must have different ability one another, lecturer must be aware of that and it would be better if the lecturer can make the handbook for the course for his/her own students. Still, the availability of a textbook is very useful for teachers and students.

In *STKIP PGRI Tulungagung*, the lecturers who teach EYL course are different every new academic year. For these past few years, there are three different lecturers who handle this subject. Unlike another campus that offers EYL as elective course, Teaching English to Children (TEC); how the department named EYL course is the compulsory course in *STKIP PGRI Tulungagung*. The consideration why this course is one of the compulsory courses is because of the many students of English department here work as playgroup, kindergarten and elementary school teachers. This course has two credits and offers for the seventh semester students.

The problem of the TEC course in this campus was the handbook. Students who were involved in this research had no textbook to learn about TEC since they rely on the lecturer's explanation from the power point. Thus, their knowledge of this field cannot develop optimally. The second problem is the most TEC textbooks in the library are western textbook. The quality of the textbooks written by the foreign authors is good but the students complained that the vocabularies are too high to understand. The third problem is from the lecturer's opinion. The lecturer who handled this course last semester expects that a good textbook must be complete and applicable. It should be added by the result of the researches or conferences.

Based on the problems mentioned above, the researcher believes that the research on developing EYL handbook for students of *STKIP PGRI Tulungagung* needs to be conducted. The product of this research is expected to give the significance for both the students and the lecturers in English for Young Learners course.

## 2 METHOD

This study used Research and Development design. The procedure of the handbook development is adopted from Borg and Gall (1983) in Latief (2009) that consists of identifying classroom problems, studying the principle of developing a handbook, developing the handbook, conducting field tests, revising the handbook and finishing the product in the form of handbook.

Needs analysis was done in TEC class of *STKIP PGRI Tulungagung* by giving the questionnaire to the students, interviewing the lecturers and decision maker, examining the foreign and local EYL textbook and EYL journals.

The first need analysis was done by giving the questionnaire to the students. There were 21 statements and 4 open ended questions. This survey was conducted to find out: (1) the background of EYL course (2) the EYL handbook needed by the students; (3) the students' opinion about the good EYL textbook; (4) the availability of the handbook in the classroom; (5) the importance of developing material; and (6) the existing handbook.

The second needs analysis was done by (1) interviewing the lecturers and decision maker; in this case is the head of the English department of *STKIP PGRI Tulungagung*; (2) examining the foreign and local textbook and EYL journals.

The subject of this study consists of the lecturers and 38 students of offering A as the sample of all classes. The interview consists of 23 open-ended questions based on these following aspects; (1) the background of the TEC course, (2) organization, (3) language skills, and lay-out. These aspects included in the research instruments were adapted from the criteria of a good course book by Cunningsworth (1995). the researchers interviewed the lecturers who taught this course. Besides, there were two questionnaires given for the students. The first is the evaluation, and the last is the final evaluation. Each questionnaire consists of 20 statements followed by five open-ended questions. The questionnaire includes several aspects namely; (1) organization, (2) language content, (3) language skills, (4) topic, (5) lay-out and design and (6) practical consideration.

For the analysis of the questionnaire, the researcher counted the percentage of each item in the questionnaire based on the students' answers. There are four answer choices for the questionnaire which are strongly disagree, disagree, agree and strongly agree. After making the percentage of it, the researcher explained the result of the percentage in a verbal explanation while the data obtained by the researcher from the interview were transcribed and summarized narratively.

Those stages explained in the previous explanation were used by the researcher as the basis of developing the product. This research product is in the EYL handbook. The procedure of the handbook development consists of identifying classroom problems, studying the principle of developing a handbook, developing the handbook, conducting field tests, revising the handbook and finishing the product in the form of handbook. The portion of the handbook is 30 percent adoption, 30 percent adaptation and 40 percent creation.

### 3 FINDINGS AND DISCUSSION

The final product of this development is an EYL handbook for the university students. There are 16 units in this handbook namely; (1) introduction, (2) The Young Learners, (3) The Good EYL teachers, (4) Methods of Teaching Young Learners, (5) Teaching Listening, (6) Teaching Speaking, (7) Teaching Reading, (8) Teaching Writing, (9) Teaching Pronunciation, (10) Teaching Vocabulary, (11) Teaching Grammar, (12) Lesson Plans, (13) Assessment, (14) Instructional Material, (15) Instructional Media, (16) Basic Competence and Standard of Competence. This book is appropriate to master the materials of preparing teaching EYL. Every unit consists of the objectives of the study, the materials, task and reference. Some of the tasks are for group discussion while some others are individual tasks.

Based on the result of the interview, first, the background of this course put as the compulsory for the seventh semester students because they are taking practice teaching or internship in this semester. This course is expected to be in line with the internship. There has never been any handbook of EYL created by the lecturer because of this course is always handled by different lecturer every semester. This course is taught once a week with two credits. There was a handbook that is used by the lecturer, a foreign EYL handbook. Besides, the lecturer has another handbook as supporting handbook. However, the students did not have a handbook. The only materials about EYL that the students got were just from the power point and lecturer's explanation. The challenges of teaching EYL based on the lecturer was about giving the good modeling about a good EYL teacher. Therefore, the lecturer stated that a good handbook for EYL course must make both the students and lecturer able to apply the method and model in it. Secondly, for the organization, the lecturer stated that a good EYL handbook must include the characters of young learners, teachers of young learners in detail as well as supported by the previous researches. Besides, the vocabulary should be simplified based on the ability of students in *STKIP PGRI Tulungagung*. Media is also important to be included in this handbook. Third, language skills should be balance and put in separate unit in order to make it easier for the students to understand. According to the lecturer, it is better to focus on reading and writing. The fourth is about the lay-out. The handbook should have colorful and interesting pictures. The lay-out must be complete.

The result of the needs analysis questionnaire is presented in this following explanation. The first aspect was about the background of EYL course. 74 % of the students strongly agreed while 26% of the students agreed that this course is important. 41% strongly agreed, 55% agreed while 3% disagreed that this course is interesting. 52% of the students strongly agreed and 49% of the students agreed that EYL is important to learn. 23% of the students strongly agreed, 50% agreed, 23% disagreed and 4% strongly disagreed that this course support their job. The second aspect is about the EYL handbook needed by the students. 55% of the students strongly agreed, 35% of the students agreed while 9% of the students disagreed that EYL textbook they need can help them teach in kindergarten and primary school. 63% strongly agreed while 37% agreed that they need EYL book that has the method to teach children. 42% of the students strongly agreed while 58% of them agreed that they need a book that has media to make learning English is fun for children. 58% of the students strongly agreed, 39% of the students agreed and 3% of the students disagreed that they need EYL textbook that is easy to understand and apply. The third aspect is the students' opinion about the good EYL textbook. 10% of the students agreed, 74% of the students disagreed, 13% of the students strongly disagreed that a good EYL textbook should be written by the foreign experts. 29% of the students strongly agreed, 26% of the students agreed, 32 % of the students strongly agreed and 13% of the students strongly disagreed that EYL textbook must be colorful. 19% of the students strongly agreed, 56% of the students agreed, 13% of the students disagreed and 13% of the students strongly disagreed that the portion of the four language skills should be the same. 3% of the students agreed, 72% of the students disagreed, and 24% of the students strongly disagreed that the vocabularies in the good EYL book must be high. 10% of the students agreed, 81% of the students disagreed, while 10% of the students strongly disagreed that there should be a lot of theory in the book. 50% of the students strongly agreed, 37% of the students agreed, and 14% of the students disagreed that the material of the book should emphasize on activities and application. 25% of the students strongly agreed, 71% of the students agreed, while 4% of the students disagreed that the activities in the book make them able to study both individual and group. 6% of the students strongly agreed, 3% of the students agreed, 81%

of the students disagreed, and 8% of the students strongly disagreed that the exercise in the book should be multiple choice. 59.5% of the students agreed, 38% of the students disagreed, while 3% of the students strongly disagreed that the exercise in the book should be questions. 38% of the students strongly agreed, 34% of them agreed, and 28% of them disagreed that the questions must be the application not the theoretical questions. The fourth aspect is the availability of the handbook in the classroom. There is no textbook they use in the classroom. The fifth aspect is the importance of developing material. 14% of the students strongly agreed, 38% of the students agreed, and 48% of the students disagreed that the book of EYL should be developed by the lecturers. The last aspect is the existing handbook. Although the students do not have the handbook, sometimes they got the copy of the materials from the lecturer. Besides, they also read the existing EYL textbook in the campus library. 4% of the students strongly agreed, 48% of the students agreed, 40% of the students disagreed and 8% of the students strongly disagreed that the existing textbook is very good. 4% of the students agreed, 77% of the students disagreed, while 19% of the students strongly disagreed that the existing handbook is not appropriate with their ability.

Based on the four open ended questions given by the researcher, students' responds towards the questions were varied. The first question was about what kind of good EYL handbook they want. They stated that the good EYL handbook is complete of materials about young learners, can cover all the four language skills, includes methods to teach young learners and applicable to use in the real EYL classroom. The second question was about the strength and weakness of the existing handbook. The strengths of the book are theoretical based and covers the materials needed. The weaknesses of the book are lack of media variety, the difficulty level of the language, the complicated material, uninteresting, too much theory, and lack of teaching techniques. The third question was about the assessment of the EYL course. Most students stated that it should be project based other than test based. Some other believes that both project based and task based should be used. None of the students choose test based more than project based. The last question for the needs analysis discussed whether the suitable textbook should be written by the foreigner or Indonesian. Several students stated that the foreign textbook is better than local textbook. Some others believe that the quality is the most important other than seeing the authors' origin. Some students stated that Indonesian textbook is better than foreign textbook. While a few students said that they have no opinion towards this question.

This result of the first questionnaire is described in the following explanation. The first aspect is the organization. The organization of the book is not in the right order. Reading aloud should be put in the unit that discussed reading skills. The second aspect is language content. 25% of the students strongly agreed, 61% of the students agreed, and 14% of the students disagreed that the developing handbook is suitable with the condition of the classroom. 46% of the students strongly agreed, 64% of the students agreed and 3% of the students disagreed that they like this book. 47% of the students strongly agreed, 50% of the students agreed, while 3% of the students disagreed that this book is important to improve the ability of teaching EYL. 7% of the students strongly agreed, 64% of the students agreed, and 14% of the students disagreed that this book is easy to understand and applicable. 36% of the students strongly agreed, 58% of the students agreed, while 6% of the students disagreed that they like the activities and examples of the book. 8% of the students strongly agreed, 78% of the students agreed, while 6% of the students disagreed that the exercises of the book are easy. 42% of the students strongly agreed and 58% of the students agreed that this book inspires and motivates them to teach EYL. The third aspect is the language skills. 33% of the students strongly agreed and 67% of the

students agreed that the material offered by this book covers the four language skills. The fourth aspect of this questionnaire is the topic. 19% of the students strongly agreed, 69% of the students agreed, 11% of the students disagreed that the materials offered by this book is complete. 33% of the students strongly agreed, 58% of the students agreed, and 6% of the students disagreed that the materials offered in this book help them to study individually and in group. 8% of the students strongly agreed, 83% of the students agreed, while 6% of the students disagreed that the topic in this book is complete. 33% of the students strongly agreed, 58% of the students agreed and 8% of the students disagreed that every unit of the book help the students to understand about the young learners. 39% of the students strongly agreed, 53% of the students agreed, and 8% of them disagreed that the book offered the variations of topics that is interesting to learn. The fifth aspect is lay-out and design. 14% of the students strongly agreed, 67% of the students agreed, and 19% of the students disagreed that the lay out and design of the book is attractive. 14% of the students strongly agreed, 60% of the students agreed, 23% of the students disagreed, and 3% of the students strongly disagreed that the color of the cover and the content increase the students' interest to read the book. 14% of the students strongly agreed, 69% of the students agreed, 14% of the students disagreed and 3% of the students strongly disagreed that the cover and each unit illustration are suitable with the topic. The sixth aspect is the practical consideration. 12% of the students strongly agreed, 67% of the students agreed, 12% of the students disagrees, and 9% of the students strongly disagreed that the quality of the paper is good. 17% of the students strongly agreed, 77% of the students agreed, and 6% of the students strongly disagreed that the font, the size and the thickness of the letters are interesting and easy to read. 23% of the students strongly agreed, 49% of the students agreed, 23% of the students disagreed and 6% of the students strongly agreed that this book should have the answer key.

There are five open ended questions to find more evaluation about this developed book. The first question is about the strengths of the book. The responds of the students are positive. They stated that this book is complete, applicable and easy to understand. The second question is about the students' impressions of this book. The students stated that this book is good one and impressive but should be more complete by adding some more information about teaching EYL. The third question is about the weaknesses of the book to be revised. The students stated that the examples and models must be added. The design of the cover and the colour should be improved to make it more interesting. Besides, there should be more explanation on the model such as puppet. The fourth statement is about the students' opinion on the book. They stated some arts are good but some others need to be improved. The last questions were about the suggestions. Students suggested that the book should add the real examples, revise the design and color, give more attractive pictures and add the songs.

This is the result of the final evaluation of the book after being revised. The organization of the book is good based on the students answer instatement about the coherence between the objective and the exercise of each unit. 4% of the students strongly agreed, 92% of the students agreed and only 4% of the students disagreed. The language content meets the students' needs. 4% of the students strongly agreed, 81% of the students agreed, and only 15% of the students disagreed that the table of content of the book is complete. 85% of the students agreed and 15% of the students disagreed that the explanation of each unit is suitable with their expectation. 15% of the students strongly agreed, 65% of the students agreed and 19% of them disagreed that the vocabularies are easy. 15% of the students strongly agreed, 73% of the students agreed while 12% of the students disagreed that the comprehension of the students of the language content of the chapter is good. 8% of the students strongly agreed, 81% of them

agreed and 12% of them disagreed that this book is suitable with the campus condition. The language skills used in this book are suitable with the students' expectations. 19% of the students strongly agreed, 65% of the students agreed, and 15% of the students disagreed that the listening is easy to understand and apply. 21% of the students strongly agreed, 61% of the students agreed, and 18% of the students disagreed that teaching listening in this book is applicable to teach the children. 19% of the students strongly agreed, 69% of the students agreed, and 12% of the students disagreed that this book explains how to teach speaking to the children clearly. 27% of the students strongly agreed, 62% of the students agreed, 12% of the students disagreed that the speaking material meets the students' expectation. The topics of the book meet the students' expectations based on this following explanation. 12% of the students strongly agreed, 73% of the students agreed, and 15% of the students disagreed that the materials about young learners are complete. 8% of the students strongly agreed, 73% of the students agreed and 19% of the students disagreed that the materials of good EYL teachers are complete. 11% of the students strongly agreed, 73% of them agreed, 15% of the students disagreed that the material about good EYL teacher inspires them to teach children. 15% of the students strongly agreed 62% of the students agreed, and 23% of the students disagreed that media in this book is applicable to the students in kindergarten and primary school. The layout and design meet the students' need. 46% of the students strongly agreed, 50% of the students agreed and only 4% of the students disagreed that this title of the book reflects the content. 8% of the students strongly agreed, 81% of the students agreed, and 12% of the students disagreed that the layout and design of the book is attractive. 12% of the students strongly agreed, 81% of the students agreed, and 8% of the students disagreed that the illustration of both cover and units is suitable with the topic. 19% of the students strongly agreed, 58% of the students agreed and 23% of the students disagreed that the color of the content and cover make them interested in reading the book. The practical consideration meets the students' needs. 19% of the students strongly agreed, 70% of the students agreed and 7% of the students disagreed that the quality of the paper is good.

The responses to the five open-ended questions by the students supported that the handbook meets the good quality of EYL handbook. The first question is about the strengths and weaknesses of the handbook. The book is easy to understand, covers the material of EYL completely, applicable, and attractive. For the weakness, the students only stated to give more colour. The second question is about the suitability of the handbook with EYL. Most students respond that the book is already suitable for EYL class. The third question is about the quality of the book based on the layout, design and content. Most of the students also stated the quality of the book is already good. The fourth question is about the level of difficulty of this book. The students stated that they have no problem with the language and feel easy to understand the materials. It means that the level of difficulty is just right with the students' ability. The fifth question is about the suggestions from the students towards the book. They stated that it is better to give more colors and pictures.

#### 4 CONCLUSIONS AND SUGGESTIONS

The product of this study is a handbook of English for young Learners course. This product is developed using Borg's and Gall's R and D design. This research is started by gathering information on the needs and expectations of the students and EYL lecturers of a good EYL handbook which is appropriate with the situation of *STKIP PGRI Tulungagung*.

The book consists of units, sub-units, and objective of the unit, materials, tasks and references. This handbook is completed by the applicable examples of each unit in which students will be able to apply.

As the topic is arranged based on the materials of teaching EYL materials based on the ability of the students of *STKIP PGRI Tulungagung*, the language used is simplified to meet the students' needs. The order of the book is easy to follow by the lecturers to teach the EYL course sequentially.

Future researcher needs to do the research by investigating the effectiveness of the handbook using pre-experimental research design, comparing the students' ability by giving test before they use this handbook and after they used this handbook.

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# NEEDS ANALYSIS FOR VETERINARY MEDICINE STUDENTS OF UDAYANA UNIVERSITY

**Yana Qomariana**  
yqomariana@yahoo.com

**Ida Ayu Made Puspani**  
dayupuspani@gmail.com

*Udayana University*  
Jl. Nias 13 Denpasar, Bali

## **Abstract**

*This research aimed at finding the needs of learning English from Veterinary Medicine students in Udayana University. Based on English for Specific Purposes (ESP), teaching English should be delivered based on the learners need (Hutchinson, 1994). An effective learning can be achieved only by teaching the needs of the students. The needs of the students are identified based on needs analysis which covers up the Target Needs and Learning Needs. The former refers to linguistic features that become the goal of the learning; while the latter is concerned with information related with the environment of the learning. The analysis shows what need to be taught to the students (necessities), what the students need to learn to get the necessary skill (lacks) and what they want to learn apart from what they should learn (wants) The needs analysis is represented by questions in the form of questionnaire and interviews. There are three respondents groups in this research, they are: (1) students of Veterinary Medicine who study English in this semester, (2) teachers who experienced in teaching English in Veterinary Medicine, and (3) professional veterinarians who previously studied at Faculty of Veterinary Medicine in Udayana University. The information gathered from the questionnaires and interviews show the suitable teaching materials to be delivered. The analysis might also show differences of learning expectations from the different respondent groups.*

**Keywords:** *needs analysis, necessities, lacks, wants, Veterinary Medicine*

## **1 INTRODUCTION**

English has been an international communication medium. In Indonesia English is taught as a compulsory subject from the level of Junior High School up to university. English which is taught in university is usually the general English which delivers the knowledge of English in popular context such as English used in daily activities. However, university is a level of education where students study specialized knowledge and skills. For example, in Faculty of Medicine, students learn about human body and human diseases; whereas students of Language Faculty learn rules and application of language. This shows that English taught in university needs to be delivered in context of the



specialization of the students. This way, the English course will cover materials that match to the students' needs.

Teaching which prioritize the learners needs is the characteristic of English for Specific Purposes (ESP). Based on ESP, English which is delivered to a group of learners must accommodate the learners to study English, including the materials as well as the method (Hutchinson and Waters, 1997). In other words, materials delivered for the students should answer the students' needs.

Needs of the learners then is the key to know the suitable material in the English course. John Munby (in Hutchinson and Waters, 1997) defined needs of the learners as 'the ability to comprehend and/or produce the linguistic features of the target situation'. Target situation refers to information related to topic, participants, medium and other information that become the fundamental consideration to develop teaching plans.

Further, Munby explains that target situation can be divided into:

- (a) Necessities, which means 'what the learners need to know to be able to work in the target situation';
- (b) Lacks, is the difference identified between the proficiency that the learners have and the proficiency that they need to know at the end of the course
- (c) Wants is what is needed to learn based on the learners' point of view

According to Dudley and Evans and St. John (1998) a needs analysis is able to look for the following information:

- a. Information about learners related with how English will be used later
- b. Personal information about the learners
- c. Information related to the learners' English proficiency
- d. The difference between English skill that the learner must possesses (A) and the real learners' English proficiency (C), this is called lacks
- e. The best way to achieve the proficiency that the learners should have
- f. Professional information about how the skills in English will be used
- g. The outcome expected from the course
- h. The environment when the course will be conducted

Further, the (a) point is mentioned to an investigation into target situation analysis and objective needs. Point (b) is used to look for wants, means, and subjective needs. Point (d) is also termed lacks. Point (e) has information which is called learning needs. Point (f) is looking at linguistic analysis, discourse analysis and genre analysis. Point (h) is also termed means analysis.

According to Dudley and Evans divide learners' needs into two types: objective and subjective. Objective needs are needs which are identified by people other than the learners; while subjective needs are needs based on learners' opinion. The first needs can be identified by using *target situation analysis* (TSA), tool for the latter needs is *learning situation analysis* (LSA) and the last analysis to find out the present learners' skill is *present situation analysis* (PSA). There is still one more analysis, *means analysis* which looks at environment where the course will be run.

There are sources of information of the needs analysis (Dudley-Evans and Johnson, 1998), they are:

- a. The learners
- b. People working or studying in the field

- c. Ex-students
- d. Documents relevant to the field
- e. Clients
- f. Employers
- g. Colleagues
- h. ESP research in the field

This study is conducted to find the necessities, lacks and wants of the students of Veterinary Medicine in Udayana University.

## **2 METHOD**

The needs analysis was conducted by using questionnaire which is distributed to three groups of respondent:

1) The first group is students of Veterinary Medicine Faculty in Udayana University who is studying English this semester. Total number of students in this faculty is one hundred and forty students, seventy questionnaires were taken as sample.

2) The second group is English teacher in Faculty of Veterinary Medicine. There are three teacher who are experienced teaching English in the Faculty. Questionnaire and interviews were given to the teachers, however only two completed questionnaire came back.

3) The third group is the alumni of the faculty who has worked as professional veterinary.

Getting information from questionnaire and interview are the suitable method to conduct needs analysis.

The questionnaire used in this research is adapted from a model created by Fahsani (2012) that reflect the TSA, LSA, PSA and means analysis. The questionnaire is adapted to necessities for this research.

## **3 FINDING AND DISCUSSION**

To know what is needed by the learners, it is necessary to know the students' current skill. This information are gathered from questions put in a questionnaire. The questions expressed the learning situation analysis and present situation analysis.

### **3.1 Necessities**

Necessities represent the objective needs of the students. This is the skill that the students should achieved the skill after the course. The objective needs can be gathered from stake holders who knows the skill that should be taught to the students. Information for necessities are gathered from questionnaire distributed to English teacher and professional veterinarians who were graduated from Veterinary Medicine, Udayana University.

There are four teachers who have experienced teaching students of Veterinary Medicine. The questionnaires were collected from two teachers. One question to answer by the teachers is that whether English is needed by students while studying in Veterinary Faculty or whether it is needed later after they are graduated. The teachers agreed that English material should be prepared to equip the students with the skills during their

study period as well as later after they are graduated. The scale range from 1=weak, 2=average, 3=good, 4=very good.

The teachers were also asked to provide value of skill that the students should achieve after they have completed the course. The scale is summarized in table below:

Skills	Scale
Reading	3
Listening	3
Speaking	4
Writing	4

The above table only shows value 3 and 4 which means that the skill is either important or very important for the students. This means that all four skills should be taught in similar proportion to the students.

As it is important for the students to be equipped with English skills necessary for working after graduated, the students need to learn vocabularies that are specific for the Veterinary Medicine. The teachers suggested to set the comparison to 60% of the general vocabulary and 40% of the specific vocabulary.

It is also important to know the teachers opinion on their students current English skills, with the scale of: 1=weak, 2= average, 3=good, 4=very good. The teachers' opinion is presented in the table below:

Skills	Teacher A Scale	Teacher B Scale
Reading	2	3
Listening	3	3
Speaking	3	4
Writing	1	2

Information regarding the objective needs was also gathered from alumni of Faculty of Veterinary Medicine, Udayana University. The information was collected from 10 alumni who are working professionally as Veterinarians.

The questionnaire gives list of activities that the alumni might do in their job. The alumni were asked to give value of how much English is needed to accomplish each activity. The values range from 1= not used at all, 2= rarely used, 3= used often enough, 4= used very often.

The activities are summarized as below:

Activities that required English	Scale	Percentage
Speaking with clients	3	80%
Meeting	3	60%
Writing correspondence	2	60%
Reading reports proposal	3	70%
Writing reports	2	60%

The questionnaire shows that the alumni often speak using English with their clients. They use it quite often in meetings with the owner of the company where they work.

### 3.2 Wants

The first question given to students is about the current students' English proficiency. English proficiency is mapped into English skills: Reading, Listening, Speaking, and Writing. To get this information, the students are asked to rate their skills. The scales are: Very good, good, average and weak.

The finding of this question is summarized in the following table:

Skills	Scale	Percentage
Reading	3	52%
Listening	2	60%
Speaking	2	57%
Writing	2	52%
Grammar	2	81%
Vocabulary	2	54%
Pronunciation	2	58%

According to the table above, among all the skills, most of the students are confident that they have good ability in reading; while other skills they are not very confident with as most of the students chose the average.

To assess the implication of English skill towards other courses, 99% of the students chose that their English skill influenced their study on the core subjects in Veterinary medicine. The reason is because many references used are printed in English.

Further question related to the one above is regarding the teaching material of topics of general knowledge or ones specific to Veterinary Medicine. The question in the questionnaire is: What is the best comparison between vocabularies of general knowledge and ones specific to Veterinary Medicine within English delivered to students of Veterinary Medicine? The answers are vary. Some said that general vocabulary should overweight the specific vocabulary. However 40% of the students said that both types of vocabularies should be delivered equally (50%:50%).

### 3.3 Lacks

Based on necessities and wants listed above, there are differences that can be drawn. The differences are lacks.

The first lack is the difference of students' English skills. The students consider their Reading skill is Good represented by value 3, while the teacher informed that their Reading skill is average (2). This shows that the students' skill in reading needs to be improved. Especially for the Writing, the students believe that their skill are average, however, the teachers' questionnaire show scale 1. Although this skill is not utilized a lot in working environment, the students need to have good ability to write as they will be rarely involved in activities like writing reports or correspondence writing with clients, such as writing emails.

In terms Listening and Speaking the teachers think that the students' skill are good, while the students think that their skill are only average. In this case, the students show lack of confidence. Therefore, more exercise is necessary to improve the two skills.

### 3.4 Additional Findings

Other information documented from the questionnaire and interview was related with the conduct of the English course in Veterinary Medicine Faculty. The quality of teaching and learning process also depends on the process of teaching. This includes the number of students, level of students' skill, method of teaching and facilities.

In Veterinary Medicine Faculty, an English class is a big class that usually consists of approximately 70 students. A class with large number of students is not ideal for a language class which frequent and personal exercise required to master the language. The large number affects learning process as each individual only has a limited access to practice as well as smaller opportunity to communicate with teachers.

In addition, the class comprises of students with mix level of abilities, which from the teachers' side, teaching the class is challenging as they need to find suitable strategy to deliver the materials. This includes, the way to motivate students to be more confidence, especially in practicing Speaking and Writing skills.

## 4 CONCLUSION

Needs analysis of English for Veterinary Medicine students in Udayana University reveals the necessities, lacks and wants. In terms of necessities, the questionnaire shows that English is important subject to learn, as it is needed during the study as well as in the working place. During the study, English supports students to learn other courses and professional veterinarians needs to master English skills to perform their work well.

Lacks is shown by the gap in English skills scaled by students and their teachers. Based on the questionnaire, Reading and Writing are skills that need to be improved most as the two skills are in the bottom two scales.

Questionnaire given to students also reveals their wants in studying English. The information gathered shows that the students want to learn not only general vocabularies used in daily activities, but also ones specific to Veterinary Medicine context.

The information from the questionnaire and interviews gathered from the teachers shows that big number of students and different level of students' ability has become a hindrance in the process of teaching and learning English.

## SUGGESTION FOR FURTHER RESEARCH

There are several factors that the writers identified to have a better result in conducting needs analysis. First is to involve more sources of information, including employers of graduates of Veterinary Medicine, Udayana University, and teachers who teaches other subject in the faculty to see impact of English skill in the subjects that they teach. Second is to collect questionnaires from English teachers who have taught in Veterinary Medicine Faculty. The thirds is to use more reliable sources to check the students' current English skill, such as by using valid English test such as TOEFL or IELTS.

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# EXPLORING SENIOR HIGH SCHOOL EFL TEACHERS' PERCEPTION OF AUTHENTIC READING ASSESSMENT

Fitria Azifah Dewi  
116132.fitria@gmail.com

*English Language Education Study Program*  
*Jakarta State University*  
Jl. Rawamangun Muka, Jakarta 13220

## **Abstract**

*Indonesian educational curriculum have maintained authentic assessment to be integrated in EFL classroom teaching. Assessing reading which is an advanced issue in 21<sup>st</sup> century learning requires teachers to involve authentic reading tasks in authentic assessment. Many Indonesian EFL teachers have been reported to have problem performing this task (Ministry of Education as cited in Republika Online, 2014 and Kompas, 2014) since they haven't experienced adequate authentic assessment training. Lack of knowledge about authentic assessment have caused some teachers doubting their ability to construct test for assessment (Frey & Schmitt, 2007). This qualitative study aims to explore EFL teachers' perceptions toward the concept of authentic reading assessment in terms of its purposes, criteria, methods, and techniques. Thirty senior high school EFL teachers from Central Jakarta were involved as survey respondents. A questionnaire comprising a five-likert type scales and interview protocol were utilized to obtain the data. Overall findings show that 77% SHS EFL teachers perceive authentic reading assessment concept as the literature review stated. Most of the teachers have perceived some of the authentic reading assessment concept but have less adequate opportunity to practice some of its techniques in EFL classroom.*

**Keywords:** *Authentic reading assessment, perception, EFL teachers*

## **1 INTRODUCTION**

Since the past decades, assessment has gained rapid interest because of its shift from traditional assessment to authentic assessment or modern classroom assessment (Aschbacher, 1991 and Herman *et al.*, 1992 cited in O'Malley & Pierce, 1996; Frey & Schmitt, 2007; Tellez, 1996). The issues about assessment, particularly on its authenticity, have aroused for it was criticized that students don't have enough capacity to meet the world needs beyond school (Frey, 2013). As argued by Achieve (2006) and Boud (1990) cited in Gulikers *et al.*, (2006) that there are gaps between what students have learned, the tasks they are given in school and what occurs in the real world which makes educational process is considered problematic.

According to the existing literature, authentic assessment is defined as assessment that aligns not only with real world tasks and expectations but also covers with complexity, collaboration, and high order thinking. This fit to the criteria of 21<sup>st</sup>

century learning pointed out by the Centre of Educational Research & Innovation and the Partnership of 21<sup>st</sup> Century Skills (2011) which requires critical thinking, collaboration, and problem solving skills in their building framework. Gulikers, Bastiaens, & Kirschner (2006) assumed that what is meant by authenticity can be described in different ways. The guidelines exist for developing authentic assessment have been constructed in many approaches. Burton (2011) studied six approaches of frameworks for determining authentic assessment. Those approaches were derived from six studies (Herrington and Herrington, 1998, 2006; Herrington, Oliver, & Reeves, 2002; Gulikers, Bastiaens, & Kirschner, 2006; Frey and Schmidt, 2007; Keyser and Howell, 2008; Burkill, Dunne, Filer, & Zandstra, 2009) developing diverse authentic assessment criteria. The synthesis of the six approaches identified four prominent criteria of authentic assessment which are real-world relevance, high order thinking, collaboration, and diverse outcomes.

In order to meet the needs of learners, educational institutions always modify and evaluate curricula to make it closer to the real world demands (Frey, 2013). Indonesia National Assessment Standard Policy No. 66/2013 stipulates explicitly authentic assessment as one of the educational assessment types standard. Moreover, some principles of assessment in the National Assessment Standard Policy no. 20/2007 (e.g., criteria referenced, continuous, developmentally and culturally appropriate) are compatible with criteria of authentic assessment (Bridge, 1995).

Authentic assessment as part of teachers' instruction is developed by teachers. Since teachers have significant role in conducting classroom assessment, understanding their perceptions of assessment is vital (Shohamy, Inbar-Lourie, Poehner, 2008). This view is supported by Stiggins (1999) as cited in Al-Nouh, *et al.*, (2014) who assumed that,

“a teacher spends thirty to fifty percent of classroom time assessing her/his pupils; thus policy makers and teacher educators realized the need for professional training of teachers in assessment skills” (p.68)

However, as cited in Frey & Schmitt (2007:404), some researchers (Boothroyd *et al.*, 1992; Oescher & Kirby, 1990; Stiggins & Bridgeford, 1985; Wise *et al.*, 1991) reported a number of teachers who doubt their ability and knowledge to construct test and its quality and this due to their belief that teachers haven't experienced adequate assessment training (Boothroyd *et al.*, 1992; Trice, 2000; Wise *et al.*, 1991). This view is supported by Heritage (2007) that teachers learn how to teach without learning much how to assess. Performing assessment is regarded difficult (Kompas.com, 2014) and it is reported by Indonesian Minister of Education and Culture that some teachers consider authentic assessment as a problem (REPUBLIKA ONLINE, 2014).

Some studies have been conducted regarding authenticity framework of assessment (e.g., Gulikers *et al.*, 2006; Paragae *et al.*, 2013; Tanner, 2001; Burton, 2011; Herrington & Herrington, 1998; Frey *et al.*, 2012) but little has been done towards its perception. Furthermore, previous research regarding teachers' perception of reading assessment mostly related with classroom assessment in general (e.g., Campbell, 2001; Jia, 2004; KHAN, 2011) and very few has been found related to authentic assessment.

This study emphasizes on reading assessment since reading is considered as one of the most fundamental parts of literacy and the most frequency measured abilities (Hurley & Tinajero as cited in Jia, 2004; Campbell, 2001). Frey (2013:216) assumed that authentic assessment of reading is an advanced issue in teacher education. Reading which is firmly related with literacy need to be considered important since the finding from Programme for International Student Assessment (PISA, 2012) indicated that literacy level of Indonesian is the second worst of 65 world states and the finding from UNESCO



(2012) that reading interest index among Indonesian is only 0,001 (1000:1). One of the cause of literacy deficiency in Indonesia is the low level of Indonesian educational practitioners' perception towards the literacy itself (REPUBLIKA, 2014). Sweet (2010) also stated that there is need for authentic readings tasks to be involved in authentic assessment. Those problems lead the researcher to conduct study about EFL teachers' perception of authentic reading assessment.

Authentic reading assessment displays and highlights an authentic assessment that is employed by teacher to assess students' learning of reading. The purposes of authentic reading assessment are to measure students' comprehension of complex tasks in a contextualized settings (Garcia & Pearson, 1994 as cited in Jia, 2004:6) and monitor students progress (O'Malley & Pierce, 1996:99; Pikulski, 1982:10; Afflerbach, 2007; Sweet, 2000:6). Reading assessment activities embedded with both process and product (O'Malley & Pierce, 1996:99; Alderson, 2000:3; Afflerbach, 2007:2; Jia, 2004:15; Yamashita, 2004:2). Assessing reading includes assessing reading strategies as a process and assessing reading comprehension and skill as a product (O'Malley & Pierce, 1996:99). According to O'Malley & Pierce (1996), techniques of reading assessment that has been considered authentic are as follows: "*Retellings, reading logs, literature response logs/journals, literature discussion groups, cloze tests, texts with comprehension questions, and reciprocal teaching*"(p.106). To add, as the literature has reviewed in the previous part of authentic assessment techniques, checklist is considered as authentic reading assessment which is done in the process of learning (O'Malley & Pierce, 1996:98).

Regarding the problems that have been raised previously, this study draw questions:*How do senior high school EFL teachers in Central Jakarta perceive the concept of authentic reading assessment?* Referring to the research question, this study aims to establish SHSEFL teachers' perception of authentic reading assessment regarding its purpose, criteria, method, and technique.

## 2 METHOD

In order to fulfill the objective of this study which is to establish EFL teachers' perception of authentic reading assessment, descriptive qualitative approach is employed. Creswell (2014:32) noted that qualitative research is "*...an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem*". Qualitative research is best tackled for this study concentrates on individuals perception. Since this study is preliminary, exploratory research design is necessarily addressed. As Creswell (2009:18) and Morse (1991) stated that qualitative research is exploratory in design, means it is useful when the topic has never been alluded much and applied to certain population under study. Moreover, this study implemented through survey that is a procedure which the researcher administer to a sample of population to describe the attitudes, opinions, behaviors, or characteristics of the population (Creswell, 2007). Survey is conducted to gain data of teachers' perception through questionnaire.

The questionnaire was built based on the theories from experts at the literature review. It is composed with Five-Likert Scale; *Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree* to grade the perception by the EFL teachers toward the concepts of authentic reading assessment. The questionnaire in this study consists of two major parts. The first part is the personal information of the teacher which consists of 6 questions, and the second part is the concept of authentic reading assessment. The second part consists of 4 sub-parts with total 14 statements. Part A is the purposes of authentic reading assessment that consists of 2 statements, Part B is the criteria of

authentic reading assessment that consists of 4 statements, Part C is the methods of authentic reading assessment that consists of 2 statements, and Part D is the techniques of authentic reading assessment that consists of 6 statements. The reliability of the instrument was measured using Alpha Cronbach formula and soon after doing pilot study, the reliability of questionnaire data reached 0,97, means high.

Besides questionnaire, interview protocol was used to strengthen the questionnaire data. Conducting interview in this study aims to add deeper insight of teachers' perception based on their daily practice of authentic reading assessment in the EFL classroom and to cross-check the data gained from the questionnaire. The interview script is designed as semi-structured and open-ended questions.

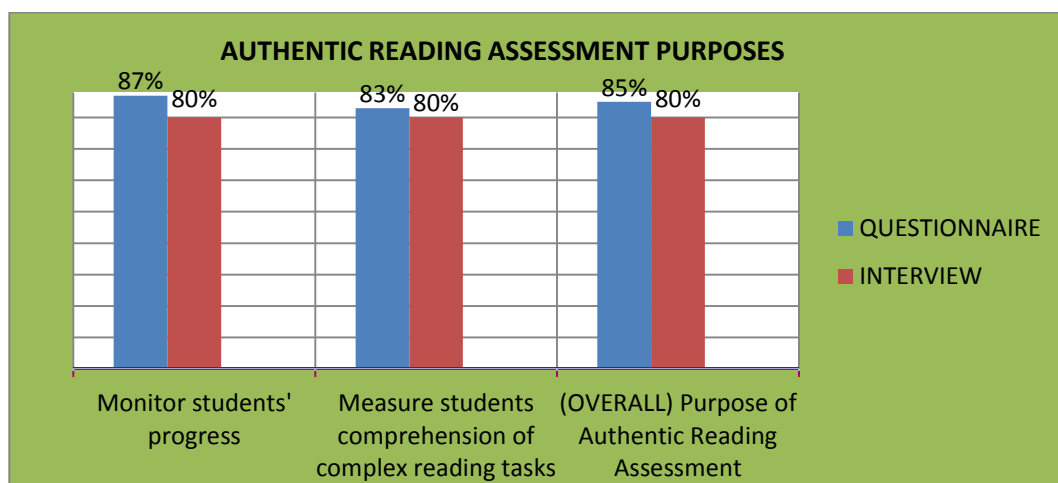
The population of the study is EFL teachers of Senior High School in Central Jakarta. The sample taken will be 15% of population; in other words, 30 English teachers from 13 Senior High Schools in Central Jakarta were randomly chosen. Implementing random sampling means each respondent has equal probability of being selected from the population and the sample will be representative of the population (Creswell, 2009:155).

In collecting the data needed in this study, the researcher first distributed questionnaires to 30 EFL teachers then selected randomly 10 teachers to be interviewed for cross-checking questionnaire data. After obtaining data from questionnaire and interview protocol, the were analyzed by steps: Quantifying and tabulating questionnaires data with frequency grading from 5 Likert-Scales; Transcribing the data gained through interviews; Performing simple frequency analysis of both questionnaire and interview results in percentage

### 3 FINDINGS AND DISCUSSION

The main research question is “**How do senior high school EFL teachers in Central Jakarta perceive the concept of authentic reading assessment?**” The following charts below are the detailed specific findings and discussions of sub-research questions:

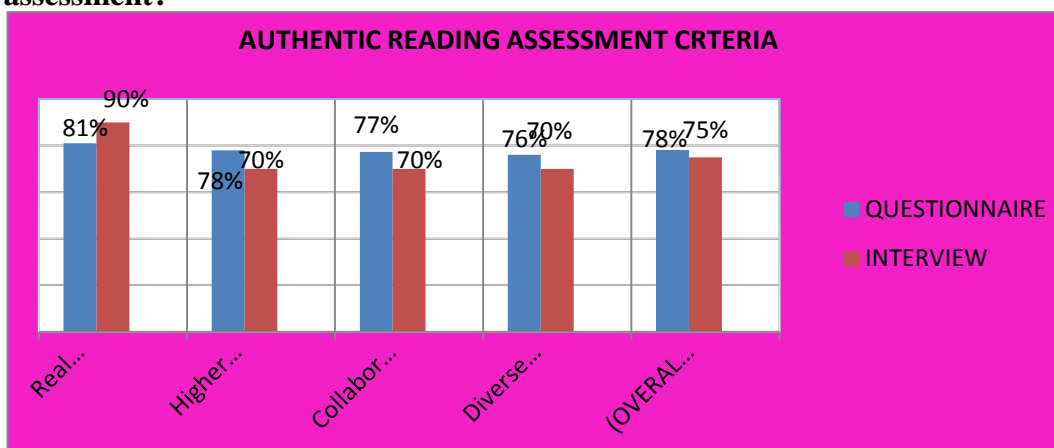
#### 1. What do EFL teachers perceive as the purposes of authentic reading assessment?



The purpose of authentic reading assessment is the most well-perceived concept of all. The questionnaire got 85% and the interview got 80% of respondents' agreement. There is almost no problem for teachers perceiving this concept. However, monitor students' progress is perceived higher than measure students' comprehension of complex reading

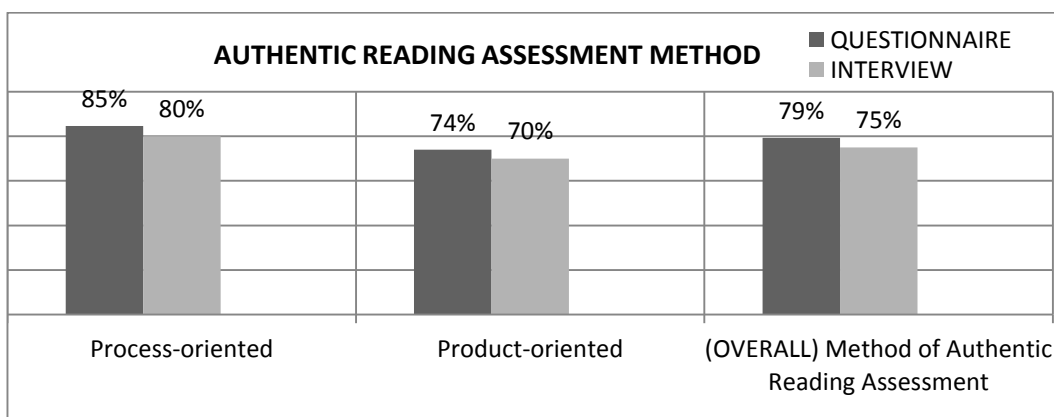
tasks purpose. This due to the concept of authentic assessment which requires higher order thinking skill and complex tasks in its activity. Thus, some teachers who only considered assessing general reading comprehension without any indication of complex reading tasks are perceived do not comprehend the second purpose.

## 2. What do EFL teachers perceive as the criteria of authentic reading assessment?



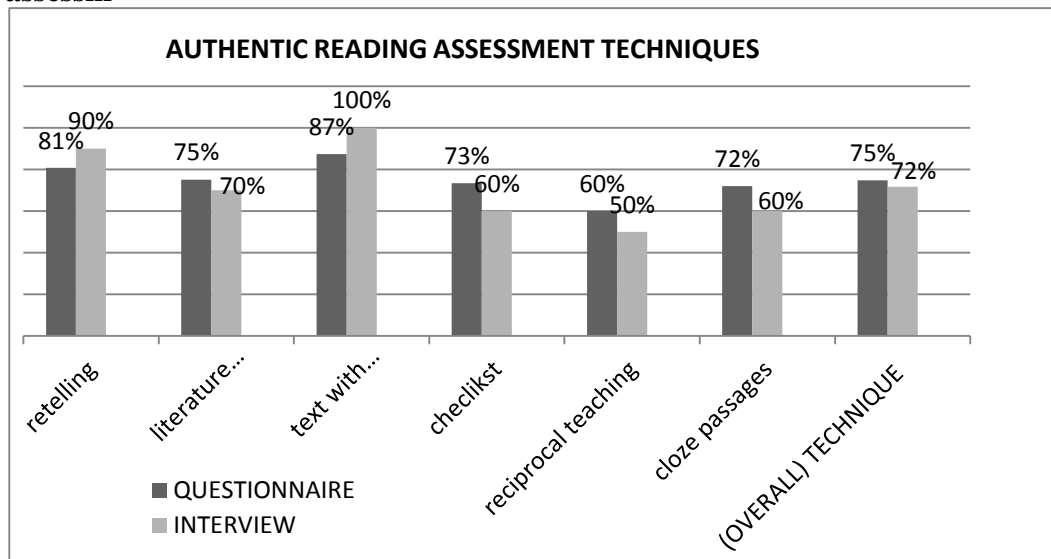
The criteria of authentic reading assessment got around 77% of all respondents who perceive the concept as the literature review stated. The highest criteria perceived by most teachers is real world-relevance, while the lowest is diverse outcomes and collaboration.

## 3. What do EFL teachers perceive as the methods of authentic reading assessment?



Process-oriented method is perceived better than product-oriented one. While in fact, the techniques they perceived in the classroom for reading assessment shows tendency on product-oriented method (e.g., retelling, text with comprehension questions) than process-oriented (e.g., checklist, reciprocal teaching). It might happened because they do not perceive well what should they do while practicing the method into the real activities in the classroom.

#### 4. What do EFL teachers perceive as the techniques of authentic reading assessm



Technique of authentic reading assessment is the concept that got the lowest percentage of perception besides other concepts. Overall, from six techniques addressed in this study, text with comprehension questions got the highest perception; while the lowest is reciprocal teaching. Techniques for assessing students' reading comprehension and skill (e.g., retelling, literature response, text with comprehension questions, cloze passages) are perceived easier and applicable in the classroom than technique for assessing students' reading strategies which is basically done in the process of learning (e.g., reciprocal teaching and checklist) in the sense of the assessment material which is easy to be obtained and activity which is simpler to be assessed.

#### 4 CONCLUSION AND SUGGESTIONS

Overall This research finally sums up that authentic reading assessment concept is perceived by 77% senior high school EFL teachers. This study has established result that confirmed the previous statement from some experts and Minister of Education as mentioned in Kompas and Republika (2014) that most teachers still in doubt of authentic assessment. The highest perceived concept is the purpose of authentic reading assessment, followed by the criteria, method, and lastly the technique. Authentic reading assessment is still problem for some teachers regarding its technique applied in EFL classroom since they only have 2 hours in a week to teach as the 2013 Curriculum arranged. Some techniques also seem novel for them and they need better authentic assessment training to have better concepts to be applied in the classroom.

#### SUGGESTIONS

Authentic assessment training is still necessary held and rearranged since the training has not been extended to all secondary schools. Also, the concrete model of authentic assessment given in training is needed regarding some vague items of authentic assessment that the teachers still do not perceive well. The findings of purpose and technique which are not in line to each other also revealed that SHS EFL teachers need to improve, develop their teaching skills, and learn more to get better insight of how

authentic assessment should be applied, particularly on reading assessment since it is one of the most important literacy skill for student to be mastered and indispensable for their needs beyond school. Teachers need to arrange their time management regarding their perception of some authentic reading assessment techniques which are quite hard to apply since the time allocation for English subject is only 2 hours a week. Lastly, since this study is preliminary research, further study on authentic assessment will be worthdoing, specifically on another English subskills (Listening, Speaking, and Writing); and it will be better if it can extend more participants to get better survey result.

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# ONE STEP CLOSER BY HAVING FORMATIVE ASSESSMENT

**Risqi Ekanti Ayuningtyas Palupi**  
ndut88@ymail.com

**Agustin Desi Kristiana**  
Agustindesykristiana@gmail.com

Muhammadiyah University of Ponorogo

## **Abstract**

*The term “assessment” may be defined in multiple ways by different individuals or institutions, perhaps with different goals. Assessment can be defined as the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving learning and development. Assessment can be done at various times throughout a program and a comprehensive assessment plan will include formative and summative assessment. In this article, the writers choose the formative assessment to build up the information about the students. Formative assessment is often done at the beginning or during a program, thus providing the opportunity for immediate evidence for student learning in a particular course or at a particular point in a program. Formative assessment is not used for grading. The purposes of having the formative assessment are: 1) focus on learning goals; 2) take stock of where current work is in relation to the goal; 3) take action to move closer to the goal. The steps of formative assessment are: 1) understand the learning target; 2) produce work; 3) compare performance with the learning target; 4) evaluate strengths and weaknesses; 5) give feedback for improvement; 6) close the gap. The advantages that can be found by having formative assessment are the teacher can: 1) engage students in the process; 2) see the teaching through the students' eyes; 3) identify misconceptions happened.*

**Keyword:** *Formative assessment*

## **1 INTRODUCTION**

Formative assessments are ongoing assessments, observations, summaries, and reviews that inform teacher instruction and provide students feedback on a daily basis (Fisher&Frey, 2007). While assessments are always crucial to the teaching learning process, nowhere are they more important than in a differentiated classroom. Traditionally, the teacher has used assessment to measure how much the students have learned up to a particular point in time (Stiggins, 2007).

According to McNally, the primary role of assessing/reporting is to enhance student learning. Moreover, assessment allows teachers to glean evidence that they can

reflect and comment on. Formative assessment in particular lends itself to the concept of constructivist pedagogical practices, whereby students generate a connection between their existing knowledge to that of new ideas being introduced.

## **2 ONE STEP CLOSER BY HAVING FORMATIVE ASSESSMENT**

### **2.1 Definition of Assessment**

The term “assessment” may be defined in multiple ways by different individuals or institutions, perhaps with different goals. According to Palomba and Banta (1999: 4) assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving learning and development.

Assessment can be done at various times throughout a program and a comprehensive assessment plan will include formative and summative assessment. In this article, the writers choose the formative assessment to build up the information about the students.

### **2.2 The Nature of Formative Assessment**

One key feature of this definition is its requirement that formative assessment be regarded as *a process* rather than a particular kind of assessment. In other words, there is no such thing as “a formative test.” Instead, there are a number of formative assessment strategies that can be implemented during classroom instruction. These range from informal observations and conversations to purposefully planned instructionally embedded techniques designed to elicit evidence of student learning to inform and adjust instruction.

A second important part of the definition is its unequivocal requirement that the formative assessment process involve both teachers *and* students. The students must be actively involved in the systematic process intended to improve their learning. The process requires the teacher to share learning goals with students and provide opportunities for students to monitor their ongoing progress (McManus, 2008: 3)

Formative assessment is often done at the beginning or during a program, thus providing the opportunity for immediate evidence for student learning in a particular course or at a particular point in a program. According to James Popham in Rudd (pp.10), formative assessment is a planned process in which assessment-elicited evidence of students’ status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics. Formative assessment is a planned process in which teachers or students use assessment-based evidence to adjust what they are currently doing.

Formative assessment refers to the ongoing process students and teachers engage in when they: 1) Focus on learning goals; 2) Take stock of where current work is in relation to the goal; 3) Take action to move closer to the goal.

Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes.

The best formative assessment involves both students and teachers in a recursive process. It starts with the teacher, who models the process for the students. At first, the concept of what good work “looks like” belongs to the teacher. The teacher describes, explains, or demonstrates the concepts or skills to be taught, or assigns student investigations—reading assigned material, locating and reading materials to answer a question, doing activities or experiments—to put content into students’ hands. For



example, the teacher shares the aspects of a good descriptive paragraph and tells students how their work compares to the ideal. Gradually, students internalize the learning goals and become able to see the target themselves. They begin to be able to decide how close they are to it.

Formative assessment is *not* used for grading. Students need—and deserve—an opportunity to learn before they are graded on how well they have learned. Formative assessment is used before instruction, to find out where students are, and during instruction, to find out how they are progressing. The fact that the results of formative assessment are not used for grading makes it even more useful for learning, especially for less-able students. They are free to pay attention to figuring out how they are doing and what they need to work on without worrying about a grade. There is some evidence that good students use all information, including graded work, formatively. This is not the case for students who experience negative feelings after failure. These feelings get in the way of processing additional information about their learning. For such students, the value of feedback is lost, overshadowed by the low grade.

Some experts call assessment before instruction "diagnostic" assessment and reserve the term "formative" for assessment during instruction. Others use "diagnostic" to mean the kind of assessment that, whenever it occurs, gives information to teachers to inform specific lesson plans, the main idea being that diagnostic assessment identifies student weaknesses for teachers to address. Because an important aspect of formative assessment is that both teachers and students use the information, this action tool will use the term "formative assessment" to mean collecting any information, before or during instruction, that can be shared with students and used for improvement.

## **2.3 The Works of Formative Assessment**

The formative assessment process is ultimately a communication process between teachers and students. Students need to know what the teacher means by the assignments and feedback. The teacher needs to understand students' conceptions and misconceptions and their interests, attitudes, and values. The steps that can be done to avoid the students' conception and misconception are

### **2.3.1 Understand the Learning Target**

Whether the learning goal is a specific objective for one lesson or a more developmental objective—for example, "become a good writer"—it must be clear to both the teacher and the students. Usually the teacher starts this process by writing or selecting specific learning targets for lessons within the scope and sequence of a district's curriculum, which, in turn, is usually aimed at fulfilling state or professional learning standards. The teacher must clearly understand what constitutes good work and how students' work looks as it progresses toward the goal.

### **2.3.2 Produce Work**

Once the learning target is clear, the next step is to give students instruction that shares these targets and assignments that call for appropriate work. The more precisely the practice assignments match the learning targets, the more effective they will be—and the more useful they will be for providing formative assessment information to help identify next steps in learning. Section 1 of the Teacher Tools gives some practical strategies for creating classroom assignments and provides some teacher tools.

### **2.3.3 Compare Performance with the Learning Target**

This is a skill that needs to be taught! Most students will not automatically reflect on their own work in the manner that you intend. For example, if you ask students, "What did you learn from this activity?" without providing any guidance on how to analyze or evaluate their performance, many will simply copy the title of the assignment: "I learned two-digit subtraction" or "I learned how a bill becomes a law."

Rubrics with clear performance-level descriptions are helpful in this process. Even with good rubrics, however, students need instruction and practice in comparing their work with the description in the rubric. It is helpful, where possible, to have students work together to compare their work to the learning targets, because students are often able to point out qualities in peers' work more easily than in their own. Teachers should provide a "safe" atmosphere for this, so criticism is seen as constructive and part of the learning process. Criticism should not be disparagement. Rather, it should consist of suggestions for improvement, suggestions for how the work could move closer to the goal.

Teachers also add their professional knowledge of learning progressions in the discipline at this point. If you know the common misconceptions your students are likely to have along the way as they learn particular content, you will be able to compare their performance with the ideal more meaningfully and suggest next steps more effectively.

### **2.3.4 Evaluate Strengths and Weaknesses**

Teachers evaluate their observations of student work for several different purposes. First, these evaluations form the basis for feedback to the student (see Teacher Tools, Section 2). Second, they suggest areas for reteaching and review or for enrichment if groups of students share the same strengths and weaknesses.

Students' evaluations of their own work also serve several different purposes. As discussed earlier (see Section 1), evaluating their own work gives students control over their learning, which is motivating. Second, students actually learn by evaluating their own work; a student who sees a weakness is at least beginning to form a concept of what would be better. Third, self-evaluations serve to direct students' further efforts and practice with the learning task at hand.

### **2.3.5 Give Feedback for Improvement**

Teachers' formative feedback to students should be informational, not judgmental. It should include what students need to know to improve. The more specific the feedback is, the better. As a simple example, suppose a student is learning addition facts and takes a timed practice test of 100 facts. The practice test might be returned marked as if for a grade (e.g., 72 out of 100, or 72%). More helpful would be a note with that, saying, "I notice you have more trouble with +7 than with any other facts." Even more helpful would be that information plus a suggestion on what to do about it: "I notice you have more trouble with +7 than with any other facts. Try to make some +7 flash cards and practicing during seatwork time." There should then be time for the student to practice before a test that will be graded.

In *Classroom Instruction That Works*, Marzano, Pickering, and Pollock (2001) review some of the research on the importance of feedback. Section 2 of the Teacher Tools in this action tool describes how to give good feedback and provides some teacher tools for doing so.

### 2.3.6 Close the Gap

For formative assessment to truly *form* learning, the gap between the student's performance and the learning goal should become progressively smaller. This may not be a smooth process. Depending on the scope of the learning goal, additional rounds of the formative assessment process may be used. For example, if students write a series of essays in high school, each essay benefits from preceding teacher feedback and self-evaluations. Regardless of the scope of the accomplishment, students should be able to see their work getting closer to the goal, and should understand what specific feedback insights and learning strategies they used to help close the gap. This is an empowering cycle.

There are five attributes based on McManus (2008, 4-5) that have been identified from the literature as critical features of effective formative assessment. No one of the following attributes should be regarded as a *sine qua non*, that is, an attribute without which the assessment would not be formative. They are:

**a. Learning Progressions: Learning progressions should clearly articulate the sub-goals of the ultimate learning goal.**

Learning progressions describe how concepts and skills build in a domain, and show the trajectory of learning along which students are expected to progress. From a learning progression teachers have the big picture of what students need to learn, as well as sufficient detail for planning instruction to meet short-term goals. They are able to connect formative assessment opportunities to the short-term goals to keep track of how well their students' learning is moving forward.

**b. Learning Goals and Criteria for Success: Learning goals and criteria for success should be clearly identified and communicated to students.**

Because the formative assessment process helps students achieve intended learning outcomes based on explicit learning progressions, teachers must first identify and then communicate the instructional goal to students. In addition to communicating the nature of the instructional goal, teachers must provide the criteria by which learning will be assessed so that students will know whether they are successfully progressing toward the goal. This information should be communicated using language readily understood by students, and may be accompanied by realistic examples of those that meet and do not meet the criteria.

**c. Descriptive Feedback: Students should be provided with evidence-based feedback that is linked to the intended instructional outcomes and criteria for success.**

Descriptive feedback should be about the particular qualities of student learning with discussion or suggestions about what the student can do to improve. It should avoid comparisons with other pupils. Specific, timely feedback should be based on the learning goal and criteria for success. It should help the student answer three basic questions: Where am I going? Where am I now? How can I close the gap?

**d. Self- and Peer-Assessment: Both self- and peer-assessment are important for providing students an opportunity to think meta-cognitively about their learning.**

Formative assessment is a process that directly engages both teachers and students. In addition to teacher feedback, when students and their peers are involved there are many more opportunities to share and receive feedback. Helping students think meta-cognitively about their own learning fosters the idea that learning is their responsibility and that they can take an active role in planning, monitoring, and evaluating their own

progress. To support both self- and peer-assessment, the teacher must provide structure and support so students learn to be reflective of their own work and that of their peers, allowing them to provide meaningful and constructive feedback.

***e. Collaboration: A classroom culture in which teachers and students are partners in learning should be established.***

Sharing learning goals and criteria for success with students, supporting students as they monitor and take responsibility for their own learning, helping students to provide constructive feedback to each other, and involving students in decisions about how to move learning forward are illustrations of students and teachers working together in the teaching and learning process.

However, for students to be actively and successfully involved in their own learning, they must feel that they are bona fide partners in the learning process. This feeling is dependent on a classroom culture characterized by a sense of trust between and among students and their teachers; by norms of respect, transparency, and appreciation of differences; and by a non-threatening environment. Creating such a culture requires teachers to model these behaviors during interactions with students, to actively teach the classroom norms, and to build the students' skills in constructive self- and peer-assessment. In this type of classroom culture, students will more likely feel they are collaborators with their teacher and peers in the learning process.

While evidence exists in varying degrees to support the five attributes presented, there is clearly no one best way to carry out formative assessment. The way these attributes are implemented depends on the particular instructional context, the individual teacher, and—perhaps most importantly—the individual students.

## **2.4 Types of Formative Assessment**

The formative assessments have variety of quick ways for the teacher to check the understanding of learning in the classroom. In this book, you will find four different types of formative assessments.

### ***2.4.1 Summaries and Reflections***

Students stop and reflect, make sense of what they have heard or read, derive personal meaning from their learning experiences, and/or increase their metacognitive skills. These require that students use content-specific language.

### ***2.4.2 Lists, Charts, and Graphic Organizers***

Students will organize information, make connections, and note relationships through the use of various graphic organizers.

### ***2.4.3 Visual Representations of Information***

Students will use both words and pictures to make connections and increase memory, facilitating retrieval of information later on. This “dual coding” helps teachers address classroom diversity, preferences in learning style, and different ways of “knowing.”

#### ***a. Collaborative Activities***

Students have the opportunity to move and/or communicate with others as they develop and demonstrate their understanding of concepts.

## **2.5 The Advantages of Formative Assessment for English Certification Students**

Formative assessment helps identify what students can do with help and what they can do independently. Participating in formative assessment involves students in active learning, keeps them on task, and focuses them on learning goals. Formative assessment, especially peer evaluation and self-evaluation, helps students with the social construction of knowledge. But more important, formative assessment allows students to receive feedback on precisely what they need to do to improve. It shows them what to do next to get better.

Student self-assessment satisfies both motivational and achievement needs. Students who can size up their work, figure out how close they are to their goal, and plan what they need to do to improve are, in fact, learning as they do that. Carrying out their plans for improvement not only makes their work better but helps them feel in control, and that is motivating. This process, called self-regulation, has been found to be a characteristic of successful, motivated learners.

Student use of formative assessment varies according to students' developmental levels. Younger children can and should participate in evaluating their own work, but they need to be taught how to do that. Research suggests that younger children may focus only on neatness and other surface characteristics of work when they first do self-evaluation. With instruction and practice, however, they learn to focus on the learning target.

The other advantages that can be found by having formative assessment are: 1) Engage students in the process. With any of the methods for getting information from and about students, you can engage students in discussion about their ideas. Present students' ideas to the class and use their ideas as a basis for class discussion. Formative assessment and student surveys should be seen as a dialogue between you and your students; 2) See your teaching through your students' eyes. Try to understand how your students are interpreting and making sense of what you are teaching. You can be much more effective if you are responsive to your students' learning and you can only do this by trying to see your teaching from their perspective; 3) Identify Misconceptions. Consider where student misconceptions are coming from. Identify key misconceptions on the topic you are teaching about—usually there are one or two key misconceptions that are shared by a large number of your students. Student misconceptions are very powerful because they are based on student experience. Bring these misconceptions out in the open and find ways for students to challenge their own misconceptions. Common ways for challenging misconceptions (1) direct refutation, (2) examples that point out why the misconceptions are not reasonable, (3) using visual models that give students an alternative way of understanding, (4) active learning strategies that engage students in thinking (rather than in passively receiving).

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# DESIGNING ENGLISH LESSON PLAN BY USING YOUTUBE

**Lia Mastaria Polapa**  
**Rasuna Talib**  
**Nonny Basalama**  
liamastariapolapa@gmail.com

*Universitas Negeri Gorontalo*  
Jl. Jend. Sudirman No. 6 Kota Gorontalo - 96128

## ***Abstract***

*It is an obligation for the teacher to improve their skills and knowledge in teaching and learning process by designing an innovative, interactive and creative plan for classroom activities in the concept of digital learning. Lesson plan is an important document for the teacher which drawn the idea and thought of what to teach in class, strategies to achieve it and tools to measure the achievement. On the other hand, teacher is considered workload with daily's teaching hour pretend to copy and paste the lesson plan from their friend without recognizing the characteristics of the students and their need in learning English as Foreign language, the availability of facilitation and many more. Since teacher just copied the lesson plan from others without adjusting with the students, the learning process did not meet the goal as it planned. One of principles in designing lesson plan is integrating technology. Youtube might be one of resources to help teacher in designing lesson plan. Through its' search engine, millions of video are available to inspire teachers in selecting the appropriate method to teach, find the up to date learning materials and vary of learning activities to be used on designing the lesson plan. Furthermore, this paper will discuss more about designing English lesson plan, principles to design lesson plan, language use in lesson plan, social media in language teaching, Youtube in language teaching, and a process of guiding teacher in designing lesson plan after get inspiration from Youtube.*

***Keywords: lesson plan, social media, Youtube***

## **1 INTRODUCTION**

The aim of this study is at integrating the technology to design an attractive and meaningful learning fits in this digital era. This generation is critical, tends to work fast, think out of the box, and believe that there is more than one ways to reach the goal. Prensky (2001) who proposes the term *digital native* for young people who grow up with technology, suggests that teachers as the one who communicate knowledge for their students, suppose to create a learning activities which is challenging and suitable with the requirements of digital natives.

The document for the teacher the guide them teaching in front of the class define as a lesson plan. Lesson plan help teacher to manage the activities in class. It is contain teaching and learning activities to achieve the learning goal proved by the feedback and students' result on assessment (Fink, 2003). Nonetheless, Jones (2014) argues that lesson plan is not just writing the activities in class but it requires teacher to set up strategies and steps to get success in teaching. Teacher need to learn how to adjust the time with the activities, what to do if the plan does not work, and other aspects to considered on designing lesson plan.

In designing a lesson plan, teacher needs to consider on the principle of designing lesson plan based on Peraturan Menteri Pendidikan dan Kebudayaan No. 103 Tahun 2014 tentang Pembelajaran pada Pendidikan Dasar dan Pendidikan Menengah (The Regulation of Minister of Education and Culture number 103 in 2014 on primary and middle school learning). One of the principles of designing lesson plan is integrating technology (Depdikbud, 2014).

ICT gives a lot of advantages for teaching and learning process especially teaching English as a Foreign Language (EFL). It is proved by study from Beh-Afrain and Rad (2011), Hismanoglu (2012), Machmud (2011), Yadollahi(2011), Daud (2012), (Mazlan, Harun, &Zainuddin, 2012).

Moreover, Muhammad (2012) proves that teaching English by using Youtube makes the students interested and create a meaningful learning. It proves that teaching English by using Youtube is another fun learning and also give students chance to understand more about the language that they learned.

On the other hand, a problem identified by Andre (2011), from school of English who explains that teachers faced some issues in planning a lesson because of the lack of teacher's knowledge such as designing teaching procedures, designing the activities in class, lack of language skills and language features, and a lack of understanding in linking the concept of learning with the learning activities. In addition, teachers are considered workload in their daily life in school. Too much teaching hours in every week makes the teacher have a limit time even just to correct students' work. Even worst, the teacher just copies the lesson plan from their friends by ignoring the differences of students' characteristics and many other aspects.

Therefore, it is important to have a further study related to design a lesson plan by integrating Youtube as a reference. As supported by Machmud (2011) who found that English teacher as the participant of her research give a positive response in implementing ICT on EFL class. It is also sounds by Susanti (2014) who argued that EFL teacher need to maximize the use of internet resources in teaching and learning process. Also, a study from Muhammad (2012) related to the use of Youtube teaching English literature proved that students have a good response regarding the use of Youtube in teaching. Besides, Cayari (2011) from University of Illinois at Urbana-Champaign, USA, proved Youtube has effect in people's daily life and suggest a study to see Youtube's effect in classroom. In conclusion, a study on using Youtube related to design an English lesson plan considered to be observed.

The study is will discuss more about how teachers design English lesson plan based on Youtube, what are their perception toward designing English lesson plan by using Youtube as a reference, and what are the issues and challenges of using Youtube as a reference in designing lesson plan.

### **1.1 Teaching English as a Foreign Language (TEFL)**

Teaching is a process of transmitting the knowledge for the students. In educating students, teachers must have specific competence. The competence should be mastered



by teacher in order to be a good and professional teacher. The Australian Institute for Teaching and School Leadership (AITSL) defines seven standards of effective teacher educators such as know the students and how they learn, know the content and how to teach it; plan for and implement effective teaching and learning; create maintain supportive and safe learning environment; assess, provide feedback and report on student learning; engage in professional learning; engage professionally with colleagues, parents and the community (Celik, 2011).

## **1.2 Designing English Lesson Plan**

Lesson plan or also known as course design is an important document for the teacher in teaching in class. It contains teacher's plan to reach the learning goal. Writing a lesson plan is useful for the teacher in assigning what will they do in class and how will they do it (Doff, 1988).

Lesson plan is design based on the syllabus, textbooks, and teacher's guidebook. The content of lesson plan covers the school identity, standard and basic competence, indicator of completeness, learning material, learning activity, assessment, media and resources use in teaching (Depdikbud, 2014). Moreover, Brown (2001) argues that lesson plan has six elements such as goals or an overall purpose, objectives, materials and equipment, procedures, evaluation and extra-class work. Each items provided by Brown (2001) and standard forms of a lesson plan from Indonesian government are both quite similar. A lesson plan should state the goal of learning, way to achieve it and assessment to measure the achievement.

## **1.3 Principles of designing lesson plan**

The Regulation of Minister of National Education number 41 in 2007 on Process Standard (Peraturan Menteri Pendidikan Nasional No. 41 Tahun 2007 tentang Standar Proses) states that teacher should design lesson plan or knowns as Rencana Pelaksanaan Pembelajaran (RPP) in order to make teaching and learning become effective, interactive, joyful, challenging, motivating the students to actively participate, giving enough opportunities to them to be innovative, creative, and self reliance according to their talents, motivation and physical as well as psychological development (Depdiknas, 2007b). All the activities and strategies on the lesson plan is planned to fulfill all the requirements and achieve the goal of learning. In brief, teacher has to design a lesson plan by integrated their knowledge with the competency, methodology, approaches in teaching and learning activity.

## **1.4 Procedures of Designing English Lesson**

The procedures of designing English lesson plan are the processes which explain the step-by-step of what to do to design a lesson plan. Fink (2003) argues that the lesson plan should use *backward design* which starts from "end" parts of learning process to the beginning process. Backward design planning is sounds in United States related to curriculum development and several resource books. It covers three steps of planning such as what should students know and be able to do? How will students demonstrate what they know and they can do? What activities will students experience to prepare them to demonstrate what they know and can do? (Duncan & Met, 2010).

Furthermore, Fink (2003) states there are several components to consider in designing the lesson plan such as identify important situational factors, identify learning goals, formulate appropriate feedback and assessment, and select effective teaching and learning activities.

## **1.5 Language Use in Designing English Lesson Plan**

Teaching English as a Foreign Language require the teacher to maximize using English in communicating with students. All the activities in teaching and learning process are drawn in lesson plan. Therefore, the activities in lesson plan should be written clearly by using English as a target language to teach.

In several countries who teach English as a Foreign Language, the lesson plan stated in English. In Indonesia, where English is taught as a Foreign Language, the lesson plan is written in Indonesian not in English. The examples of lesson plan provided in internet and explanation through the workshop of curriculum development, teachers are guided to design lesson plan by using Indonesian language not English.

Despite of the limitations in designing lesson plan by using English, teachers are eager to create a meaningful learning in English class. They try their best in preparing a lesson plan for teaching in EFL class. Moreover, the phenomenon is above not the focus of research because this research limits on the process of designing lesson plan by English teachers.

### **1.6 Social Media in Language Teaching**

Social media is commonly encountered in the context of online software applications like Facebook, Twitter, Path, Instagram, LinkedIn, YouTube, and Flickr where text, media, links, and opinions are shared, discussed, and redistributed. There, people are free to share their thoughts with other, whereas other will have an access to see any information that they are looking for.

Nowadays social media are not use only to share private information but also integrated in teaching and learning process. A study from Al-Shehri (2011) proves that social media are potential to develop learning process. It gives opportunity for the teacher to create a meaningful learning for teaching EFL students. Moreover, students who learn English as Foreign Language and utilized technology during the learning process are believed to have an effective result since they are motivated through the interaction in oral and written form (Chartrand, 2012).

### **1.7 Youtube in Language Learning**

Youtube is one of popular social media which founded in February 2005 by Steve Chen, Chad Hurley, Jawed Karim. They then become millionaires after sold their invention to the search engine Google for 1.65 billion dollars. Youtube is designed as a place to watch and share videos through web (Bellis, 2015).

A study from York (2011) shows that Youtube are the place to inspire teacher with vary of learning activity and genuine material for teaching English through a tutorial from video available. Muric (2010) has the same idea which states that teacher can use Youtube as a source of teaching and learning for EFL class..

## **2 METHOD**

The study is a qualitative research which is aimedat describingteachers' perspective about designing English lesson plan by using Youtube. Qualitative research defines by its purpose and it presents data through words (Green, 2007). Qualitative research requires deep explanation on the study conducted start from preparation, process until interpreting the data.

### **2.1 Participants**

The study aims at observing the process of designing lesson plan. Therefore, the study will be conducted in school where the English teacher designs their lesson plan for

teaching and learning process. The participant of this research is recruited based on convenient sampling technique. The participants selected for this research are based on some criteria such as English teachers who teach English at Senior High School (SMA) or Vocational High School (SMK) in Gorontalo district, have background knowledge and skills on using technology to support teaching and learning process, gender differences and agreement to participate in this research.

## **2.2 Technique of Collecting the Data**

The data in qualitative methods can be taken through several ways such as interview and a study to documents related. An interview will answer the issues, challenges and teacher's perception toward integrating Youtube in designing lesson plan. The Study document will answer the problem related to how teacher design lesson plan by using Youtube as a reference and also the issues and challenge of English teacher in designing lesson plan.

## **2.3 Technique of Data Analyzing**

The research data will analyzed by using data analysis from Creswell (2009). The analysis begin with transcribing, collecting the field notes, all the image taken and etc. the transcription aimed to help the researcher to memorize the data taken. The researcher will transcribe all the data recorded from the audio and supported by the video recording. On transcribing, the researcher is not only writing down all the utterance on the data recording but also transcribing the feeling and attitude of the participant.

After finish with the transcription, next thing to do is organizing the data and prepare for the data needed for the research analysis. The researcher will organize the data based on the research question. Then, after all the data is ready to analyze, the research will read all the documents and data found. Reading the data makes the researcher easier to make a code for each themes and description. The researcher would classify the data based on the themes and descriptions from the participants. Then the researcher starts to interrelates the themes and description and finally come to interpreting the meaning of each themes and description (Creswell, 2009, p. 185).

## **3 FINDING AND RESULT**

The data which is found from the interview and study document are presented based on the theme of questions. Then, to keep the privacy of the participant, they are named as Participant 1, Participant 2 and Participant 3.

### **3.1 Participants' Background**

Convenient and purposive samplings are used to choose the participant for this research. Since the study is about designing English lesson plan, therefore the participant for this research is an English teachers. Teachers who participate on this research are teachers in vocational high school. Participant 1 has 6 years experience in teaching English as a foreign language. She spent 5 years teaches in senior high school then 1 year at vocational high school. Participant 2 is experiencing himself as a teacher since 2003. He has an experience as a lecturer, teaching in junior high and senior high school and now he teaches in vocational high school. Participant 3 is an English teacher who teaches in Elementary School but then moved to vocational high school. She had become an English teacher for 5 years.

### **3.2 Designing English Lesson Plan by Using Youtube**

As stated above, the study is limited on how Youtube help teachers in stating indicators of achievement and design learning activities. Therefore, the process of designing English lesson plan straightly goes to decide the indicators and kind of activities in learning process. The indicators and activities designed based on the standard competence and basic competence.

Based on interview and document study, all of the participants have a limited time to design lesson plan. They have another job in school besides teaching English as a foreign language. For instance, both participant 1 and participant 3 are treasurers at this school. Therefore they are so busy with serving other teacher who need fund for school's program. In her interview, participant 1 said:

*"If only there are times available, every teacher will be able to design a good lesson plan. Me my self, design the lesson plan at the beginning of the semester and it will be use for all classes for one semester. If the lesson plan could not match with students' characteristics, then I will adjust it based on what their need" (Participant 1, May 8<sup>th</sup> 2015).*

The process of designing English lesson plan was held in participants' school. They designed their own lesson plan that will be use in class. They have different topic since they teach in different grade. During the process of designing lesson plan, the researcher found that Participant 1 did not have a problem in stating indicators on lesson plan. As she said that she used Bloom Taxonomy to state the indicators from low level until high level which is put on the Basic Competence. On the other hand, Participant 1 takes a little bit long time to finish her lesson plan because of her side job as treasurer of school, other teachers always come to bother her related to school fund. Another aspect which makes her spent much time in designing lesson plan is the keyword search. She needs to enter the appropriate keyword to result video that she was looking for.

*"I enter the keyword but the video which come up is not what I need. So I need to find another keyword. It bothers me, and also the network. If I finally found the video, it can not be play because I need to wait the loading" (Participant 3, May 8<sup>th</sup> 2015)*

However, Participant 1 conveys that she sometimes Youtube to watch video her own consumption and sometimes just watch teaching material not as a reference, nor to be played in front of the students. The same story is also happen to Participant 2 who has more experience on using technology explained that during the process of designing a lesson plan he found a problem with internet connection. He used to use Youtube to watch a video related with badminton.

*"I usually watch a video from Youtube to see the badminton game. Sometimes I try to found video related to teaching and learning process especially about the method in teaching. One thing that I don't like from Youtube is the loading process. It takes a long time to wait". (Participant 2, May 8<sup>th</sup> 2015)*

From the lesson plan given by Participant 2, it is found that the indicators of learning designed by Participant 2 is clear enough, but did not state systematically the stages of achievement. He only put the single indicator of learning achievement for a meeting. He

An indicator aimed to draw the knowledge and skills that will be mastered by the students during the learning process. Participant 3 states her indicators in simple way. On interview, she argued that the lesson plan suppose to design based on students' competence

*"In SMK (vocational high school), there are several program, and students for each program have different competence. So, I need to adjust my lesson plan based on their competence but because the limitation of time, I only make one lesson plan for them all" (Participant 3, May 8<sup>th</sup> 2015)*

Indicators of learning define the achievement which will mastered by the students during teaching and learning process. The indicators of learning should be adjusted by students' characteristics as the first thing to consider in designing lesson plan. From the indicators, then the participant goes to decide the learning activities which will help the students to reach the goal of learning.

Fink (2003) mentions that in designing lesson plan teachers should incorporate with students' characteristic before come to select an effective teaching and learning activities. Participant 1 state that her students are less motivate in learning English. She needs to attract students' attention and gain their motivation by providing interesting activities.

*"I watch the video from Youtube about introducing self, then I got inspire to play the video for my students, so they will know how to introduce self in English, tips and trick to do that, and I will ask them to make video of introducing self. I ever ask them to introduce self in front of the class, but no one come to participate. I think if they just introduce self in video, it will easier and fun for them because most of my students have gadget and they can use it." (Participant 1, May 16<sup>th</sup> 2015)*

The activities in learning process should be design in order to make teaching and learning become effective, interactive, joyful, challenging, motivating the students to actively participate, giving enough opportunities to them to be innovative, creative, and self reliance according to their talents, motivation and physical as well as psychological development (Depdiknas, 2007b). Participant 3 expresses that her students have more sense in entertaining, so she design a lesson where she put a short movie and ask the students to explain the characters in the movie, the setting, what is happen on the movie and etc.

*"I see my students are eager to speak when I ask the question related to movie played. I am so happy, even some students still have a problem with vocabulary, but at least they are actively participated." (Participant 1, May 16<sup>th</sup> 2015)*

Swaffar and Vlatten (1997) on their research prove that it will be easier for the students to learn a new language through video which is easier stay on their long term memory because of multi-sensory aspect which minimizing the cognitive demands on the students. Video can attract students' attention in learning a foreign language. Unfortunately, the video is played offline (teacher had downloaded before). Therefore, students cannot choose the video that they really want and suitable for them by accessing Youtube.

Moreover, the researcher found that, watching a video from Youtube makes the participants easier to finish the lesson plan. The video that they watch to decide the indicators of achievement, then inspire them to design learning activities. Participant 1 express that when deciding the indicators, she got the view of what kind of activities which are match to reach the indicators of achievement.

*“Video that I watch from Youtube, helps me twice in a time, decide the indicators and also inspire me to design activities which provide the students to achieve the learning goal as stated on the basic competence”*  
(Participant 1, May 8<sup>th</sup> 2015)

Another finding form using Youtube to design lesson plan, is Youtube helps the participants to reduce time consumption. As mentioned above, Participant 3 is one of treasurer in her school. However, through the interview, she said that she spent 15 minutes to finish lesson plan because she keep focused and the network is good enough.

### **3.3 Teacher’s perception in designing lesson plan by using Youtube**

According to the interview, participant state different view related to the use of Youtube in designing English lesson plan. Participant 1 states that Youtube is one of social media which help teacher in designing lesson plan because its video where teacher can gain information audio visual. However, she argues that it backs to the teacher itself. Even though it helps, but if the teacher did not know how to use it, or did not use, it will useless.

Furthermore, participant 2 express that Youtube is a best place for the teacher to get inspired by other’s experience which they share on Youtube. He also mentions the network connection become a main problem in accessing Youtube.

Participant 3 also gives her perception toward the use of Youtube to design lesson plan. She said that she found a lot of video which help her in designing her lesson plan and makes her easier to set the activities for her students. Moreover, she argues that Youtube cannot only help English teacher but also teachers who teach other subject in designing lesson plan. A lot of video can be use as a reference to design lesson plan, and some can be played in front of class.

## **4 CONCLUSION**

Designing a lesson plan is a must for teacher before teaching in front of the class. In designing lesson plan we need to consider students’ characteristics. Since the students live in the digital era, therefore integration with technology is one of important consideration in designing a lesson plan. Youtube as one social media which is popular with its search engine is proved in helping English teacher to design their lesson plan. Video that they watch from Youtube inspire them in stating the indicators and design activities which is challenge their students and achieve the goal of learning.

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# DEVELOPING PRAGMATIC COMPETENCE THROUGH THE TEACHING OF LITERARY WORK

Sosiowati  
I Gusti Ayu Gde  
sosiowati@yahoo.com

University of Udayana, Bali

## **Abstract**

*The purpose of language teaching is to achieve communicative competence, which means knowing how to use the language for various purposes and functions in various situation (Harmer, 2006). However, when talking about communicative competence there is a tendency that the idea refers only to the speaker's competence. The one side ability will not lead to condition in which the goal of communication can be achieved. The hearer must be able to decide the intended meaning of the speakers rather than just listen to the verbal language. The ability to find out the intended meaning is called pragmatic competence, that is the ability of the hearer to understand what the real meaning of an utterance said by a speaker by putting context into consideration. The pragmatic competence can be developed by using literary work, specifically prose as the teaching material. The reason for using it is that there are conversation in the work and the conversation is completed by context that can be used to determine the meaning of the utterances. In the teaching process the students are not only taught about pragmalinguistics, but they will also be taught how decide the meaning of an utterance based on the context. The development process will be done on the bases of Pragmatics theory (Leech, 1983) and English Language Teaching theory (Harmer, 2006) from which students can trained themselves how to understand the implicit meaning. The mastery of pragmatic competence is expected to be able to complete the communicative competence.*

**Keywords:** *Pragmatics competence, pragmalinguistics, communicative competence*

## **1 INTRODUCTION**

It has been known so far that Foreign Language teaching usually deals with how to teach the four skills, namely speaking, reading, listening and writing. Those teaching has one main goal that is to reach communicative competence. Richards (2005) says that communicative competence is the ability of someone to communicate in using various functions of language in various kinds of situation. This means that the person is able to join in any communicative situation and know how to use proper language. However pragmatic competence is more specific since it also deals with how the speaker speaks using proper language which is in accordance with the context. Leech (1983) states that pragmatics is the knowledge about how to understand the speakers meaning. Then, the

pragmatic competence must be the skill of the hearer to understand the intended meaning of the speaker by making use of the context. When later there is a question whether or not pragmatic can be taught, the answer is no. It must be developed, trained, or acquired.

Pragmatic competence will not be a problem to those who have sensitive sense of using language or those who are accustomed to implicit information expressed by a speaker. Since pragmatic competence is considered to be important, it must be developed by both those who have good skill on it and those who have not good skill on it. In this paper the problem raised by not understanding the pragmatic competence will be presented. A teacher said "I think I should start the class at 8.15 instead on 8. For the students who do not have the pragmatic competence, the utterance will mean that for any reason which is the benefit on the teacher's side, the class will be started 15 minutes late. This will lead to the situation in which in the next class they really think that the class will start at 8.15, not at 8 as agreed before. However, those who have sufficient pragmatic competence will soon realize that the teacher is not happy with what happened in that particular moment. Why did they think that way? It is because they realized that the teacher was actually complaining about the indisciplinary of those who came late to the class. This thought came into their mind after they analysed the context in which the sentence was uttered. The context is as follows: (1) The setting was in the classroom in which there had been the agreement between the teacher and the students that the class would start at 8, not later than that, (2) the teacher was always punctual while some students who kept on coming late disturbed the teaching and learning process, (3) the teacher had reminded those who often came late to be more punctual but they kept on doing the same thing, which seemed they ignored that the instruction was given by their teacher, and (4) the facial expression of the teacher showed that she was not happy. Actually to respond to the utterance above, the students coming late should apologized and maybe with the promise that in the next class they would not be late. However, instead of responding properly those students just sat silently, said nothing and those who came late will probably do the same thing. What happened next was easily guessed. The teacher became more upset and this for sure will affect the teaching and learning process. There is a failure in conducting proper communication to reach the goal. The intention of the teacher to change the attitude of the late students could not be carried out due to the lack of pragmatic competence. Whose fault is this? No one can be blamed since both the teacher and the students have a gap in understanding the pragmatic meaning of an utterance.

In the real life, the utterances with implicit meaning are often happened, and there have been a lot of misunderstanding, there have been a lot of miscommunication if the hearers are not capable of understanding the intended meaning of the speakers. The utterance should not be always understood based on the surface structure only or based on the grammatical elements. Context is very important since an utterance might not make sense without context.

Considering how important the pragmatic competence is, this paper will present the strategy as how to develop the pragmatic competence as well as discussing the elements of context that must be put into consideration to be able to understand the utterances. To do this the teaching material should also be well selected so that it contains utterances with implicit meaning. This process of developing the pragmatic competence of the students must be done over and over again, with proper teaching material in the class that provides sufficient opportunity for the students to explore their language sensitivity. By doing this, student centred activities are very much needed in which they can develop their responsibility to sharpen their pragmatic competence.

## 2 METHOD

The process of developing pragmatic competence is not conducted separately from the other subjects. It can be integrated with the teaching of subjects like skills and literature. For this paper the developing of pragmatic competence is integrated with the teaching of literature, to be more specific with the subject of Prose Analysis.

The method that is applied in the teaching and learning process is discussion method which is based on communicative language teaching. This means that the class procedures are focussed on the students. Since the pragmatic competence is the ability to understand what is meant by the speaker, the students are given a lot of time to do discussion to discuss what the implicit meaning of an utterance is. This is very important since they will have different understanding due to the fact that they come from different cultural background. During the discussion, they can train their language as well as their pragmatic competence. Developing pragmatic competence cannot be done all at once and cannot be done by themselves. The more they have practice the more they will learn how to understand what the speaker means.

The class procedures that can be applied are as follows.

1. The students are given a short story a week prior to the session. In this case the example used is a short story entitled "The Colonel's Lady" written by Maugham. The purpose of doing this is to give the opportunity for the students to prepare themselves by reading and understanding it. This can also be done for saving time during the session since there are no questions about difficult words.
2. When the session comes, the students are asked to tell each other about the content of the story, the plots, characters and others.
3. The teacher finds out the utterances which have implicit meaning and asks the students what the speakers actually want to say by uttering the form.
4. While the students doing the discussion, the teacher can help by pointing out the facts that they can use in deciding the meaning of the utterance. However, this can only be done when the students stuck with no solution.
5. When the students have come to the solution, ask one of them to present the meaning of an utterance and state the reasons how s/he comes to that conclusion.

In the process of developing the pragmatic competence, the students as the hearers have to analyse the utterances said by the point of view (the narrator of the story), by the main, secondary or supporting characters. These speakers are all considered as participants. The most important thing is that the hearer, in this case the readers who have to use more energy to decide the meaning of each utterance said by different speakers in different context of situation.

The procedures applied have proved that the students can improve their sensitivity in understanding the intended meaning of the speaker and this can complete their communicative competence. Mastering pragmatic competence can reduce misunderstanding since in the process of understanding what the speaker means, the hearer has to understand who the speaker is, and this include their cultural and educational background, the location, topic and function of communication (Holmes, 2001). The points mentioned above are very important to put into consideration especially the factor of who the speaker is and what his relation is to the hearer, since the same thing uttered by two different person will have different result.

### 3 FINDINGS AND DISCUSSION

The discussion is started by presenting the summary of the story “The Colonel’s Lady” to provide understanding about the story. However, since this is short story, the information given is not sufficient and that is why the students have to train as how to use the limited information to get sufficient answer.

The summary of the story is as follows. George Peregrine was a rich retired colonel living in Sheffield. He had marvellous social life and he was always willing to help people with one condition that during the election people would vote for his candidate. His wealth made him a powerful person. This Colonel liked going to London and spent some times with a woman called Daphne. One day the Colonel found out that Evie, his wife, wrote a book on poetry of which title is “When Pyramids Decay”. As the author of the book she used her maiden name that was E.K. Hamilton (Eva Katherine Hamilton). Evie gave George a book. At first he did not understand that the book was about her love story with another young man. He even felt sorry for Evie since he thought that Evie had written uninteresting book and not many people would like to buy it. To him the verses did not make sense and they did not rhyme. He began to realize that he was wrong about his judgment on Evie’s book when the critics, the people were busy talking about it. He even began to feel that when he accompanied Evie to a party that celebrated the success of her book people were laughing at him on his back. He decided to re read the book to find what it was actually about. For that he had to buy another one secretly since Evie might have taken the book that was once given to him. He started reading in secret, and the more he read the book, the more he could feel that it was her own adultery that Evie wrote about. He was so upset that he wanted to ask Evie about it. But then he changed his mind, feeling afraid that Evie would tell him the truth and confess the adultery she did. What would he do? Can he live together with Evie after knowing that she was not loyal to him? For his dignity he should divorce Evie, but what can he do without Evie?. Although Evie was not the one he was in love with, the facts said that Evie had done a lot for him. Then he went to see his lawyer whose name was Henry Blane. Through the conversation George could feel that Henry actually knew about it but since the adultery was conducted a long time ago, Henry suggested that George should not ask Evie about it, and that George should learn to live with it since George himself was not actually loyal to Evie. In his worried of living without Evie, unhappily he had to accept Henry’s suggestion.

In the followings, some examples as well as the context of situation are presented to show how the process of providing meaning to an utterance take place.

1. George Peregrine was a rich person with no child. His ancestors were very rich and noble people. George inherited their fame and wealth by himself. He was also very helpful to his tenants. Unfortunately he did not have heir that made him very sad. He stated that when he married Evie, she was good looking and healthy. This statement implied that she is not a good looking and healthy woman anymore. This idea is supported by the information from the story that he was not in love with her anymore. Then he said to himself that *he could not understand why she’d had no children*. Based on the description of his ancestor, his house, the people working for him, the land he possessed, it can be said that he is not just a common people. This type of person is not the one easy to accept the blame, the defeat, more often he likes blaming and defeat people. He also had an affair with Daphne which he thought to be a usual thing done by man. He wanted to be perceived to be a perfect man. Then in can be assumed that the utterance above means that he was actually blaming Evie for not having any child. The statement above does not have literal meaning that he really do not understand why Evie

could not have a child. Having children is not the responsibility of a mother alone, yet he used pronoun “she” instead of “we”.

2. A critic of whose name was Henry Dashwood criticises Evie’s book. When he met George Peregrine he said, “*Sometimes he ear is a trifle at fault, but you can say the same of Emily Dickinson*”. When somebody heard what Henry Dashwood said, he might think that Henry only gave compliment to Evie considering that Emily Dickinson was one of the best poets. However, when the utterance is analysed, the following facts can be put into consideration. Firstly, Henry Dashwood was a critic, he was a literary man who was familiar with almost if not all the authors of literature, whom one of those was Emily Dickinson, secondly, Emily Dickinson was a poet who always talked about what she knew and her themes are usually: the wonders of nature, death, immortality and love ([https://emilydickinsonmuseum.org/poetry\\_characteristics](https://emilydickinsonmuseum.org/poetry_characteristics)). Evie’s poems when are said to be like Dickinson’s means that the story presented in the story was Evie’s own love story. However, George as the non literary man could not understand what was implied by Henry in his utterance. The respond he showed was not in accordance with the stimulus given by Henry, instead he was getting more and more angry to the critic when he agreed to what Heine said “...that the poet makes little songs out of his great sorrow. George did not understand that what Henry said was actually Evie was in grief out of which she could produce good poetry that he stated of “little songs”. Songs are always related to something beautiful.

3. George reread Evie’s book, and the more he read the more he could feel that it was actually Evie’s truthful love story with another man. In his anger he went to see his lawyer named Henry Blane. George asked him if he knew about Evie’s book and if he knew that the book was a true love story of Evie. Having heard the question, Henry moved uneasily in his chair and said “You’ve got no right to ask me a question like that. Ask Evie”. Language users know that language as a means of communication can be verbal and non verbal. Verbal language is the one that can be heard while non verbal language is the one than can be both heard, for instance cough, and seen, for instance body movement. Henry was said to be move uneasily in his chair after he heard George’s question. His answer actually implied that he knew that Evie did adultery but since Henry was a kind and wise lawyer, he did not want to hurt George but at the same time he did not want to lie to George. If Evie had not done adultery, Henry would have denied it by straight forward saying “no”. George could understand the implied meaning Which can be showed from his question to Henry “Who was the chap?”. By refusing to answer George question Henry was actually avoid the face threatening act, that is avoiding to cause unpleasant feeling insomeone’s mind and embarrassment (Levinson, 1983), in this case in George’s mind.

4. When George insisted on asking Henry whether or not Evie did the adultery, Henry asked George if he was loyal to Evie. This is George’s answer “I don’t deny that I’ve had a bit of fun now and then. A man wants it. Women are different.” Considering the facts that his marriage with Evie did not run well which can be supported by the statement that George was indifferent to Evie, that Evie had different hobbies with George so that they could not have fun together, that George often went to London to meet another woman called Daphne, and that he was rich, good-looking man with high dignity, make his utterances have different meaning. He confessed that he had a bit of fun while actually he betrayed Evie. He also said that a man wanted it (having a bit of fun) and women were different. These utterances implied that man could do adultery while women should not do

it. This is very selfish of his in the sense that he did not admit that he did something wrong. Henry understood that implied meaning and that is why he said that the statement was only said by men. Actually Henry did not agree with what George said. And his faint smile supported it.

5. After a long discussion with Henry, finally George agree to pretend that he did not know about Evie's adultery. He realized that he could not live without Evie's taking care of his house, Evie was good at it but to George she was not good as a wife. George also realized that his dignity would be hurt if Evie admitted her adultery and he had to live with it for the rest of his live, it was painful for George to know her betrayal yet he could not divorce her. He was so upset that he said "What in the name of heaven did the fellow ever see in her." That was a question yet based on who said that, the implied meaning was "How could a guy fall in love to uninteresting (if not ugly) woman (like Evie). He felt very much hurt knowing that he could not win the heart of an uninteresting woman.

The five examples above show that in teaching literature the pragmatic competence can also be developed. The important thing is that the students should practise how to use the context, especially from the speaker's point of view, to understand the implied meaning of the utterance. However, this development can only be done through a lot of practice, over and over. The willingness of the students to understand the implied meaning will make them pursue all the possible factors that can help them from different sources. This finally can enrich their knowledge.

#### 4 CONCLUSION AND SUGGESTION

The analysis above shows that quite often an utterance contains unsaid meaning. To be able to understand the meaning of the utterance the hearer has to be aware of who the speaker is, the goal of the communication and the topic. This is in line with Holmes (2001). If all participants have pragmatic competence, all communication can run well, besides all the respond will be in accordance with the expectation of the speaker, the pragmatic competence will complete the communicative competence.

The analysis also proves that literature is a useful teaching material which can be used to teach language, literature, moral that can improve the characters of the students, as well as developing pragmatic competence.

The suggestion that can be presented are (1) the material should suit the students' level of English, (2) give the material to the students a week ahead so that they have the opportunity to read and understand both the content and the unfamiliar words, and (3) let them do discussion to reach the conclusion

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# ADVERTISEMENTS AS AUTHENTIC MULTIMODAL TEXTS: BRIDGING 21<sup>ST</sup> CENTURY SKILLS AND ENGLISH SKILLS TEACHING PRACTICE DIVIDE

Novalita Fransisca Tungka

novalitatungka@gmail.com

Sintuwu Maroso University

Pulau Timor 1 Poso 94619 Sulawesi Tengah

## **Abstract**

*The essence of 21<sup>st</sup> century learning, with its newly important set of skills, is the emphasis on what students can do with knowledge they gain, rather than what units of knowledge they have (Silva, 2009). This implies that our students cannot do anything without learning the knowledge, thus they should learn about skills and content altogether and at the same time. This challenges us, EFL teachers, to effectively and selectively teach both English skills and 21<sup>st</sup> century skills to the students. This paper explores the possibilities of intertwining the teaching of critical, communication, and information literacy skills as 21<sup>st</sup> century skills with English literacy skills for EFL university students (Ko, 2013; Rezaei et al, 2011). Advertisements are exploited in the literacy practice activities as authentic multimodal materials to bridge the gap possibly resulted by the integration of critical, information and communication literacy skills into literacy activities, since these forms of information are authentic multimodal texts which are ubiquitous and never free from bias and power. The project-based activities with guided literacy instruction are designed to: elicit students' critical thinking skills in analyzing the content of advertisements; encourage students' communication skills by giving comments on the advertisements' situational purposes; and empower students' information literacy skills by choosing and producing their own advertisements as form of communication. Performance-based assessment is implemented to assist students when completing and performing their project-based assignment (McTighe & Ferrara, 1994).*

**Keywords:** literacy skills, multimodal, instruction, assessment

## **1 INTRODUCTION**

The goal of 21st century is to empower the countries to become knowledge-based nation (Association for Career and Technical Education, et.al, 2010; Rubin, 2002). To achieve this goal, the learning in 21st century is known as the century of the mind (Rubin, 2002), which is characterized by information access and utilization, knowledge development, and lifelong learning. This goal is to overcome the skills shortage happens in worldwide, as reported by Association for Career and Technical Education, et.al(2010:9), in which



they define skills shortage as ‘mismatch between worker’s qualification and the specific skill sets and combinations of skills employers want’.

Skills shortage in 21st century is resulted from or triggered by the rapid growth of technology nowadays. Although technology has created a new generation of digital natives, these digital natives still lack of skills highly required by the employers (Association for Career and Technical Education, et.al, 2010) to effectively use or to make benefits of science, technology or mathematics for this knowledge-based needs. These skills, such as critical thinking, communication, and information literacy skills, are not new skills (Silva, 2009; Noss, 2012), yet are newly important skills in the 21st century. It signals that students in the 21<sup>st</sup> century are now highly demanded to master these newly important set of skills.

The essence of 21st century learning is the emphasis on what students can do with knowledge they gain, rather than what units of knowledge they have (Silva, 2009). This implies that our students cannot do anything without learning the knowledge, thus they should learn about skills and content altogether and at the same time. To overcome the problem of skills shortage that has challenged our nation, we as teachers of EFLIN (English as Foreign Language in Indonesia) should effectively and selectively teach both English skills and 21<sup>st</sup> century skills to the students.

### **1.1 WHY TEACHING 21ST CENTURY SKILLS?**

The teaching of EFL in 21st century must be centered on preparing students to be excellent in their academic and career life, thus the teaching practice of EFL today requires both teaching of content and skills they need. To achieve this, the EFL teaching practice in 21<sup>st</sup> must be expanded into not only mastering English skills required to communicate with global citizen, but also mastering 21st century learning skills to overcome the skills shortage happens worldwide. In other words, knowledge and content mastery are not enough to be successful in 21st century. Our students need 21<sup>st</sup> century skills to enable them to apply their already-posessed knowledge and content. For example, to make our students a proficient reader, they should be able to bring their background knowledge, both linguistic devices and information content, to any texts that they read. For this, they need specific sets of skills to comprehend and make the best use of the texts they read – such as critically analyze the texts, differentiate information, use technology to reproduce the text, and choose appropriate media to share its content.

### **1.2 21ST CENTURY SKILLS AND ENGLISH SKILLS TEACHING PRACTICE DIVIDE**

Several researchers have argued that EFL students face difficulties when learning critical thinking skill (Atkinson, 1997; Atkinson & Ramanathan, 1995; Ramanathan & Kaplan, 1996a, 1996b), communication skill (Sholihah, 2012; Ihmeideh et al., 2010), and information literacy skills (Johnston, 2014; Sidek, 2010) since the tasks would pose greater difficulty when compared to their L1 counterparts, caused by the differences of their sociocultural and linguistic socialization practices. This condition may result in the gap between the EFL teaching practice to master its language skills and the 21st century demands to master its required skills. However, if we desire our English teaching practice to be successful for students in 21<sup>st</sup> century, then we have to realize that a successful English education can no longer be achieved by having the students merely memorize a set of facts, strategies, and ways of communicating in English during their English education each year. Instead, we must teach English in ways that also help our students learn how to learn, so that they can use English in new situations and manage the demands of changing information, technologies, jobs, and social conditions. We cannot

expect our students to be able to speak English without teaching them communication skills; to be proficient in comprehending English texts without teaching them critical thinking skills; and to be fluent writer in creating English texts without teaching them information literacy skills. Therefore, we must integrate the teaching of 21st century learning skills with the English skills teaching practice, as strongly encouraged and supported by several research findings (Luk & Lin, 2015; Gilfert, 2011; Davis & Sumara, 2000; Benesch, 1999; Frye, 1999;).

### **1.3 BRIDGING THE DIVIDE: USING ADVERTISEMENTS AS MULTIMODAL TEXTS**

Advertisements are designed to persuade us, the consumers, to make purchase for the advertised products. As informative text, advertisements entrench factual information that is wrapped persuasively with eye-and-ear-catching audio-visual images and words to market the products. Contemporary advertisements are ubiquitous and have been communicated through multiple forms of media such as television, movies, magazines, and the internet.

Advertisements are multimodal texts; texts that include multiple modes or genres of representation, with combined elements of print, visual images, design, and sounds. Multimodal texts decentralize the written word, and centralize the juxtaposition of graphics, images, sounds, and other modes that carry its meaning. As multimodal texts, advertisements are filled with bias and power (Assaf & Adony, 2010) since advertisements texts centralize on the use of video, audio and print representation to carry its message to the society. The integration of multiple modes in advertisements creates complex and layered combination of messages that should be cracked by the reader or viewer to understand or comprehend its real meaning. In other words, since advertisements are multimodal texts, they include various pathways to read. In the context of language teaching, our students must be taught to engage themselves in meaning-making processes when they are offered advertisements to comprehend.

Considering its ubiquitous nature, learning to read advertisements become “naturalized” and must be considered as a part of our daily lives and routines (Assaf & Adony, 2010). Some scholars argue that learning to read advertisements will help students develop skills of sEFL-presentation, build their empathy, learn collaboratively, and able to focus on several things at once (Serafini, 2012a; 2012b; Assaf & Adony, 2010; Kress & van Leeuwen, 2006). Teaching English advertisement texts, therefore, offers a rich opportunity to help students critically evaluate and analyze the messages it brings to the society that are relevant in their lives.

English advertisements texts are accessible nowadays. One of the easiest media and the most frequently accessed media, where advertisements appear almost anytime, is YouTube. YouTube has successfully served its role as almost limitless source of multimodal texts that can be easily accessed by anyone. By using internet connection and personal computer, even digital immigrant teachers and students can maximize the existence of YouTube as resources for their EFL teaching and learning practice.

## **2 FINDINGS AND DISCUSSION**

### **2.1 ACTIVITIES TO INTEGRATE 21ST CENTURY SKILLS AND ENGLISH SKILLS TEACHING PRACTICE**

Project-based learning is highly recommended to be used in teaching integrated 21st century learning skills and English skills to EFL students (Bell, 2010; Krauss & Boss, 2007) for it encourages students to engage in real-world projects. Project-based learning makes possible for the students to learn by engaging in real-world projects, and for the teacher to shift their roles as no longer controlling the class. Although teacher still designs the framework for completing the project, students are smoothly 'forced' to think by themselves and to share their thoughts with their group members. They may choose their own learning pathways, including choose kinds of technology they need to help them complete the project. The activities are shifting from merely following teacher's lead, to discussing, debating and exchanging ideas to complete the project.

To be successfully used in EFL context, the project should be designed and structured to maximize English language, content, and real-life 21st century learning skills, and those require a combination of teacher guidance and feedback and student engagement. Later, this project should be developed with elaborated tasks with some degree of challenge to promote students' skills. Therefore, the designed project should be focused on real-world subject matter to build students' interest in learning English skills and 21<sup>st</sup> century skills. Video advertisements can visually stimulate students' interest by its rich content and modes. The project requires students-to-students collaboration, as well as their autonomy and independence during completing their group project, and requires students-to-teacher to guide them complete the project. Since the project is process and product oriented, it should accommodate a purposeful and explicit focus on form and other aspects of English, such as highlighting the grammatical rules of English and its vocabularies used as communicative means in the advertisement as the project outcome.

These project-based activities with guided literacy instruction are designed to expose EFL students to the communicative use of English found in authentic English advertisements. The activities can be done as project-based activities in either English skills subjects or content subjects, such as in Reading, Speaking, Writing, or in English for Specific Purposes courses. The target students for these activities are intermediate to advance level students, since they are assumed to have adequate English knowledge they need to communicate a project. While exposing students to the communicative use of English, students can be guided to elicit their critical thinking skills by analyzing the content of advertisements; encourage their communication skills by giving comments on the advertisements' situational purposes, and; empower their information literacy skills by choosing and producing their own advertisements as form of communication. Therefore, teachers of EFL are also suggested to apply the following steps in these activities:

*Step 1:* teacher should be able to communicate with the students to discuss about the theme of their project.

*Step 2:* teacher with students should determine the outcome of the project, covers the deadline for project presentation, the form of presentation, the media to share the project, and the format of the project (whether it is audio-based, printed-based, or audiovisual-based advertisements).

*Step 3:* teacher with students structure their timeline for project consultation and their target for every consultation session.

*Step 4:* students discuss the advertisements content of their project with teacher based on the set timeline.

*Step 5:* students discuss the use of English as a means of communication for their project with the teacher.

*Step 6:* students give mock presentation for their final draft project before the teacher.

*Step 7:* teacher gives feedback on their mock presentation. The feedback is meant to perfect their project for their final presentation.

*Step 8:* students present their final product as their project before the class.

The project-based activities proposed in this article are designed in two weeks to maximize the integrated teaching of English skills and 21<sup>st</sup> century skills. The activities are presented in Table 1.

**Table 1. Integrated Activities for English Skills and 21<sup>st</sup> Century Learning Skills**

Week 1		
Skills	:	Viewing and speaking
Level	:	Intermediate to advance
Theme	:	Favorite food and beverages
Material	:	Advertisements of McDonald's version Proud Papa (downloaded from <a href="https://www.youtube.com/watch?v=5ZdALTZ6aA8">https://www.youtube.com/watch?v=5ZdALTZ6aA8</a> )
Time allocation	:	90 minutes
Method	:	Project-based learning
Assessment	:	Performance-based assessment
Learning Objectives		Students are able to give comments about appropriateness or inappropriateness of advertisements
Learning Outcomes	:	Oral presentation about appropriateness or inappropriateness of communicating the advertisements to target audience.
Instructions for activities	:	In group, view the sample advertisements, and do the following: <ol style="list-style-type: none"> <li>1. Identify the product being advertised</li> <li>2. Identify the target audiences or consumers for the product</li> <li>3. Decide whether the ways of communicating the</li> </ol>

		<p>product being advertised is appropriate for the target audiences or consumers or not</p> <p>4. Support your decision by giving evidences taken from the advertisements features (colors, images, facial expression and postures of the model when advertised the product, sound/song, etc.) and linguistic devices (texts or utterances appear in the advertisements)</p>
Instruction for project homework	:	<p>Advertisements of favorite food and beverages.</p> <p><i>Option A:</i> in group, create your own advertisement. Use multiple modes in creating the advertisement.</p> <p>The following are the questions to guide you create your advertisement.</p> <ol style="list-style-type: none"> <li>1. What kind of product will you advertise?</li> <li>2. Why do you choose that product to advertise (list its advantages for your target audience/consumer that make your product superior than other similar products)</li> <li>3. How will you communicate your product?</li> <li>4. In what form of mass media will you select to advertise your product? Why?</li> </ol> <p><i>Option B:</i> re-create the sample advertisement that you have analysed using multiple modes.</p> <p>The following are the questions to guide you create your advertisement.</p> <ol style="list-style-type: none"> <li>1. What are the weaknesses of the sample advertisement that you want to improve? Why?</li> <li>2. How will you recreate the language of the sample advertisement?</li> </ol> <p>Will you choose another target audience/consumer for your product? Why?</p>
Week 2		
Skills	:	Speaking and writing
Level	:	Intermediate to advance
Theme	:	Favorite food and beverages
Material	:	Advertisements of McDonald's version Proud Papa (downloaded from <a href="https://www.youtube.com/watch?v=5ZdALTZ6aA8">https://www.youtube.com/watch?v=5ZdALTZ6aA8</a> )
Time allocation	:	90 minutes
Method	:	Project-based learning

Assessment	:	Performance-based assessment
Learning Objectives	:	<ol style="list-style-type: none"> <li>1. Students are able to advertise favorite food and beverages by using appropriate media and modes</li> <li>2. Students are able to compare and contrast advertisements</li> </ol>
Learning Outcomes	:	<ol style="list-style-type: none"> <li>1. Advertisements of favorite food and beverages as group project</li> <li>2. Oral presentation about similarities and differences of the sample advertisement and students' advertisements</li> </ol>
Instructions for activities	:	<p>Students should:</p> <ol style="list-style-type: none"> <li>1. advertise their project for the intended target consumer clearly and comprehensibly through speaking and writing</li> <li>2. operate technology in presenting their project and for providing better viewing experience for the audience</li> <li>3. choose appropriate media to advertise their project</li> <li>4. compare and contrast the sample advertisement and their project for audiences' information</li> </ol>

## 2.2 ASSESSING STUDENTS' ENGLISH SKILLS AND 21<sup>ST</sup> CENTURY SKILLS PERFORMANCE

Students' performance in completing the projects is best assessed with performance-based assessments. Performance-based assessments allow the teachers to gather information about what students can actually do with their knowledge gained through learning. This assessment also emphasizes on students' ability to represent their learning in both spoken and written forms, to develop products as assigned to them, and to reflect on their own quality with the goal of sEFL-evaluation and continuous improvement of their performance. If we use performance-based assessments to assess our students' English performances consistently, along with feedback and opportunities for students to revise their English performance, the level of teaching and learning consistency in our classroom will increase (Gipps&Stobart, 2010; Kress, 2010; Sauro& Smith, 2010). Besides, performance-based assessments provide information for teachers about how students think, collaborate, and try to complete the project given, and how to communicate their project using English. During their performance when presenting the project, teachers can observe their strengths and weaknesses in performing English skills and 21<sup>st</sup> century skills and later can use that information to design classroom instruction accordingly.

The following rubric of performance, as displayed in Table 2, is designed to assess 21<sup>st</sup> century skills and English skills performance of EFL students (in Table 1). In this rubric, student's English performance is already integrated with the indicators of 21<sup>st</sup> century skills performance that are assessed.

**Table 2. Rubric for Student' Performance**

Critical Thinking			
Advanced 4	Proficient 3	Developing 3	Beginning 1
<p>Able to analyze the sample advertisements by showing each of the following indicators:</p> <ol style="list-style-type: none"> <li>1. Identify the product and target audience for the sample advertisement</li> <li>2. Provide reasons for appropriateness / inappropriateness use of linguistics devices and advertisement features of the sample advertisement</li> <li>3. Show advertisement features and linguistic devices in sample advertisement to support their argument</li> </ol>	<p>Able to analyze the sample advertisements by showing two of the following indicators:</p> <ol style="list-style-type: none"> <li>1. Identify the product and target audience for the product that is being advertised</li> <li>2. Provide reasons for appropriateness / inappropriateness use of linguistics devices and advertisement features of the sample advertisement</li> <li>3. Show advertisement features and linguistic devices to support their argument</li> </ol>	<p>Able to analyze the sample advertisements by showing at least one of the following indicators:</p> <ol style="list-style-type: none"> <li>1. Identify the product and target audience for the product that is being advertised</li> <li>2. Provide reasons for appropriateness / inappropriateness use of linguistics devices and advertisement features of the sample advertisement</li> <li>3. Show advertisement features and linguistic devices to support their argument</li> </ol>	<p>Student is beginning to identify the linguistics devices of the sample advertisements and advertisement features yet cannot provide reasons for appropriateness / inappropriateness use of linguistics devices and advertisement features</p>
Communication			
Able to communicate the project by showing	Able to communicate the project by showing	Able to communicate the project by showing	Student is beginning to operate

each of the following indicators: <ol style="list-style-type: none"> <li>1. Advertise their project for the intended target consumer clearly and comprehensibly through speaking and writing</li> <li>2. Operate technology in presenting their project and for providing better viewing experience for the audience</li> <li>3. Use multiple modes in creating / reconstructing sample advertisement for their project</li> </ol>	two of the following indicators: <ol style="list-style-type: none"> <li>1. Advertise their project for the intended target consumer clearly and comprehensibly through speaking and writing</li> <li>2. Operate technology in presenting their project and for providing better viewing experience for the audience</li> <li>3. Use multiple modes in creating / reconstructing sample advertisement for their project</li> </ol>	one of the following indicators: <ol style="list-style-type: none"> <li>1. Advertise their project for the intended target consumer clearly and comprehensibly through speaking and writing</li> <li>2. Operate technology in presenting their project and for providing better viewing experience for the audience</li> <li>3. Use multiple modes in creating / reconstructing sample advertisement for their project</li> </ol>	technology in order to advertise their project yet without clear and comprehensible presentation
Information Literacy			
Able to inform the audience about the project by showing each of the following indicators: <ol style="list-style-type: none"> <li>1. Choose appropriate media to advertise their project</li> <li>2. Compare and contrast the sample</li> </ol>	Able to inform the audience about the project by showing each of the following indicators: <ol style="list-style-type: none"> <li>4. Choose appropriate media to advertise their project</li> <li>5. Compare and contrast the sample</li> </ol>	Able to inform the audience about the project by showing each of the following indicators: <ol style="list-style-type: none"> <li>7. Choose appropriate media to advertise their project</li> <li>8. Compare and contrast the</li> </ol>	Student is beginning to choose technology to advertise their project with little information on the excellence of their product compared to the product in the sample advertisement.



advertisement and their project for audiences' information 3. Give clear information on the excellence of their product to the audience and the media they choose to advertise the product	advertisement and their project for audiences' information 6. Give clear information on the excellence of their product to the audience and the media they choose to advertise the product	sample advertisement and their project for audiences' information 9. Give clear information on the excellence of their product to the audience and the media they choose to advertise the product	
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### 3 CONCLUSIONS AND SUGGESTIONS

This century has challenged us, teachers of EFL, to reshape our teaching and learning practice in EFL classrooms. EFL teaching and learning practice must meet economic, workforce and civil needs that are later faced by our students, in order to prepare them to succeed in their life. Integrating the teaching of English skills with the teaching of 21<sup>st</sup> century skills, which is bridged by using advertisements as multimodal texts, can become one of the many ways of reshaping our teaching and learning practice. Only by reshaping the assignment, activities, learning outcomes and assessments can we prepare our students to enter the globally competitive world.

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# THE ROLE OF PLAY TOWARDS CHILDREN'S LANGUAGE DEVELOPMENT IN AN IMMERSION CLASSROOM

**Pasca Kalisa**

pasca.kalisa@gmail.com

**Novia Trisanti**

Via\_Santi@yahoo.com

Semarang State University

## **Abstract**

*The paradigm shift on education in early years has attracted worldwide's attention in designing learning activities appropriate for children at early ages. Responding to this shift, play is adopted as the center of curriculum to stimulate children in developing their language since play requires them to learn by doing. Thus, this study is aimed at investigating to what extent play could influence children's language development and how other factors dealing with children's background might influence their language development. The participants of this study were 11 students enrolled at Mondial School, an immersion school in Semarang, Indonesia. The children were engaged in constructive play and role play in a natural setting. Data were analyzed based on the children's responses to play instructions in both constructive and role play. In addition, data in line with other factors which might influence the production of language were taken into consideration. It was found that children showed the syntax complexity in constructive play center since they initiated their own task compared to role play which was more teacher-directed play. Moreover, the children tended to produce the language more only when they were exposed to the immersion program longer, when English was also spoken at home in turn with their first language (Indonesian), and when they had English access at home. In conclusion, children's language development was not only affected by play as the learning activities, but also some factors including length of exposure to immersion program and language spoken at home.*

**Keywords:** *play, children's background, early years, immersion*

## **1 INTRODUCTION**

Realizing the demand of starting to learn language in earlier ages as initiated by UNESCO (2000), many schools in Indonesia have been trying to apply English as a foreign language to be learned by kindergarteners. In addition, one supporting hypothesis relating to 'the earlier the better' in studying language is known as the Critical Period Hypothesis proposed by Lenneberg in 1967 (as cited in Pinter, 2006) that the period of early years is considered as the critical period where children will acquire language to native level proficiency as they are exposed to the language-speaking environment. In response to this hypothesis, immersion program has been introduced as a bridge to

facilitate children's English language learning. In this immersion program, children are expected to develop Indonesian (outside school) as well as English (in school) simultaneously.

Children's learning is somewhat different from that of adults. Children need an environment that engages them in pleasure instead of pressure. Movement and interaction are necessary to encourage them to participate in the teaching and learning process. In addition, they need kind of activities that could engage them in enjoyable learning that enables them to stimulate their curiosity, evoke pleasure, and engage in a sense of fun (Read, 1998). In this case, language plays an important role to facilitate their learning in order to engage in social environment, which encourages them to cooperate and help each other to complete the tasks given.

Realizing the challenge of teaching children described by Read (1998), play is suggested as the center of curriculum in the preschool (Hoorn et al., 2010). Activities for young children should consider their development. Learning is still based on what they want to do without pressure in it. Furthermore, play gives them more space to be in imaginative world (Vygotsky, 1978). Children tend to use their imagination when they are playing with anything around them. They will explore themselves to be what they want to be. For example, when they are provided a home setting, they will pretend as a mother and use a doll as their child. In this case, they will talk to the doll as if it alive. Therefore, their imagination will increase through the engagement of play.

Moreover, role-play as one of play-based learning activities is considered effective to explore children's imagination that focuses more on the communication of messages. Cook (as cited in Cekaite & Aronsson, 2005, p. 169) assumes that "communicative language teaching—with its focus on meaning is more natural and authentic than the reading of fiction and form-focused language such as grammar practices". This kind of teaching could stimulate children to expose language use spontaneously and to engage in meaningful input as a result of interactions. In this case, children tend to not consciously notice grammatical rules in their natural interactions.

In addition, play-based learning is considered a powerful way of children's learning including language, social, and motoric developments (Frost, 1992). When children are engaged in play, they tend to interact with their friends close to them to play with. Here, interaction will occur naturally, which encourages children to promote their creativity based on curiosity. Children would be more creative when they play with the real objects around them and make these objects as what they want. In addition, they tend to enjoy their playing when they play with others. Through this natural interaction, communication will also occur naturally. Children would use the language as a vehicle to communicate each other. In other words, play includes a lot of interaction and movements to consider. It enables them to interact, move, and communicate with their peers.

Walsh, McGuinness, Sproule, and Trew (2010), in their study, pointed out that there was evidence that play-based learning was a positive learning towards children's development including social development compared to a didactic approach. Play provides a chance for children to be engaged in social environment where they tended to learn from their peers. In the context of play, children would have more interaction with peers and chance to speak freely instead of teacher-talking domination as seen in the more traditional approach, which the role of teacher is as a center. In other words, play encourages children to actively participate since play needs a lot of movements and interactions.

Echevarria, Short, and Peterson (2011) suggested that the early school years is a period when children need to experience something new that they are curious about and

can work with peers. The exposure of play contributes to children's language development, as children will learn by doing the activities given that encourage them to have fun with their imaginative world. In addition, they are also encouraged to engage with peers to deal with some instructions, which tend to enhance their cognitive and social developments (Broadhead, 2006). Cooperation occurs in the play environment since play provides the environment in which children may be less anxious. Interaction and communication happen more naturally in this social environment as children are exposed to language use without realizing that they are learning the language. The engagement of play experiences could lead children towards language development and lifelong learning (Bodrova & Leong, 2005). Through play, children tended to learn by doing since play requires actions. Play could give children experiences that they will never forget. In addition, play could encourage them to the development of language production through being engaged in interaction and communication. Moreover, Griva and Sivropoulou (2009) found that when kindergarten children were engaged in play activities, they tended to have the opportunities to communicate using simple phrases since play encouraged children to use the language in meaningful interaction. The sufficient amount of interaction could enhance children's involvement and participation in classroom activities.

Gupta (2009) proved that play helped children to increase their verbal interactions that led them to enhance their vocabulary and syntax complexity. Through play, children tend to be more interactive that encouraged them to communicate with the language. Communication with the language tends to naturally occur in this playful environment. In addition, Kim and Kellog (2006) argued that the engagement of play could give space for children to be able to express their creativity in ways that support their language learning process, which psychologically benefits them. Children tended to be more creative in playful activities, which led children to be involved in imaginary world. Furthermore, they absorbed the knowledge through playing with others since play encouraged them to be as creative as possible. Based on the exposure of creativity, their brain tends to develop intellectually. In addition, children also have high curiosity rather than adults do. Through play, children could explore their thoughts and keep thinking what they were curious about in their surroundings.

Another study by Taeschner (as cited in Edelenbos et al., 2006) suggested that teaching children using a structured story might allow them to produce L2 spontaneously in real situations. Engaging children in the story would provide them an environment where the imagination occurs. The story teaching could lead children to produce the language based on their imagination. This kind of learning as one of play-based learning would help children in spontaneous L2 production not only in the classroom context, but also outside classroom.

Thus, this study is aimed at investigating to what extent play could influence children's language development and how other factors dealing with children's background might influence their language development

Though play is the important role in facilitating young learners' learning, other factors dealing with children's background might influence their language development appear to have received little attention. Therefore, the research purposes in the present study were addressed below:

- a. To investigate to what extent play could influence children's language development; and
- b. To investigate how other factors dealing with children's background might influence their language development

## 2 METHOD

### 2.1 Participants

Participants of the present study were eleven kindergarteners enrolled in the first year of Mondial School Kindergarten, an immersion school located in central part of Java, Indonesia. They belonged to “Panda Group” consisting of five girls and six boys. None of them was English-native speaker. In addition, none of them had experience in living in English-speaking countries. Their age ranged from five to six. Moreover, most of them have been in this immersion school for more than one year (preschool).

### 2.2 Procedures

Data were mainly collected through audio and video recordings to capture children’s spoken language in response to teachers’ instruction when they were engaged in role-play center and constructive play center. Data dealing with children’s background were collected through questionnaire given to parents and interview with teachers, in response to these elements: (1) ages; (2) length of exposure to immersion; (3) languages spoken at home; and (4) English access at home.

Data gathered in two weeks were first transcribed to know the production of oral language when the children were having conversation with their partners or group in playing and completing the tasks. The transcribed speech were analyzed with respect to different complexity of chunks in two different kinds of play. The questionnaire and result of interview were seen to conclude how children’s background contributes to their oral production of English.

## 3 FINDINGS AND DISCUSSION

In response to the first research question, children showed language complexity when they were engaged in constructive play compared to role-play, as shown in the conversation below among Feri, Gina, and Alfa when they were playing blocks.

*F : What’s that?*

*We’re gonna make more bigger.*

*G : Oh. What is mine?*

*F : Here.*

*G : No no no.*

*F : This is for me.*

*Oh, get first. See. (laughing)*

*It’s strong, right? Like this one.*

*G : It will not transformer.*

*F : I can make quick transformer, right?*

*A : This.*

- F : We make transformer, right?*
- A : Yes.*
- F : When this is long as this, it's Optimus Prime.*
- G : I know.*
- F : The one that is long as this, so longer as this.*
- G : Buble B? It's waiting in the other room.*
- F : Buble B is long as this only.*
- G : Why do you say this?*
- F : I need one more L.*
- Yes. I get to choose.*
- G : Optimus Prime is the king.*
- F : Ah. Optimus Prime is a king, right? It's so big.*
- G : Buble B is so small.*
- G : Miss! (showing her robot)*
- F : I made the castle for your Optimus Prime.*
- You know, this is the king of the castle and this is the food in the front.*
- G : I make Optimus Prime. This is castle.*

Based on the conversation, Feri and Gina showed greater degree of language complexity. They could produce more complex chunks in negotiating meaning, giving opinion, explaining what they have already made, and giving opinion about something. In addition, they seemed to demonstrate their creativity in making some things based on what they had and saw in their surrounding. They also managed to explore their imagination to make the things they want to. Therefore, language became an important role to facilitate their actions. This corresponded to the previous study (Kim and Kellog, 2006) indicating that play could give space for children to express their creativity that supported their language learning process.

In addition, the conversation showed that Farhan was able to produce longer chunks. The structure seemed to be complex for young children corresponding to the previous study (Gupta, 2009), that play leads children to enhance their vocabulary and syntax complexity. As children showed more complex chunks while they are engaged in constructive play, which was children-directed play, children tended to use simple phrases in playing a role directed by the teacher. The conversation could be seen in the following transcript.



*T : What do you want?*

*G : Corn.*

*T : Only corn?*

*G : Yes. Just this.*

*T : Just that. Have you paid?*

*G : (giving the money)*

*R : Thank you.*

The conversation occurred among the teacher, Gina, and Rama when Gina pretended as a buyer and Rama served as a seller at the traditional market. With teacher's direction in their play, it seemed that they had no willingness to speak and finally, they produced some simple phrases as the teacher stimulated some questions. In addition, it was shown that they did not try to initiate questions or sentences. Most of the questions had to do with exchanging goods and services when the students were engaged in role-play. In this kind of play, the students tended to explore their imagination based on their roles. The finding was in accordance with Vygotsky's theory (Vygotsky, 1978) that the engagement of play allowed children to be in imaginative world. Imagination occurred as much as possible when they had sufficient amount of being engaged in play that requires a lot of interaction with peers. Through role-play, there was a tendency of having two-way communication when they needed to play their own roles. The following conversation involved three children when they were engaged in the role-play of exchanging goods and services.

*Gina : Are you want banana ... or grape?*

*Haga : I want grape.*

*Gina : There you go.*

*Kevin : May I try, Gina?*

*Gina : Oh no!*

The conversation showed a relationship between a waiter and customers in a restaurant setting. In this case, Gina as a waiter tried to offer beverages to Haga and Kevin as customers by using yes-no question with auxiliary verb "are". It could be seen that young learners tend to use simple phrases in their spoken language. These phrases are considered sufficient to facilitate their interaction while they are playing. It corresponds to a study on young children at play (Griva and Sivropoulou, 2009) that when children are engaged in play, they tend to have opportunities to communicate using simple phrases in meaningful interaction.

The use of auxiliary verb “are” (Are you want ...?) in this context was for the purpose of asking preference among two options, banana or grape. However, it could be seen that the use of “are” in the sentence was ungrammatical. It seemed that although it contained grammatical error, it was understood by her interlocutor. In this case, grammatical error did not change the intended meaning. It showed that Gina focused on the communication of message, rather than grammatical rule. Since the focus was on meaning, the learner did not have much attention to grammar. However, grammar could be acquired along with meaningful interaction, which focused on conveying intended meanings. This resembled Ortega’s argument (Ortega, 2009) that the second language learners would naturally acquire grammatical rules through the communication of messages that more focused on meaning. It was also what the concept of “acquisition” pointed out in Krashen’s theory (as cited in Lightbown & Spada, 2006) on second language acquisition that young learners would acquire the language as they were exposed to language use-environment without consciously noticing language forms. Therefore, children could spontaneously use the language, as grammar was not much emphasized.

Regarding with the second purpose of the present study that was to investigate how children’s background might influence their oral production, the finding was shown in the following table.

*Table 1. Children’s Background*

Student’s name	Age (in years)	Length of exposure (in months)	Language spoken at home	English access at home	Production of spoken English
<b>Feri</b>	5,6	18	English	Yes	Complex
<b>Betty</b>	5,4	30	English	Yes	Complex
<b>Haga</b>	5,3	12	Indonesian	No	Simple
<b>Rama</b>	5,7	18	English	Yes	Complex
<b>Gina</b>	5,10	4	English	No	Simple
<b>Keina</b>	4,7	7	Indonesian	No	Simple
<b>Katia</b>	5,1	30	English	Yes	Complex
<b>Kevin</b>	5,6	24	English	Yes	Complex
<b>Alfa</b>	5	12	Indonesian	No	Simple
<b>Tody</b>	5,1	6	English	Yes	Never respond
<b>Raka</b>	5	1	Indonesian	No	Simple

Based on Table 1, it indicates that children having longer exposure to immersion school showed greater degree of complexity in producing spoken English. In this case, age did not really affect children’s language development compared to length of exposure to immersion. Moreover, the majority of the children had more complex chunks only when they used English to be spoken at home. However, two children, Gina and Tody, indicated that although English was spoken at home, it did not influence their language production since they have been exposed to immersion school less than one year. Tody, for example, although he used English at home to communicate, but the teachers reported that he rarely went to school. Therefore, he never responded the teachers’ instructions verbally. In line with English access at home, most of the children produced more

complex chunks when they had English access at home, such as kid's television program in English or any kinds of English mass media.

#### 4 CONCLUSION

Based on the findings and discussion, it could be concluded that play was a powerful tool to encourage and lead children into their second or foreign language development as they interacted and communicated naturally with their peers and the teachers. Constructive play was regarded to be more beneficial in children's language complexity compared to role-play since constructive play, in the present study, was more children-initiated play.

In line with children's oral production of English, play tended to be not the only factor which influenced their language development, but also their background had contribution to it. Children produced more complex chunks when they were exposed to immersion program longer, when English was also spoken at home, and when there was English access at home. However, age showed no significant influence to children's language development.

#### LIMITATION AND IMPLICATION FOR FUTURE STUDY

The presnet study was limited to a small number of kindergarteners since it is conducted in only one classroom setting that involved only eleven children. It could not represent a wide variety of students in the school. In addition, this study was limited to a short period of time. It intensively takes only eight days (two weeks) to collect data, so that it could not capture the significant development of spoken language production.

Based on the limitations of the study previously discussed, future research should extend the number of participants in order for the findings can be generalizable. Due to the short period of data collection in the present study, future research should also extend duration on data collection to obtain the richness of spoken language production. From the extended period, it could also capture the development of utterances each day.

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**THE CORRELATION BETWEEN ENGLISH PROFICIENCY  
AND FACTORS INFLUENCE INDIVIDUAL DIFFERENCES  
IN LEARNING ENGLISH OF THE SIXTH SEMESTER  
STUDENTS OF ENGLISH AND LITERATURE  
DEPARTMENT OF ALAUDDIN STATE ISLAMIC  
UNIVERSITY OF MAKASSAR**

**Aryana Nurul Qarimah**  
Aryanaarsyad@gmail.com

**Serliah Nur**  
Serliah\_nur@yahoo.co.id

*English and Literature Department,  
UIN Alauddin Makassar*

***Abstract***

*This research studied about the correlation between English proficiency and factors influence individual differences in learning English of the sixth semester students of English and Literature Department of Alauddin State Islamic University of Makassar. TOEFL paper-based test and questionnaire were provided as instruments of the research to 37. Then, in analyzing data the researcher used descriptive quantitative method, it aimed to find out whether or not English proficiency correlated with factors influence individual differences. The result of this research showed that the mean score of students' English proficiency was 382, it indicated that English proficiency of students was fairly good. While the students' factors influence individual differences in learning English were classified as good. In this research there were five factors influence individual differences in learning English that had been analyzed. They were motivation, attitude, language aptitude, personality and cognitive style. From those factors, language aptitude factor was the dominant factor that influenced students in learning English. Then, the correlation between English proficiency and factors influence individual differences was low while the result of Coefficient Correlation between English proficiency and factors influence individual differences in learning English showed there was a correlation. Then from the result of Chi-Square, it indicated that there was influence between English proficiency and factors influence individual differences in learning English. Based on the result, researcher concludes that there was correlation and influence between English proficiency and factors influence individual differences in learning English although this correlation was classified as low.*

***Keywords: English Proficiency, Individual Differences.***

## **1 INTRODUCTION**

English is a foreign language in Indonesia and it has been taught as one of subjects either in school or in university. English becomes very important to learn because it is needed to communicate and to be successful in education or workplace. The people who masters English will get additional point if they are looking for job than people who do not. As Leslie and Lindley say in Chowdhury and Roshid (2013: 68) that people who are incompetent in English face difficulty in finding jobs, especially well-paid jobs. On the other hands, Olanipekun and Ishola (2014: 90) affirm that English language has afforded the country a great deal of having contact with the international world. Therefore, English proficiency is an important aspect in this globalization era in order to compete with others.

One way to know English proficiency is taking English proficiency test. The standardized test of English proficiency are IELTS (International English Language Testing System), TOEFL (Test of English as a Foreign Language) and TOEIC (Test of English for International Communication). In this research, the researcher used TOEFL Paper-Based Test because it is the most famous one for students. Moreover, TOEFL Paper-Based Test is used to measure students' proficiency when they want to finish their study in university, especially in English and Literature Department of Alauddin State Islamic University of Makassar. According to Driscoll in Kurasi (2012: 12) TOEFL evaluates the ability of an individual to use and understand English. It is one of the most important factors in international students' success or failure of academic performance.

Furthermore, English proficiency is influenced by the factors which influence individual differences in learning English. According to Skehan (1989: 120) factors influence learners consist of intelligence, aptitude, motivation, attitude, personality and cognitive style. Besides that, Ellis (1994: 473) states that humans being are individuals; they differ with regard to age, aptitude, motivation, personality and cognitive style. Based on it, the researcher is interested to know whether or not these factors are correlated to English proficiency of the sixth semester students of English and Literature Department of Alauddin State Islamic University of Makassar.

Based on the background, the researcher formulated the research questions as follows:

1. How is English proficiency of the sixth semester students of English and Literature Department of Alauddin State Islamic University of Makassar?
2. What factors influence individual differences in learning English of the sixth semester students of English and Literature Department of Alauddin State Islamic University of Makassar?
3. What is the correlation between English proficiency and factors individual differences in learning English of the sixth semester students of English and Literature Department of Alauddin State Islamic University of Makassar?

This research is expected to be meaningful information for lecturers, students, department and next researcher in Alauddin State Islamic University of Makassar. Lecturers can make this research as hint to make their students well-prepared to master English. Moreover, this research is expected to give beneficial contribution for students of English and Literature Department to evaluate themselves and to increase their English proficiency, besides that it helps them to know the factors influence individual differences in learning English. Furthermore, department can know their students' English proficiency. Besides that this research can hopefully be a reference for the next researcher.

According to Llurda (2000: 88-89) proficiency is a term that suggest variability, and it has traditionally been related to measurement and testing in second language teaching and learning. Furthermore, Wilson in Llurda (2000: 89) states that proficiency goals include general competence, mastery of the four skills or mastery of specific language behavior.

English proficiency test is provided to measure how well English proficiency of one. The standardized test of English proficiency is needed to get the valid data, and types of standardized test of English proficiency are IELTS (International English Language Testing System), TOEFL (Test of English as a Foreign Language) and TOEIC (Test of English for International Communication). On the other hand, TOEFL is used to measure English proficiency in this research.

Regard with individual differences, every individual has different characteristics that are unique for every individual and make them be different from each other. According to Dornyei in Laureanda (2012: 8), individual differences are characteristics or traits because of which individuals differ from each other. Individual differences are related to achievement in foreign language learning because it is influenced by several factors such as aptitude, motivation, personality, cognitive style, and attitude. According to Skehan (1989: 120) factors influence learners consist of intelligence, aptitude, motivation, attitude, personality and cognitive style.

Motivation is one of the main elements directly related to success in developing a second or foreign language. According to Harmer (1991: 51) motivation is some kind of internal drive which pushes someone to do things in order to achieve something. Furthermore Harmer (1991:51) divides motivation into two types, intrinsic motivation comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself or by desire to make themselves feel better. While extrinsic motivation is caused by any number of outside factors, for example the need to pass in exam, the hope of financial reward, or the possibility of future travel.

In addition Krashen in Wimolmas (2013: 907) divides extrinsic motivation into integrative motivation and extrinsic motivation. Integrative motivation begins with a personal effort and continues on with a desire to know the target language's native speaker. While instrumental motivation refers to a desire in learning foreign language to achieve some practical goal, such as job advancement or course credit (Lucas, et al in Nahavandi and Mukunda, 2013: 75)

Attitude is one of the six factors that influence motivation in language learning. They defines attitude as sentiments toward the learning community and the target language (Oxford and Shearin in Nahavandi and Mukunda, 2013: 6). Besides that, Gardner in Abidin and Alzwari (2012: 120) classifies the term of attitude into three interrelated components namely, cognitive, affective and behavioral. The cognitive component involves the beliefs, thoughts or viewpoints about the object of the attitude. The affective component refers to the individual's feelings and emotions towards an object, whether he or she likes or dislikes. The behavioral component involves the tendency to adopt particular learning behaviors.

Aptitude is the most important factor that influences individual differences in language learning. As mentioned by Skehan (1989: 25) that one of the central individual differences in language learning is language aptitude. Aptitude is as rate of learning because aptitude is a specific talent for language, students with higher aptitude will appear to learn faster than students with lower aptitude (Carroll in Krashen, 2002: 25). Furthermore, Carroll in Hurd (2006: 4-5) divides language aptitude into four components:

- 1) Phonemic coding ability is the capacity to identify distinct sounds and to code them for later retrieval.

- 2) Grammatical sensitivity is the ability to recognize the grammatical function of words in sentences.
- 3) Inductive language learning ability is the ability to identify patterns in language use and from this to notice and identify patterns of correspondence and relationship involving either meaning or syntactic form.
- 4) Associative memory capacity is the ability to learn associations between sounds and meanings and retain them.

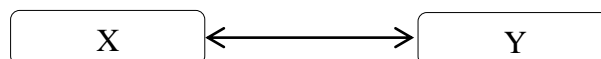
While, personality is the total of unique psychological of characteristics behavior patterns (both overt and covert) across different situations and over time (Zimbardo cited in Ahmad, 2014: 15). The characteristic of personality are extroversion and introversion. Jonassen and Grabowski in Laureanda (2012: 32) states that extroversion indicates thinking and behavior that are directed outward. Extrovert learners usually make relationships with other people easily, they are sociable and can approach new situations quickly. While introversion refers to thinking and behavior that are directed inward or to oneself, introvert learners instead are shy and show slow development of social skills. Extroversion and introversion can influence language learning in a positive or negative way depending on the measured aspect. It is believed that extrovert students, who are sociable and open to other people, are more successful in learning languages than introverts, because they have more contact with second language.

Then, cognitive style refers to individuals' preferred way of processing of perceiving, conceptualizing, and organizing information. It is like what Liu says in Shi (2011: 21) that cognitive style is individual's habitual way of organizing and processing information. While the classifications of cognitive style are the field independent and field dependent. According to Hall in Maghsudi (2007: 5) that field independent learners have been referred to as analytical, competitive, individualistic, internally referent, intrinsically motivated. Field independent learners are more able to generate and structure their own knowledge rather than accepting knowledge reprocessed by others. Whereas, field dependent learners have been referred to as group-oriented, global sensitive to social interactions, extrinsically motivated, and externally referential. Moreover, Governor cited in Maghsudi (2007: 5) says that field dependent learners are in more need of social input and external help in interpreting clues embedded in a particular learning task.

## 2 METHOD

This researcher applied descriptive quantitative method with two variables, independent and dependent variable. Independent variable is the students' English proficiency (X) and dependent variable is factors influence individual differences in learning English (Y).

The two variables are described as follows:



Notation:

X = Students' English proficiency

Y = Factors influence individual differences in learning English

↔ = Correlation line

Furthermore, the population of this research is the sixth semester students of English and Literature Department of Alauddin State Islamic University of Makassar in academic year 2012/2013. It consists of six groups. They are A.G-1, A.G-2, A.G-3, A.G-4, A.G-5 and A.G-6. The total students of population are 124 students. Then the researcher took 30% from each population randomly. Therefore, the numbers of samples



are 37 students. The reason why random sampling technique was used in this research because researcher thought that the population of this research was homogeneous in some aspects, such as the population was in the same age group, same department and same university, so the sample can represent all students of all groups. As Sugiyono (2013: 82) says that random sampling is done if population is reputed homogeneous.

Besides that, the researcher used a standardized test TOEFL paper based test as the first instrument of the research. While the second instrument of the research was the questionnaire. It was used to find out the factors influence individual differences in learning. Then according to Sugiyono(2013: 93-94) the Likert Scale was used to rate students' factors in learning English. The scale ranged from 1 (strongly disagree), 2 (disagree), 3 (agree) to 4 (strongly agree).

### 3 FINDING AND DISCUSSION

The findings of whether or not factors individual differences correlated to English proficiency.

*The finding of students' English proficiency*

No	Classification	Score	Frequency	Percentage
1	Excellent	520 – 677	0	0%
2	Very good	480 – 520	0	0%
3	Good	420 – 480	5	13.5%
4	Fairly good	310 – 420	32	86.5%
TOTAL			37	100%

From the table above, it can be seen that from thirty seven students, there are five students (13.5%) got good classification and thirty two students (86.5%) got fairly good classification. While none of students (0%) got excellent score and very good score in English proficiency test. In addition, the mean score of students' English proficiency is 382. So the researcher can conclude that most of students have classification of English proficiency in fairly good classification.

While, from the application of the Pearson  $r$  formula and Chi-Square in analyzing the factors of individual differences, the result found out motivation had very low correlation, it was reflected by the value of  $r_{xy}$  (*motivation*) was 0.001, attitude had low correlation with the value of  $r_{xy}$  (*attitude*) was 0.37 and the value of  $\chi^2$  was 3.54. While language aptitude had moderate correlation with the value of  $r_{xy}$  (*language aptitude*) was 0.58 and the value of  $\chi^2$  was 3.42, personality had low correlation with the value of  $r_{xy}$  (*personality*) was 0.27 and cognitive style had the value of  $r_{xy}$  (*cognitive style*) was -0.53, it indicated that there was no correlation between English proficiency and cognitive style of students. So, the most dominant factor from five factors of individual differences in learning English was language aptitude.

Then, the mean score of factors influence individual differences in learning English was 69.1 or after converting score is 691.4 with the total score 2558. It indicated that the students' factor of individual differences in learning English was classified as good.

Furthermore, from the application of the Pearson  $r$  formula in analyzing the correlation between students' English proficiency and factors influence individual differences in learning English found out  $r = 0.34$ . Then, the result was referred into standard correlation of Pearson Product Moment and it was classified in low

classification because the result laid between 0.200 – 0.399. Besides that the result was counted into the  $r$  table of Product Moment at the degree of 0.05 (5%) significance, where the number of the sample was 37,  $r$ table value = 0.32. So, it indicated that the value of  $r_{xy}$  is higher than  $r$  table value or  $0.34 > 0.32$ . Thus, there is a significant correlation between students' English proficiency and factors influence individual differences in learning English.

On the other hand, from analyzing of Chi-Square, the influence of students' English proficiency and factors individual differences in learning English found out  $\chi^2 = 0.56$  with  $db = 3$ . The result was referred into Chi-Square table at the degree of significance 5%, it showed that  $\chi^2$ test was bigger than  $\chi^2$ table or  $0.56 > 0.35$ . Therefore, there was a significant influence between students' English proficiency and factors individual differences in learning English.

From the result of data analysis that showed there was a correlation and influence between English proficiency and factors influence individual differences in learning English although the correlation was classified as low, the researcher analyzed the reason why the correlation and influence was classified as low because all the factors of individual differences in learning English were not balance. It was indicated by the application of the Pearson  $r$  formula and Chi-Square in analyzing all the factors of individual differences in learning English. Language aptitude factor was in the highest level, then there was attitude, followed by personality and motivation then the lowest level was cognitive style. In addition, some students thought that English is an important to learn and they felt proud and excited when they were studying English but in fact, their behavior toward English was not coherent with what they felt and thought. Such as, they liked English but they did not give opinions during English lesson, or they did not prepare themselves to study English before come to class. This matter reflects the reason why the result of this research showed low correlation and influence.

So, the result of data analysis indicated that in order to have a good English proficiency, the students should not only be good in motivation or attitude as the factor of individual differences in learning English but also they should be good in all factors of individual differences (motivation, attitude, language aptitude, personality and cognitive style). When the students are good in all factors of individual differences in learning English, the researcher believes that students will master English and get good English proficiency.

#### 4 CONCLUSION AND SUGGESTION

This study reveal that the correlation and influence between English proficiency and factors influence individual differences in learning English were classified as low. It was reflected by the value of  $r_{xy}$  was 0.34 and  $\chi^2$  was 0.56. The correlation was low because all the factors of individual differences in learning English (motivation, attitude, language aptitude, personality and cognitive style) were not balance. So, it will be better if the students always practice their English and study about tips and tricks of TOEFL in order to master the skills of English.

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# THE EFFECT OF SELF-EDITING AND PEER-ASSESSMENT ON WRITING PERFORMANCE TO THE TENTH GRADE STUDENTS OF MAN LAB UIN-JOGJAKARTA

**Trisnawan**

penerbit.dwitunggal@gmail.com

*MAN LAB-UIN Jogjakarta*

Jl. Lingkar Timur, Pranti, Baguntapan, Bantul

## ***Abstract***

*Self editing and Peer assessment has been considered an important part of writing process that helps improving writing ability. Having a friend express opinions and provide certain guideline to improve the writing is analogous to a mirror reflecting the ability of the reviewer and the reviewed (Bostock, 2000). This presence study aimed at investigating the effect of self editing and peer-assessments by the tenth grade students of MAN LAB UIN Jogjakarta on the recount paragraph writing and the subjects' attitudes towards the technique and being assessed by peer. Besides, this study reports investigation of possible friendship bias in peer assessment as well as the impacts of this practice on learners' attitudes towards it. The sample consisted of 32 students of grade X. It was found that after experiencing the writing instruction with self-editing and peer-assessment and being assessed by peer, the subjects' writing ability improved significantly. The students have highly positive attitudes towards the teaching technique. Hence, it can be concluded that self-editing and peer-assessment are indeed effective in improving the writing performance of the students. In addition, based on others' perspectives, they could make further revisions on text development, organization, or style (global revision). Through self-editing and peer-assessment, the students were willing to provide further support to peers and learn from each other in the process of writing.*

***Keywords: Self-editing, Peer-Assessment, Writing***

## **1 INTRODUCTION**

The effectiveness of peer-editing versus self-editing on students' revisions of linguistic errors was investigated in some studies (Diab 2010, 2011, Sadeghi & Daulati Baneh 2012). For instance, Diab (2010) compared the efficacy of self-editing to peer-editing in improving students' revised drafts. The study included an experimental group that practiced peer-editing and a control group which engaged in self editing. The result indicated that training in both peer-editing and self-editing assisted students to revise their essays. The analysis of data also showed that there was a statistically significant difference in revised drafts in favor of peer-editing group. However, those who engaged

in self-editing revised more errors compared to the writers who received peer editing, (in Abadikah).

There was a research related to the problem in this paper that has been conducted by Nuwar Mawlawi Diab entitled *The Effect of Peer-Versus Self-Editing on Learner Autonomy in ESL Writing*. This thesis reports on an action research study carried out with students attending an English medium university. The action research comprised three cycles, each presented here as a Study. Study one, which investigated the effects of peer-editing on students' revised drafts as well as on new essays, revealed that the students did not benefit from peer feedback in improving their revised drafts. However, peer-editing helped them write new better quality essays. Results of Study One led to Study Two, which investigated the reasons for the students' failure to benefit from their peers' feedback in revising their essays. It showed that the students' culture of learning played a major role in their giving and receiving of peer feedback. The insight gained from Study Two led researcher to modify his method of teaching peer-editing before embarking on Study Three, which investigated the same questions as Study One but with two new aspects: 1) Study Three employed an experimental group which engaged in peer-editing, and a comparison group which practiced self-editing, and compared the effects of peer-editing to that of self-editing on the students' writing. 2) It also tested the students' ability to correct specific types of language error. Compared to the comparison group, the experimental group significantly improved their writing in revised drafts as well as in new essays. Since both groups received teacher instruction, but only the experimental group had engaged in peer-editing, these results may be attributed to peer editing. More specifically, the experimental group significantly reduced rule-based language errors in revised drafts but not in new essays. However, non rule-based errors were not significantly reduced either in revised drafts or in new essays. The thesis grounds the results of this action research study in a socio-cognitive theoretical framework of Second Language Acquisition. The study contributes to research by demonstrating the important role of both teacher intervention and peer interaction in developing the students' writing skills in a way which may lead them to become autonomous writers. It also has important pedagogical implications for teachers as it reveals the benefit of correcting specific, rather than all, language errors in order to bring about some language development in their students' linguistic knowledge, (University of Leicester).

Considering to the result of some studies, hence, it can be said that Self-editing can be applied as a way to make writing to be polished, professional, and effective. Therefore, it can be said that self-editing has function as a system for reviewing our work (writing) with a critical eye. By having Self-editing, a writer (in this case the students) can catch the mistakes in our own writing in which it is, sometimes, difficult to do. As a matter of fact, most of us, especially students make mistakes while writing. They occasionally misspell words, use the wrong tense, or stop to reclaim a thought while writing. In addition, generally catching mistakes in our own writing is difficult phenomenon to beat. Fortunately, you can improve your self-editing skills to cut down on mistakes and improve the quality of what you write.

Related to this, in this paper, self-editing means the activity in which the students edit their own writing after being read by the teacher and given underlined signs at the error they have made. In this case, the students have to edit their writing in the class under supervisor of the teacher. After they have done the self-editing, then their writing must be given to the others students for being assessed or what we call as peer-assessment.

Before having assessed, they were informed the indicator of writing assessment based on Heaton's criteria by the teacher or researcher. In analyzing the data from the test, a banded marking scheme as described by Heaton (2007:146) were applied, they are:

The students' essay score in item of five element: vocabulary, organization, structure, content, and mechanics. Structure refers to grammar and word order, vocabulary covers the correct or appropriate choice of word and idioms, organization concerns with ideas and their logical, coherent language and development; content refers to idea of paragraph, mechanic is the area punctuation and spelling

## **2 METHOD**

Considering to the theory and the result of some research related to the problem of this paper, hence this presence study aimed at investigating the effect of self editing and peer-assessments done by the tenth grade students of MAN LAB UIN Jogjakarta toward their writing performance in writing recount text and investigated the subjects' attitudes towards the technique and being assessed by peer.

Based on the problem above, a classroom action research method is applied in the study. This Clas-room Action Research is done in two cycle. Each cycle has some steps, they are (1) Planning, (2) Implementation, (3) Observation, and (4) reflection.

Classroom Action Research for English learning aims at developing a certain instructional strategy to solve practical instructional problems in English classrooms. In addition, according to Latief (2012:143), Classroom Action Research for English learning aims at discovering learning teaching strategies that match learners' style and strategies in learning English. Classroom action research is done is several cycles each of which is repeated in the following cycle if the result is not satisfactory yet with the better revised lesson plan. Each cycle begins with lesson planning, implementing the plan, observing the implementation, and reflecting or evaluating the process and the result of the implementation. The result of the reflection determines the following cycle.

## **3 FINDING AND DISCUSSION**

Based on the observation in the setting of this research, it was found out that students face difficulties in writing subject. The skill is not a favorite one in the students' opinion and it is become a boring skill. Feeling bored and disliked to the skill is the main cause of the students' low score and this arise great curiosity in teacher's mind to overcome this hindrances. Therefore, a classroom action research is needed here. The focus is overcoming the students error in writing in which caused by their boredom and feeling dislike to the skill. Therefore, this classroom action research is trying to improve the students' writing performance based on the self-edditiong and peer-assessment to the tenth grade students of MAN Lab. UIN Jogjakarta. The problems in this classroom action research reflect two things; the classroom problems to be solved and the strategy to develop to solve the problems. This is in the line of Latief's opinion in his book *Research Method on Language Learning, An Introduction* (2012:153).

The error self-edditng and peer-assessment were chosen as the technique in improving the students' writing performance because the focus is on common errors made by students in hteir writing. By doing self-edditng and peer-assessment to the students' writing, it is hoped that the students' error can be minimized even decrease totally that the improvement will be achieved in writing skill.

In addition, the aspects that have to be considered in doing self-editing and peer-assessment were on the content, organization, vocabulary, structure and mechanics. These aspects are mostly the error written by the students, as a matter of fact they are very important to make our writing understandable and comprehensible to the reader.

Therefore, this Classroom Action Research was conducted for two cycles to the tenth grade students of MAN Lab. UIN Jogjakarta. Before conducting the Classroom Action Research through self-editing and peer-assessments, the researcher gave the pre-test to the setting of this research. In the pre-test, it was found out that the result of students' score was still low and the students' activeness in the learning process was not satisfied. In other words, they have less motivation in study. The pre-test was given in form of written test in which the students have to write a composition of recount text.

Based on the result of pre-test, it was known that the average was 66.64. From 26 students in the class, only 6 students got score above 75 and 20 students got score below 75. By this reason, the achievement of students in writing recount text, was still low and did not reach the Criteria Minimum Mastery. Most of the students wrote insufficiently. For content, their writing have limited knowledge of subject, little substance and inadequate development of topic. Besides, their composition does not show knowledge of subject, non-subjective. In term of organization, they wrote non-fluently, their ideas were confuse or disconnected, lack logical sequencing, and development. Even, some of the students do not communicate, have no organization, and have not enough to evaluate. Meanwhile, their vocabulary were so limited range, and they did frequent errors of word/idiom form, choice usage, meaning confuse or obscured. Even, some of the students did essentially translation, little knowledge of English vocabulary, idioms, word, form, or not enough to evaluate. In addition, their language usage or structure were poor. They did major problems in simple/complex constructions and they also did frequent error of negation agreement, tense, number word order/function, article, pronouns, meaning confuse or obscured. Finally, their mechanics were fair to poor, even some students were very poor. They made frequent errors of spelling, punctuation, capitalization and no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, and paragraphing.

It can be concluded that most of the students made errors in all aspects of writing components. They are vocabulary, structure, organization, content and mechanics. Besides, they were also some errors they made viewed from Corder's categories. Those were omission, addition, misformation and misordering. The results of pre-test show the errors that participants made were basically grammatical. The students also had a relatively weak vocabulary or words choice (misorder) and their sentences were sometimes incomprehensible. Some of them made errors in applying sentence structure rules in the English language.

Considering to those facts, the researcher tried to improve the tenth students' writing performance through self editing and peer-assessments in MAN Lab. UIN Jogjakarta. The result of pre-test can be seen in the following table.

**TABEL 1**  
**PERCENTAGE OF STUDENTS'S SCORE IN PRE-TEST**

Number	Score	Frequency	Percentage	Note
1	$\geq 75$	6	23.077%	Passed
2	$< 75$	20	76.923%	Fail



Total	100%	
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From the table above, it was known that the students' ability in writing recount text was still low and there are many students did not reach the Minimum Mastery Criteria. Quantitatively, the students' average score in pre-test was 66.64. it was also found out that one of the weakness is the previous method which used was still monotonous so that the students have less motivation in writing. Besides, they did not know even the error they have made. Then, the students' activeness in learning process was still low too. Consequently, the students' achievement was low as well.

### ***The Process and The Finding of Cycle 1***

This cycle I planned a series of learning activities starting by designing lesson plan and making observation check list and instruments tests for every action. In this cycle, the material presented was writing recount text.

In planning stage, the activities covered 1) Preparing the class, and the material which would be taught. 2) Prepare the lesson plan and the observation checklist which aimed at observing the students activity in teaching learning process.

In addition, in the implementation stage, the activities are done in two meetings. In the first meeting, the researcher did the activities based on the steps that have been designed in Lesson Plan. Those steps were giving apperception, explaining the theory of recount text, giving the example of recount text, next open question and answer session, and finally asking the students to write recount text. Finally close the meeting.

In the second meeting, the teacher just continued the activities of the first meeting. Those were giving apperception, reviewing the previous lesson, distributing the students writing that have been read and given underlined signed on the errors they have made. After that, asking the students to recognize their errors that they have made and then done self-editing. After they have done self-editing, then their writing must be submitted. In the cycle II, they were distributed to another students in order to have peer-editing.

When the process of Class-room Action Research was going on, there was also observation in which done by other colleges. In the learning and teaching activities, the observers observed the students activities, and the teacher's preparation in doing the research. In addition, the observers also observed the idea which occurred in the process on Classroom Action Research.

After having observation, then Reflection was carried out. To know the strengths and the weaknesses of the process of this Classroom Action Research, the researcher conducted the reflection with colleges. This was done to find out how far self-editing and peer-assessment has positive contribution impact on the students' writing performance and whether or not some modification need to be implemented. The results of reflection show that the percentage of the students' activeness was still low, so the researcher must give motivation to students. The students just focus on finishing their writing as soon as possible without considering to their error they have made. When the researcher asked them to recognize their error, the students still cannot give satisfactory response.

The results of final test of cycle I show that the students' performance in writing were improve an all aspect of writing criteria. For content, their writings were average to good category in which they have already had some knowledge of subject and have adequate range, limited development of thesis mostly relevant to topic, but still lacks of

detail. In term of organization, they mostly got predicate average to good also. Most of them have already wrote with somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing. Their vocabulary were adequate range, have occasional errors or word/idiom form, choice, but the meaning of the content was not obscured. In additin, their structure or language usage wereeffective but simple constructions, minor problem in complex construction with several errors of agreement, tense number, word order/function, articles, pronouns, preposition but meaning seldom obscured. Finally, their mechanics were good already. They demonstrated mastery of conventions. Only some of them did occasional errors of spelling, punctuation. Hence, considering to those fact (as the result of reflection), it was decided to continue this Classroom Action Research to the Cycle II.

In this cycle, the students' score in final test was still very low. This indicated that the students' achievement or the students ability in writing recount text was still insufficient especially their ability in recognizing and refining their own common errors in writing. In this cycle, students' score in writing recount text increased (comparing to the pre-test result) but the increasing still did not achieve the maximum target that is 85% of students got score above the Minimum Mastery Criteria. The students who got score above Minimum Mastery Criteria were 12 or 46.154% and those who got bellow Minimum Mastery Criteria were 14 or 53.846%.

**TABEL 2**  
**THE PERCANTAGE OF STUDENTS' SCORE IN CYCLE I**

Number	Score	Frequency	Percentage	Note
1	$\geq 75$	12	46.154%	Passed
2	$< 75$	14	53.846%	Fail
Total			100%	

From the data above, quantitatively, the result of final test in this Cycle I was increased from the average of 66.64 to 73.58. This result indicated that there was an improvement of the students' average that is 10.41 or  $(73.58 - 66.64) : 66.64 \times 100\%$ . Therefore, this Classroom Action Research must be continued to the Cycle II although in general, the students' activeness increased from the pre-test. For the detail, it can be seen in the table (see appendix).

### ***The Process and The Finding of Cycle II***

Considering to the result of the reflection in Cycle I, the application in Cycle II was more interesting. Cycle II was conducted in two meetings. Here, the students did not only write a recount text but also tried to recognize and refine their own common error in which finally they have to do peer-assessment toward their friends' writing. This was quite different from Cycle I in which the teacher read and gave underlined sign to the error that the students have made in their writing, and then the students have to do self-editing toward it. In cycle II, the students must do peer-assessment toward their friends' writing.

In cycle II, the activities were also started by doing and design the lesson plan. The plan covered a series of learning activities. These activities were designing lesson

plan, making observation check list and instruments tests for every action. In this cycle, the material presented was still about writing recount text.

In the Implementation stage, there were two meetings. The activities in the first meeting were explaining again the theory how to write recount text and reviewing the evaluation results on the cycle I. After all, informing the result of self-editing done by the students in test of cycle I. Next, explained the common errors made by the students (as shown on the result of test in cycle I). Finally, asking the students to rewrite their writing and done peer-assessment.

In second meeting, the teacher just continued the activities in the first meeting. They were reviewing the evaluation results on the cycle I. After re-writing the recount text in the first meeting, then exchanging the outcome product (students' writing paper) each other in order to do peer-assessment. To do so, the writing must be peer-rated by the students. The findings indicated that self-and peer-assessment are indeed effective in improving not only the writing performance of the students but also their rating accuracy.

In this cycle II, there was also observation as in Cycle I. Here, the observers observed all the activities in the process of Classroom Action Research. In cycle II, the students' activeness significantly increased so the result of finaltest for cycle II increased significantly also.

The results of final test of cycle II show that the students' content in writing were much better than before. Almost all of the students have already wrote their composition with good knowledge, able to develop their thesis and the thesies were relevant to assigned topic. Only a few students still have limited development of their idea and thesis. In addition, their organization were verygood. They were able to express their idea fluently with well organized logical although there were still a few students wrote not in complete sequence. Moreover, their vocabulary were also very good. They wrote sophisticated range and effective word /idiom choice and usage with appropriate register. There were only a few students still wrote with not obscured meaning. Besides, their structure were also very good. They could write effective complex constructions with a few error of agreement tense number, word order/function, article, pronouns, and preposition although there were still a few students wrote in simple constructions and have several errors of agreement. Finally, their mechanics were excellent to very good. They were able to demonstrate mastery of conventions and occasional made errors of spelling, punctuation.

Statistically, in this cycle, students' score in writing recount text increased and has achieved the maximum target, which is more than 85% of students got score above the Minimum Mastery Criteria. The students who got score above Minimum Mastery Criteria were 25 or 96.154% and those who got below Minimum Mastery Criteria were 1 or 3.846%. For the detail, it can be seen in the table below:

**TABEL 3**  
**STUDENTS'S SCORE IN FINAL TEST OF CYCLE II**

Number	Score	Frequency	Percentage	Note
1	≥75	25	99.154%	Passed
2	<75	1	3.846%	Fail
Total			100%	

Quantitatively, the result of final test in this Cycle II was increased from the average of 73.58 to 80.15. This result indicated that there was a significant improvement of the students' average that is 8.93% or  $(80.15 - 73.58) : 73.58 \times 100\%$ . Besides, it was known that more than 85% of students got score above the Minimum Mastery Criteria. The students who got score above Minimum Mastery Criteria were 25 or 96.154% and those who got below Minimum Mastery Criteria were 1 or 3.846%.

In addition, in this cycle, the reflection is also done to know the strengths and the weaknesses of the process of this Classroom Action Research, the teacher conducted the reflection with colleges. This is done to find out how far the self-editing and peer-assessment has positive contribution impact on the students' writing performance and whether or not some modification need to be implemented. The results show that the percentage of students' activeness was significantly high. Moreover, Self-editing and peer-assessment have been understood well by students; so that the students are interested in writing. Besides, the students were not only just focus on finishing their writing as soon as possible but also be able to recognize their error and then refine them and asses them as well, so that they would not make the same errors again in the future. In addition, when the teacher asked them to recognize their error, the students could give satisfactory response. Therefore, this CRA was decided to be stopped because the result has been satisfactory with the better revised lesson plan. Each cycle begins with lesson planning, implementing the plan, observing the implementation, and reflecting or evaluating the process and the result of the implementation. The result of the reflection determines the following cycle. For the detail, it can be seen in the table below (see appendix).

Finally, from the result of Pre-Test, Cycle I and Cycle II, this Classroom Action Research through self-editing and peer-assessment have successfully improved the students' writing performance especially in recognizing and refining their writing in recount text. Therefore, it can be concluded that the self-editing and peer-assessment was able to improve the tenth grade students' ability in recognizing and refining common error in writing recount text at MAN Lab. UIN Jogjakarta in academic year of 2014/2015 through self-editing and peer-assessment.

Statistically, the average score in final test of Cycle I was increase from 66.64 to 73.58. It means that the average has increased 10.41%. In addition, the average of final test in Cycle II was increased from 73.58 to 80.15. This result indicated that there was a significant improvement of the students' average that is 8.93%.

In addition, to know the improvement in every final test, starting from pre-test until final test in cycle II, the following formula was used:

- X = The Percentage of the Improvement
- R1 = The Average Score before Cycle I (Pre-Test's Average)
- R2 = The Average Score after Cycle I and II (It is 80.15)

$$X = \frac{R2 - R1}{R1} \times 100\%$$

$$X = \frac{80.15 - 66.64}{66.64} \times 100\%$$

$$X = \frac{13.51}{66.64} \times 100\%$$

$$X = 20.27\%$$

Hence, the improvement of the eleventh grade students' ability in recognizing and refining common error in writing recount text at MAN Lab. UIN Jogjakarta in academic year of 2014/2015 through self-edited and peer-assessment before and after conducting Action Research was 20.27%.

### ***Interpretation***

Before conducting action in Cycle I, the researcher gave pre-test to the students in the setting of this Classroom Action Research. The test was in form of writing composition in which the students were asked to write a composition of recount text. The students' writing then were read and given underlined sign by the researcher for the error they have made. In this case, the researcher did not only read the writing but also underlined the common errors found in the writing. After reading and giving underlined sign, then the results were informed to the students and ask them to refine it by doing self-editing.

From the result of the pre-test, it was found out that most of the students made errors in writing. Their common errors were mostly in content, organization, vocabulary, structure and mechanics. In content area, most of students did not focus on the idea presented, and they wrote the text incoherence and so many of them wrote jumping idea from one paragraph to another. Most of the students got predicate Very Poor to Good. Most of the students wrote insufficiently. The result of Cycle I and II showed that the students' performances in writing ability increase. Most of the students finally got predicate Average to Good and Very Good to Excellent.

While in organization area, the students wrote the text not in appropriate generic structures. Most of them got predicate Very Poor and Poor to Fair. It was because they did not communicate well, no organization and had no fluent-ideas or their writing idea was confused or disconnect. Besides, they did not write the reorientation correctly. As we know that the generic structures of recount text are as follow: 1) Orientation tells who was involved, what happened, where the events took place, and when it happen, 2) Events tell what happened and in what sequence and 3) Reorientation consists of optional-closure of events/ending.

Besides, most of the students used inappropriate vocabulary, and they directly translated word by word from L1 to L2 (essentially translation). They also had little knowledge of English vocabulary and had limited range of vocabulary, made frequent errors of word/idiom, word choice, and usage. Therefore, most of them got predicate Very Poor and Poor to Fair. This condition was getting better and better in Cycle I, moreover in Cycle II. The result of Cycle I and II showed that they could write adequate range-occasional errors of word/idiom form, choice, usage, but meaning not obscured usage and made fluent expression-ideas clearly stated. Hence, most of the students finally got predicate Average to Good and Very Good to Excellent.

In addition, most of the students made errors in grammar. They virtually had no mastery of sentences construction rules and had major problem in simple or even complex construction. Although there are a view of students got predicate Average to Good, mostly they got predicate Very Poor and Poor to Fair. The students' ability in grammar or structure also increases after cycle I and II. Hence, most of the students finally got predicate Average to Good and Very Good to Excellent. It was because they could finally write but simple construction, even effective complex construction.

Finally, the students also mostly made errors in mechanics. They often or frequent made errors in spelling, punctuation, capitalization, paragraphing. Although some of the students got predicate Average to Good, most of them got predicate Very Poor and Poor to Fair. This condition was increase more and more in cycle I and II. At

the end of cycle I and II, the students finally occasionally made errors of spelling, punctuation and they demonstrated mastery of convention. Hence, most of them got predicate Average to Good and Very Good to Excellent.

In addition, beside the errors based in bond marking writing as proposed by Heaton (1988:146) above, the researcher also classified students errors as follows:.

1. Sentence fragments

Most of students did not make sure each word group they have punctuated as a sentence contains a grammatically complete and independent thought that can stand alone as an acceptable sentence. This error finally at the end of cycle I and II was decrease and the students could improve their ability in writing good sentence fragments.

2. Sentence sprawl

The students mostly wrote too many equally weighted phrases and clauses that produce tiresome sentences. As in sentence fragment, errors in sentence sprawl finally at the end of cycle I and II was decrease and their ability in writing good sentence is improve.

3. Misplaced and dangling modifiers

Most of the students did not place modifiers near the words they describe; they are not sure the modified words actually appear in the sentence. At the end of cycle I and II, it was decrease and the students could improve their ability in writing modifiers. Hence, they place modifiers near the words they describe; and they were sure the modified words actually appear in the sentence.

4. Faulty parallelism

Students were not sure how to use grammatically equal sentence elements to express two or more matching ideas or items in a series. Finally, at the end of cycle I and II, the students' ability in writing appropriate parallelism was increase.

5. Unclear pronoun reference

Some of students did not write all pronouns clearly refer to definite referents [nouns]. They did not use *it*, *they*, *this*, *that*, *these*, *those*, *and which* carefully to prevent confusion. After got treatment, the students' ability in using appropriate pronoun reference was increase.

6. Incorrect pronoun case

Some of students also could not able to determine whether the pronoun is being used as a subject, or an object, or a possessive in the sentence, and select the pronoun form to match. The same as in using pronoun reference, finally at the end of cycle I and II, the students were able to determine the pronoun which is being used as a subject, or an object, or a possessive in the sentence, and select the pronoun form to match.

7. Omitted Commas

Some students did not use commas to signal nonrestrictive or nonessential material, to prevent confusion, and to indicate relationships among ideas and sentence parts. Finally, at the end of cycle I and II, most of students used commas to signal nonrestrictive or nonessential material, to prevent confusion, and to indicate relationships among ideas and sentence parts.

8. Superfluous commas

In pre-test, some students also used unnecessary commas so that they made the sentences difficult to read. After cycle I and II, some of them did not do the same errors again.

9. Comma splices

In pre-test, there also some students link two independent clauses with a comma (unless they also use a coordinating conjunction: *and*, *or*, *but*, *for*, *nor*, *so*, *yet*). Instead

use a period or semicolon, or rewrite the sentence. Then, after treatment given in Cycle I and II, they can avoid the same errors in using comma splices.

10. Apostrophe Errors

In pre-test, most of the students did not understand that apostrophes indicate possession for nouns ("Jim's hat," "several years' work") but not for personal pronouns (its, your, their, and whose). Apostrophes also indicate omissions in contractions ("it's" = "it is"). In general, they are not used to indicate plurals. These errors mostly did not occur again in students' writing after Cycle I and II.

11. Words easily confused/word choices

In pre-test, the students often confused in cohousing words when writing, such as "Effect" is most often a noun (the effect), and "affect" is almost always a verb. Other pairs commonly confused: "lead"/"led" and "accept"/"except." This confusion could be minimized after treatment in Cycle I and II.

12. Misspellings

Most of the students wrote misspelling in pre-test. After giving treatment in Cycle I and II, their errors in misspelling minimized and their scores were increase significantly.

#### 4 CONCLUSION AND DISCUSSION

Based on the process, the finding and the interpretation, a conclusion is proposed. The conclusion is stated that self-editing and peer-assessment have successfully improved the students' performance in recognizing and refining common errors in writing recount text. Therefore, in general, it can be concluded that the self-editing and peer-assessment were able to improve the tenth grade students' writing performance in recognizing and refining common error in writing recount text at MAN Lab. UIN Jogjakarta in academic year of 2014/2015 through the Error Writing Analysis. Specifically, this presence CRA has three conclusions.

First, before having CRA especially in pre-test, most of the students wrote insufficiently. For content, their writing have limited knowledge of subject, little substance and inadequate development of topic. Besides, their composition does not show knowledge of subject, non-subjective. In term of organization, they wrote non-fluently, their ideas aware confuse or disconnected, lack logical sequencing, and development. Even, some of the students do not communicate, have no organization, and have not enough to evaluate. Meanwhile, their vocabulary were so limited range, and they did frequent errors of word/idiom form, choice usage, meaning confuse or obscured. Even, soem of the stduents did essentially translation, little knowledge of English vocabulary, idioms, word, form, or not enough to evaluate. In addition, their language usage or structure were poor. They did major problems in simple/complexx constructions and they also did frequent error of negation agreement, tense, number word order/function, article, pronouns, meaning confuse or obscured. Finally, their mechanics were fair to poor, even some students were very poor. They made frequent errors of spelling, punctuation, capitalization and no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, and paragraphing.

The second, after cycle I, the results of final test of cycle I show that the students' performance in writing were improve an all aspectc of writing criteria. For content, their writings were average to good catagory in which they have already had some knowledge of subject and have adequate range, limited development of thesis mostly relevant to topic, but still lacks of detail. In term of organization, they mostly got predicate average

to good also. Most of them have already wrote with somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing. Their vocabulary were adequate range, have occasional errors or word/idiom form, choice, but the meaning of the content was not obscured. In additin, their structure or language usage wereeffective but simple constructions, minor problem in complex construction with several errors of agreement, tense number, word order/function, articles, pronouns, preposition but meaning seldom obscured. Finally, their mechanics were good already. They demonstrated mastery of conventions. Only some of them did occasional errors of spelling, punctuation.

The third, after having cycle I and II, the students' writing performance was increase. The results of final test of cycle II show that the students' content in writing were mush better than before. Almost all of the students have already wrote their composition with good knowledge, able to develop their thesis and the thesies were relevant to assigned topic. Only a few students still have limited development of their idea and thesis. In addition, their organization were verygood. They were able to express their idea fluently with well organized logical although there were still a few students wrote not in complete sequence. Moreover, their veocabulary were also very good. They wroted sophisticatedrangeandeffective word /idiom choice and usage with appropriate register. There were only a few students still wrote with not obscured meaning. Besides, their studcture were also very good. They could writeeffective complex constructions with a few error of agreement tense number, word order/function, article, pronouns, and preposition although there were still a few students wrote in simple constructions and have several errors of agreement. Finally, their mechanics were excellent to very good. They were able to demonstrate mastery of conventions and occasional made errors of spelling, punctuation.

In addition, the average score in final test of Cycle I was increase from 66.64 to 73.58. It means that the average has increased 10.41%. In addition, the average of final test in Cycle II was increased from 73.58 to 80. 15. This result indicated that there was a significant improvement of the students' average that is 8.93%.. Hence, the improvement of the eleventh grade students' ability in recognizing and refining common error in writing recount text at MAN Lab. UIN Jogjakarta in academic year of 2014/2015 through self-editing and peer-assessment before and after conducting Action Research was 20.27%.

Finally, from the result of Pre-Test, Cycle I and Cycle II, this Classroom Action Research through Error Analysis has successfully improved the students' ability in recognizing and refining common errors in writing recount text. Therefore, it can be concluded that the self-editing and peer-assessment were able to improve the eleventh grade students' ability in recognizing and refining common error in writing recount text at MAN Lab. UIN Jogjakarta in academic year of 2014/2015.

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# EXAMINING MODEL OF ENGLISH FOREIGN LANGUAGE PROFICIENCY USING PLSPATH: INWARD MODE

**Ratna Rintaningrum**  
rintaningrum@yahoo.com.au

*Institut Teknologi Sepuluh Nopember (ITS), Surabaya*  
Jl. Arief Rahman Hakim, Keputih, Sukolilo, Surabaya

## **Abstract**

*The advancement of skills in the learning of English as a Foreign Language as distinct from learning English as a Second Language, presents some serious challenges for teachers in Non-English speaking countries, in particular, in Indonesia. This is particularly the case when seeking to measure change in learning of English over time. A major concern for researchers is the lack of information in the literature about the learning of English as a Foreign Language in Asian countries at the tertiary level, when compared with the volume of literature available on the learning of English as a Second Language in Western secondary schools. The study presented here goes some way to redressing this gap. The study makes use of secondary data gathered from an Indonesian University concerning the measures of three English skills, namely those of listening, writing, and reading that are tested on the three different occasions. The primary purpose of the study is to examine whether these three skills can be measured using the least squares strategy of statistical analyses employed by the PLSPATH computer program. Several models are examined with particular emphasis given to a model developed in the inward mode. By so doing it is hoped that proficiency in the teaching and learning of English as a Foreign Language in an Indonesian tertiary setting can be better assessed.*

**Keywords:** *English as a foreign language, proficiency, secondary data, change over time, Partial Least Squared Path (PLSPATH)*

## **1 INTRODUCTION**

The emergence of English as a World language is now indisputable. Crystal (2000) and Nunan (2001) as well as British Council (2013) argued that the spread of English provided unlimited access to the modern world of science, information and communications technology (ICT), money, power, international communication, and intercultural understanding as well as entertainment and many more fields. English has been said to have official status in 60 countries as the second language and has a prime place in 20 more countries as the major foreign language (Yang, 2001). It is widely recognised that English is the native language of five countries: the United States, the United Kingdom, Australia, New Zealand, and Canada.

This paper is concerned with measuring only three skills of English Foreign Language proficiency, namely, listening, writing, and reading that are tested on three different occasions to provide test scores, namely, the **PRETEST, DIAGNOSTIC**, and

**ELPT** scores. **PRETEST**, **DIAGNOSTIC**, and **ELPT** are acronym used to define the latent construct used in the model. This paper employs variables and examines relationships between variables that relate to the components of English Foreign Language Proficiency Tests, namely, Listening Comprehension, Structure and Written Expression and Reading Comprehension

## 2 METHOD

### 2.1 Population

The available population for this study is (a) all undergraduate students, (b) who enrol in the advanced English (English 2 course) and have undertaken the English II final test (c) at the University involved, (d) during the period 2007-2009. There are about 1975 students who form the target population with approximately 1000 students taking the English 2 final test each semester who formed the register sample.

### 2.2 Modelling with PLSPATH

Partial least squares path (PLSPATH) analysis is a general technique for estimating path models and is extremely useful in situations with massive amounts of data, but relative scarcity of theoretical knowledge (Sellin, 1995). The PLS strategy requires the development of an appropriate causal model and the testing of that model (Sellin, 1990; 1995; Falk and Miller, 1992). The causal model involves latent constructs (indirectly observed) and manifest variables (directly observed), which specify the inner and outer model relationships, respectively. Modelling with PLSPATH explores the relationships between both latent and manifest variables (Noonan & Wold, 1988; Rigdon, 2012). A desired outcome variable or criterion variable is tested, which in this study is success in English language proficiency. The benefits of using PLSPATH are that there is no assumption of a particular distributional form, and the estimation process is not as complex. Consequently, PLSPATH is able to handle both smaller and larger samples. In particular, Rigdon (2012) argued that PLSPATH is able to examine models with latent variables that are constructed in three different modes, namely the outward, the unity and the inward modes.

## 3 FINDINGS AND DISCUSSION

The main research question in this section is:

1. Do the three skills **form** proficiency in the use of the English language?

### 3.1 Outer Model PLSPATH Result: Inward Mode

#### 3.2 Pretest (PRETEST)

In this second model, the LV **PRETEST** is formed by three manifest variates, namely **Listen1**, **Write1** and **Read1**. The outer model results in Table 1.1 show that there are sizeable differences in the values of the standardized regression weights among the MVs of **Listen1**, **Write1** and **Read1**.

*Table 1.1 Outer Model Results for Model of English Language Proficiency: Inward Mode*

Outer Model PLS		Time 1		Time 2		Time 3	
Inward Mode Weights ( $\beta$ ) and Loadings ( $\lambda$ ) <sup>a</sup>		Weight	Loading	Weight	Loading	Weight	Loading
Pretest <b>PRETEST</b>	<b>Listen1</b>	0.47	0.84				
	<b>Write1</b>	0.33	0.80				
	<b>Read1</b>	0.40	0.84				
Diagnostic <b>NOSTIC</b>	<b>Listen2</b>			0.55	0.90		
	<b>Write2</b>			0.40	0.83		
	<b>Read2</b>			0.24	0.71		
Proficiency <b>ELPT</b>	<b>Listen3</b>					0.66	0.90
	<b>Write3</b>					0.00	0.64
	<b>Read3</b>					0.50	0.82

<sup>a</sup>These coefficients are standardized regression coefficients with small jackknife standard error values that indicate the effects of multicollinearity and problems of rounding involved in estimation.

The manifest variate of **Listen1** appears to contribute strongly to the formation of the **PRETEST** construct with a weight of 0.47 followed by **Read1** with a weight of 0.40. **Write1** has the lowest contribution to the formation of **PRETEST** with a weight of 0.33. Consequently, out of the three MVs that form the **PRETEST** construct, **Listen1** can be considered to have the strongest contribution to the **PRETEST** construct in the inward mode. It must be noted that the tolerances do not exceed 0.50, and there are no problems arising from suppressor effects. The figure for this inward mode model of English Language Proficiency are presented in Figure 1.1.

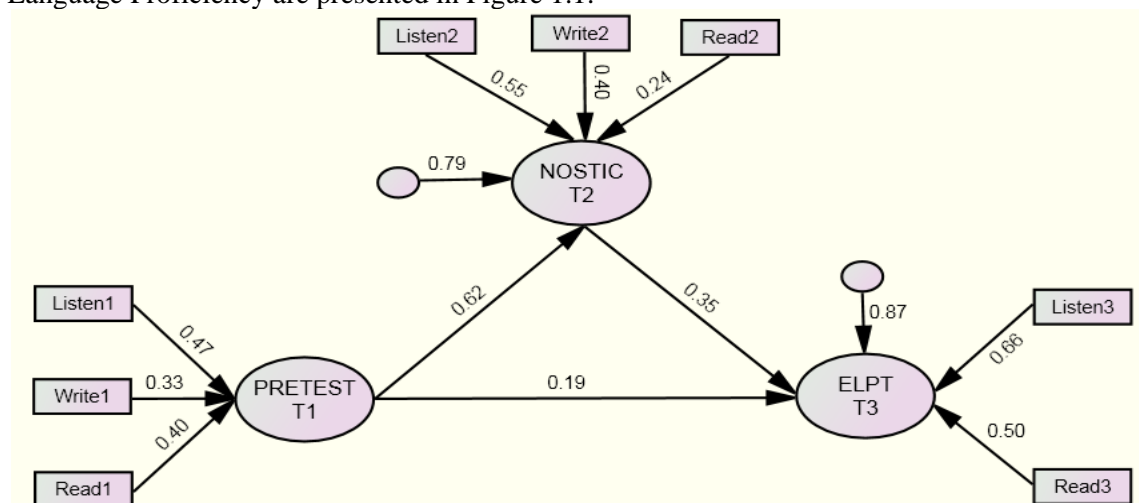


Figure 1.1 Model of the English Language Proficiency: Inward Mode

### 3.3 Diagnostic Test (NOSTIC)

The outer model results in Table 1.1 show that there are sizeable differences in the values of the weights among the manifest variates of **Listen2**, **Write2**, and **Read2** between the two occasions of Time 1 and Time 2. It can be seen from Table 13.8 that **Read2** has a weight of roughly a half of the weights of **Listen2** and **Write2**, since **Read2** has the smallest weight with a value of 0.24, while **Listen2** has the greatest weight with the value

of 0.55. **Write2** also has a sizeable increase in weight with  $\beta = 0.40$ . Not only does **Listen2** have the highest value of weight at Time 2, it also records the largest increase in weight between Time 1 and Time 2. Moreover, **Read2**, not only has the lowest weight at Time 2, it also has a substantial decline in its contribution to the structure of English Foreign Language Proficiency between Time 1 and Time 2. Similar to Time 1, **Listen2** is the strongest manifest variate with the greatest increase in its contribution to the **NOSTIC** construct in the inward mode. This change appears to be a consequence of the opportunities provided for the development of the skills of listening through practice in a language laboratory and other factors that help increase the scores of listening comprehension of students between Time 1 and Time 2, but this is associated with a decline in the contribution of Reading to the structure of English Language Proficiency over the same time period of Course 1.

### 3.4 Proficiency (ELPT)

Proficiency (**ELPT**) is also hypothesized to be formed by three manifest variates, namely **Listen3**, **Write3**, and **Read3**. Table 13.8 shows that with respect to the other Times (Time 1 and Time 2), at Time 3 **Listen3** and **Read3** have the sole contributions to the structure of **ELPT** as indicated by the weights of 0.66 (0.01) and 0.50 (0.01) respectively. Surprisingly, **Write3** no longer contributes, since it has a non-significant or zero weight and with problems associated with multicollinearity and a suppressor effect. Thus, **Write3** is dropped from the **ELPT** construct. Among the manifest variates that form the **ELPT** construct, **Listen3** can be considered to be the strongest contributor to the **ELPT** construct with an increase in its weight between Time 2 and Time 3 during Course 2. Moreover, **Read3** increases greatly in its contribution to the structure of **ELPT** between Time 2 and Time 3, and this appears to be a consequence of greater emphasis placed on Reading during this period, but this seems to be at the expense of the contribution of writing skills that may arise from the teaching in Course 2.

### 3.5 Inner Model PLSPATH Result: Inward Mode

#### Diagnostic Test (NOSTIC)

In the path model in Figures 1.2 **NOSTIC** is hypothesized to be influenced by the LV **PRETEST**. The results of the analysis indicate that the variable **PRETEST** has significant effects on the diagnostic test (**NOSTIC**) with a beta coefficient of 0.61 (0.00) and correlation coefficient of 0.61 in the outward mode model, while in the inward mode model **PRETEST** has a slightly higher value of the beta coefficient of 0.62 (0.03) and correlation coefficient of 0.62. The inner model results of analysis in the inward mode produces a marginally larger path effect than in the outward mode, as a consequence of the fact that the weights are estimated to maximize the variances explained.

The results in Table 1.2 also indicate that the R-square index for **NOSTIC** is 0.38 in the inward mode which indicates that the variances explained for this variable in the inward modes is 38 per cent respectively, which involve residuals paths presented in Figure 1.1 for **NOSTIC** of 0.79 in both cases.

*Table 1.2 Inner Model Results for the Models of English Language Proficiency*

Inner Model Results		Inward Mode	
PLSPATH	Weight ( $\beta$ )	JknStd (se)	Corr (r)

Dependent Variable	<b>NOSTIC</b>			
Independent Variable	<b>PRETEST</b>	0.62	0.03	0.62
Dependent Variable	<b>ELPT</b>			
Independent Variable	<b>PRETEST</b>	0.19	0.03	0.41
Independent Variable	<b>NOSTIC</b>	0.35	0.03	0.47
<b>Variance</b>		<b>Pred LV</b>	<b>R<sup>2</sup></b>	<b>Q<sup>2</sup></b>
Dependent Variable	<b>NOSTIC</b>	1	0.38	0.38
Dependent Variable	<b>ELPT</b>	2	0.24	0.24

### Proficiency Test (ELPT)

In the proposed model presented in Figure 1.2 **ELPT** is hypothesized to be influenced by two LVs, namely, **PRETEST** and **NOSTIC**. **ELPT** involves IRT-scaled scores that are calculated as an average. The results of the inner model analysis indicate that the variable **NOSTIC** has a greater beta coefficient than the variable **PRETEST**, this probably arises from its more proximal nature with respect to time of operation. The LV **NOSTIC** has a very significant effect on **ELPT** in the inward mode model **NOSTIC** has a beta coefficient of 0.35 (0.03) and a correlation coefficient of 0.47. The value of the beta coefficient for the LV **PRETEST** is of 0.19 (0.03) and with correlation coefficient of 0.41 in the inward mode model.

The results in Table 1.2 also indicate that the R-square index for the **ELPT** is 0.24 in the inward mode model which indicates that the variance explained for this variable in the inward mode model is 24 per cent respectively. This involves residual paths presented in Figures 1.2 for **ELPT** of 0.87.

## 4 CONCLUSION AND SUGGESTION

In conclusion, the variables that are hypothesized to influence the final English Foreign Language Proficiency Test (**ELPT**) have significant effects on their dependent variables. For example, **PRETEST** has a very significant effect on **NOSTIC**. This indicates that students who have good scores in the **PRETEST** perform better in the diagnostic test (**NOSTIC**). It is important to note that Course 1 is conducted between **PRETEST** (Time 1) and **NOSTIC** (Time 2). The availability of Course 1 enables students to obtain better scores in **NOSTIC**. It is also important to note that Time 2 (**NOSTIC**) is at the beginning of Course 2. Thus the length of time between T1 and T2 may vary greatly between students, and this possibly influences students' scores obtained at Time 2 (**NOSTIC**). It is because some students take **NOSTIC** straightaway after their completion of Course 1, but some students take **NOSTIC** at later years closer to their graduation. Students who take **NOSTIC** straightaway after completing Course 1 obtain more benefits than students who take **NOSTIC** at later years. The reason is probably that students still remember their knowledge about the English language taught in Course 1, and this enables them to have better scores in English.

Moreover, there are two predictors of **ELPT** (T3), namely **PRETEST** (T1) and **NOSTIC** (T2), and it is recorded in Table 1.2 that **NOSTIC** ( $\beta=0.35$ ) has a stronger direct effect than **PRETEST** ( $\beta=0.19$ ) on **ELPT**. This indicates that the availability of Course 2 that is conducted between **NOSTIC** and **ELPT** enables students to gain better scores in English. This implies that students who take **NOSTIC** are more likely to have better

scores at their final test (**ELPT**). Since **NOSTIC** is at the beginning of Course 2, and the availability of Course 2 enables students to gain higher scores in English, consequently, Course 2 is important and its availability should be continued, and not omitted. However, the results of inner model in Table 1.2 indicate that the beta coefficient of the direct effects from **NOSTIC** to **ELPT** ( $\beta=0.34$ ) is smaller than the effect from **PRETEST** to **NOSTIC** ( $\beta=0.61$ ). This suggests that English 2c (Course 2) that is conducted between Time 2 (**NOSTIC**) and Time 3 (**ELPT**) has greater impact on students with a lower level of English Language Proficiency. This also indicates that if these students just take **PRETEST** then take **ELPT**, without taking **NOSTIC**, they do not gain scores that are as high as students who take **NOSTIC**. The positive relationship between **NOSTIC** and **ELPT** also implies that the higher the scores students obtain on **NOSTIC**, the better the scores students obtain on **ELPT**. Therefore, students who have already had good performance in English are more likely to have higher scores in their final test if they take advantage by enrolling in Course 2. Some students who attain an appropriate standard of performance of graduation did not take English 2c and their scores at T2 was reassigned as their score for T3.

**PRETEST** also has a direct effect on **ELPT** (0.19) in the inward mode operating through **NOSTIC** produces the total effect of 0.41. This total effect of **PRETEST** (0.41) on **ELPT** is necessarily larger than the direct effect of **PRETEST** on **ELPT**. This result of the analysis also raises the possibility that there are students who do not take Course 2 since these students probably had good performance in English. This argument can be explained through the effects of Time 2 (**NOSTIC**) on Time 3 (**ELPT**) that are smaller than the effects between Time 1 (**PRETEST**) and Time 2 (**NOSTIC**). These results suggest that Course 2 assists students with a lower level of English Language Proficiency to gain better scores. The total effect of **PRETEST** (T1) on **ELPT** (T3) implies that students with a higher level of English Language Proficiency possibly do not take Course 2, and this is allowed by the University, consequently, the effect of **NOSTIC** on **ELPT** is smaller than the effect of **PRETEST** on **NOSTIC**. Therefore, these results of inner model analyses may be interpreted in several ways, and they are important in order that policies can be better shaped for the future benefits for the University under survey, for other universities in Indonesia, and surrounding countries.

Since PLSPATH provides three different strategies, namely unity, inward, and outward modes in its operation, it is important to do further analyses in the unity and the outward mode model.

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# PEER ASSESSMENT AS THE MAIN METHOD FOR ASSESSING STUDENTS' WRITING: A PROTO-DESIGN FOR DEVELOPING EFL LESSON PLANS

**Ari Purnawan**

aripurnawan\_uny@yahoo.com

ari\_purnawan@uny.ac.id

*English Education Study Program*

*Faculty of Languages and Arts, Yogyakarta State University*

*Jl. Colombo No. 1, Yogyakarta 55281 Indonesia*

## **Abstract**

*Developing alternative assessment methods has been one of the main issues for EFL teachers who continually seek ways to improve the result of their students' learning. In the big world of assessment, peer assessment is often viewed as only an extra, minor method in collecting the data of learning results. This paper aims to show why and how peer assessment can –and should– be used as the main way to assess the writing process and product in EFL classrooms. Teachers are suggested to develop a proto-design to provide a step-by-step guideline for teachers wishing to include this technique of assessment in their lesson plans for teaching writing. Because the technique is supposed to be included in the lesson plan as the main assessment method, teachers will have enough room for all necessary stages of preparation, and therefore they are expected to arrive at much better, well-organized assessment plans. This paper also serves as an attempt to answer the challenges of some pessimists who look down the amazing power of EFL learners in providing meaningful contributions to the improvement of their own writing skills. The advantages of applying this technique are two-fold: it helps teachers rate their students' production more objectively, and at the same time it also forces the peer assessors to learn and improve their own skills both in writing and, if necessary, in revising it.*

**Keywords:** *peer assessment, proto-design, writing skills*

## **1 INTRODUCTION**

Traditionally, the teaching of writing skills has been following a somewhat fixed pattern: explanations on how to do tasks, task completion activities, and then followed by the teacher feedback and correction. Students then will have their work returned, sometimes with teacher's notes and mark. The notes can take several different forms, varying from a general comment about the product to a detailed description about every mistake and how to correct the mistakes. After a short discussion about the work in general, which is

occasionally absent, students will have to start their new cycle of writing activities. The new cycle here means a totally new piece of writing about another topic, leaving the problems in the previous product unsolved. Writing is therefore often seen as a weekly routine, and similar difficulties often reappear repeatedly. This model has been a common practice among teachers for decades, and as a result, students may experience similar problems that are never solved.

Teaching writing is actually not an easy task for teachers. Richards and Renandya (2002) mention that writing skills are often viewed as the most difficult language skill to master. The difficulty lies in generating and organizing ideas and translating the ideas into a comprehensible text. This is not automatically learned from an 'ordinary' writing stages. However, the skill can be learned; it can be trained, and with careful planning and implementation, the optimum learning result of this skill, together with learning other aspects of writing, can be successfully achieved.

Assessing the writing product is another complexity that is sometimes frustrating. In assessing their students' writing production, teachers usually use a particular rubric which serves as a standard for comparison and making judgment. If the students' writing meets a certain quality in the rubric, the ultimate goal of the writing class is then achieved. However, because a writing product is a complex combination of a large number of sub-skills and abilities, the assessment of it is a tedious and time-consuming activity. A class with a tired teacher is on its right track to some future problems.

The traditional way of teaching writing --and its assessment-- has placed the teacher as the main actor who will determine the success and failure of the whole learning. This will lead to a situation which are often viewed as ineffective: the centrality of teacher during the process of learning. A very dominant teacher who strives hard to improve his/her students' writing skills can sometimes make the students frustrated. Students have been asked to do any possible activities in the writing class, but probably they show very little improvement. This teacher has been neglecting one important aspect in learning: meaningful feedback and washback. Brown (2004) suggests that teachers generously comment on the students' work and performance. Returning students' writing with only a single letter grade or numerical score will not help them improve their production. Many students will obviously learn more if the teacher gives more feedback on how to improve the writing. The mistakes or errors should have been more clearly shown, while at the same time a suggestion for correction should also be given.

Some teachers continue to seek ways to improve their techniques in improving the writing skills. They obviously know that something can --and must-- be done, but sometimes there is a reluctance to leave the safe, comfort zone. A revolution may result in a dramatic change, but the change to which direction? A large number of teachers will not risk their valuable time and efforts for something that is not seen as a guarantee to success.

In this regard, an alternative for improving the skills is proposed. Students actually have amazing abilities to learn, as long as an appropriate formula is carefully designed and settled. One important key that many teachers have neglected is the student active involvement in the process of learning. Learning from peer feedback obtained from an activity widely-called peer assessment may serve as a brilliant mode of learning for most learners. Peer feedback can improve and encourage collaborative learning, in which students can learn from each other, and students with similar problems of learning can share ways and strategies.

Another good side of this mode is that the peer assessors themselves will benefit much: they will learn to think of ways to improve the quality of their peers' writing, and this means that, in order to be able to comment on and correct mistakes, firstly they have

to learn the rules and concepts. To give precise correction on grammar, for example, the corrector should have known the patterns. To find the spelling mistakes, they must know the correct spelling of the word.

This paper tries to look at some positive aspects that peer assessment has in the learning of EFL writing. If well planned and organized, peer assessment can serve as a promising alternative in the assessment of writing knowledge and skills. Promising in that it can promote learning and help students attain the intended learning objectives.

### **1.1 ASSESSMENT IN WRITING: DILEMMAS AND DIFFICULTIES**

As a productive skill, writing has its own complexity. In order to learn writing, learners will need to undergo a long and hard pathway, particularly because the writing process itself is a complex process involving a number of sub-skills and knowledge. The knowledge about sentence patterns and styles, grammar, active vocabulary, punctuation and spelling rules, and text and idea organization are some of those important aspects that will become the foundation for a good writing. A learner who excels in every single aspect mentioned above does not automatically become a good writer. Exercises and repeated tasks or drills will probably help, but the complex process of writing is also influenced by the personal experience and knowledge about the area or topic possessed by the writer.

The complexity extends to the assessment of the writing process and product. Assessing writing is never objective, particularly because there is no single criterion for good or bad writing, and there are many aspects to consider. The question ‘what constitutes a good writing?’ is not easy to answer. If a good answer to the question can finally be formulated, another difficulty appears: ‘how would we objectively rate a piece of writing?’. The latter has been one of the main problems of most language teachers.

Teachers often use their intuition and feeling when rating a writing product. They cannot be blamed, because the assessment of writing is not a simple task to do. It is not at all unusual to hear that teachers find assessing students’ writing frustrating. Even when a set of objectives and criteria are available and clear, objective assessment is still hard to achieve. Brown (2004) states that the uniqueness of writing with its own features and conventions makes the learning and assessment of the writing skills difficult. When the job of assessing is mainly put on the teacher’s hand, the next dilemma arises: can we maximize the impact and effect of assessment on the students’ learning process? Only optimum involvement of the writers, i.e. students, in the process of assessment can help guarantee the washback effect. A good assessment method should provide constructive feedback for students’ future learning.

There is also a growing need for wider concepts of writing assessment. Conventional assessment, which puts the teacher as the only decision maker, has been criticized not only because of its mono-decisive, authoritarian method of assessment, but also because it provides no ‘additional’ learning side to the students: they are not involved in the process of analyzing their work. The student involvement in the process actually can give a superior power for learning. They know what is wrong with their work, they know how to correct the mistakes, and, therefore, the learning takes place.

### **1.2 WHY PEER ASSESSMENT**

In the past few years, peer assessment has become increasingly popular among EFL teachers as a mode of measuring students’ learning. Peer assessment has several

outstanding features in terms of advantages for future learning that it can provide. It has constructive feedback that can help learners or peer assessors improve their own skills in writing. Students who are assigned to assess their peers' writing product will benefit much from the process. It help them understand the assessment procedure and process. Understanding the assessment process means that when they later write their own, they will learn to anticipate the unwanted results by following the 'correct' process and minimizing deviations and differences during the process of writing. Therefore, they have learnt to take control of their own learning and skill improvement.

The knowledge that the learners obtained from the preparation stage of the peer assessment, i.e. the teacher's explanation on the aspects of assessment or how to assess, and from their experience in assessing their peers' work will also contribute much to the development of their own writing skills. They are trained to become independent learners; they know how to check and revise their own work.

With their work read, commented, and probably rated by their peers, students will receive highly relevant feedback, particularly because the comments and suggested revisions (if there is any) all come from their own peers who share many similarities. The similarities comprise many aspects, such as the way of thinking and of viewing the areas of writing, the way of approaching problems, and the way to manage to solve problems. Even similarities in L1 background and culture make the feedback relevant and useful. Those comments and suggestions generated by students' own peers will provide a powerful drive to continually improve the quality of writing product. Spiller (2012) points out that students can help each other in attaining the best result of learning, making sense of the gaps in their process of learning and understanding.

From the learning perspectives, peer assessment can make the students more actively involved in the learning process. It has a superior power to change the status from passive to active learners. Student involvement is believed to be one of the keys to better understanding. Language teachers everywhere always want to be effective teachers who provide optimum learning experiences for their students. One desirable outcome of intensive learning is a growing ability of the learners to make judgments of their own production and their peers' as well. The activity involving peers is believed to be effective in changing the status and role of the students from passive to active participants.

Another important aspect of practicing peer assessment is that it can increase student responsibility. Peer assessment requires learners to take responsibility for what they do to their friend's writing product. An increased ability to make judgments of others' work is a valuable learning point that students must possess. In addition, Harmer (2004) underlines the advantage of feedback given by peers: it encourages students to work collaboratively. Collaborative activities can make the students feel comfortable and relaxed, which in turn will support their learning efforts. Spiller (2012) underlines this amazing power of cooperation and collaboration by saying that it can be a superior way to enhance learning. Students can learn from each other, in addition to the main source of learning: the teacher. This may encourage the sense of involvement and responsibility.

A study conducted by Azarnoosh (2013) revealed that although the impact of peer assessment on language teaching is quite promising, many factors still need to be considered when implementing this technique for assessment. Those factors are related to the students' attitudes, proficiency levels, types of writing aspects being measured, and some bias existing among students: sex or friendship. With a careful plan and active control from the teachers, some negative side effects can easily be minimized.

Although there are many writing aspects which determine the quality of a product, grammar is no doubt the first entry point in that will catch the reader's attention.

A grammatical mistake can be the first weakness to observe, and a writing with too many grammatical mistakes or inaccuracies can destroy the good ideas or contents. Sheen's study (2007) revealed that others' feedback provides a brilliant way of improving the grammatical aspects of the writing production. With many more eyes looking at a writing product, a mistake can be found more easily, and the suggestion given by a peer reader has a power that even an experienced teacher fails to provide: a reader with similarity of background knowledge and way of thinking can understand better the intended expression of the writer and can read the writer's mind, and therefore, if a mistake exists, a solution or suggested correction is close to the writer's intention.

From the corrector's side, his/her experience in doing this peer reading and correction will provide a superior power for learning. Correctors are trained to critically look at others' work, and in order to be able to correct mistakes or give comments, they have to learn the rules and regulation. When they write their own, the experience and knowledge about the rules and regulation will lead to a better production. A writer with no or limited experience in correcting, on the other hand, may encounter greater problems and difficulties than their experienced mates do. In accordance with this, Hyland (2003) assures that peers can help writers improve their drafts and also develop readers' understanding of good writing.

## **2 FINDINGS AND DISCUSSION**

### **ON LESSON PLAN DEVELOPMENT: SUGGESTED ACTIVITIES AND EXERCISES INVOLVING PEERS**

#### **2.1 The Preparatory Activity and Draft Writing**

Like teaching any other subject, teaching English also needs a lesson plan. The lesson plan that a teacher needs may vary, from a simple list of only important points to a thick bundle of paper consisting of all necessary items needed by the teacher, and probably students, during the meeting. The format also varies from country to country, and even in one country the official format continues to change, following the curriculum that is also dynamic. However, the main aspects in any lesson plan remain the same: a statement of learning objectives, stages or steps in learning in order to attain the objectives, and the assessment part used to reveal how much or how far the learning has taken place. In short, it is like a map that a teacher has to follow.

The 'map of pathways' that he or she will take needs to be carefully planned in advance. When a teacher comes to a decision that he or she will use the peer assessment technique as the main way to assess –and probably to some extent also to teach—the students' writing performance, he or she will need to include it in the lesson plan. No matter which format of lesson plan or curriculum he or she follows, the peer assessment (or peer feedback if it is in the learning stages) can appear early in the teaching and learning process.

After a 'standard' explanation and instruction on the drafting or the beginning of the writing stages, a teacher can start the peer feedback activity. Of course the teacher has to make some kind of negotiation with the students. They need to make some agreement on what aspect that they have to look and how they will do that. A clear rationale has to be discussed and well-communicated; students have to know why and what purpose the activity should be done. Spiller (2012) points out the importance of discussing and negotiating criteria for feedback. With a clear agreement on how feedback will be given, fairness and the balanced proportion of observation are guaranteed.

The next discussion should be devoted to the procedure and aspect to be investigated. Some key questions and issues should be developed. The teacher can develop those questions in advance, or he or she can also involve the students to formulate them, so that a similar standard will be used by all students in the class. This will enable students to internalize the characteristics of good work. The aspects that will become the subject of investigation may vary, from a single, surface grammar item to a complex, comprehensive system. However, Richards and Renandya (2002) suggests several simple checklist to alert students to some surface errors such as errors in tenses, concord, prepositions, articles, pronouns, and sentence fragments. This checklist will become the main reference for feedback drawing. For a slightly higher level of learners, Nation (2009) suggests that organization and styles should also become the subject of assessment.

An important point to keep in mind is that marks and grades are sensitive to students. The teacher has to be careful with this issue. Spiller (2012) has a brilliant idea concerning this. Self-assessment, as well as peer assessment, becomes an effective tool to enhance learning when it does not involve grading. Therefore, if grading is to be excluded in the peer feedback, students have to be informed. If the peer correction is done during the process of learning or skill development, it will be easy to make an agreement with the students not to consider marks or grades. A lot of comments or notes should be regarded as good and constructive in terms of future writing production, but when the peer activity is done in the assessment stage, sometimes unanticipated problem appears: collusion, cheating, or other unfair actions may be present. In this situation, reassuring that the students have to be honest is important. Once detected, unfair actions should be discouraged.

Another key term is trust. Students must trust one another so that the feedback that they give to their peers is constructive and honest. Sometimes students are found reluctant to make judgments regarding their peers' writing. Solidarity, friendship, or other sources of bias may also prevent them from being honest. Because the number of errors or mistakes will be easily connected to marks, sometimes some students are driven to be unfair. To avoid this situation, an agreement on how the mark will be given is badly needed. The teacher may inform that the final grade will come from the average score obtained from the combination of the score given by the student peer and the one coming from the teacher. Another alternative is that the decision is on the teacher's hand, while the peer score will serve as only an extra, adding a percentage to the total score.

## **2.2 The Classroom Activity**

### **2.2.1 *Partial or Analytical Peer Correction Mode***

When a teacher comes to a decision to start to use the peer correction mode, or if the students are in the beginner levels, it is necessary to start from a light, smaller aspect of correction. The teacher may ask the students to read their peer's work, and concentrate only on one aspect of writing. When a point is completely investigated and all mistakes are identified, a suggested version for revising the draft is proposed. When it is done, the teacher can ask the students to move to the next point, until all aspects are thoroughly observed.

The teacher can freely select and determine the order of investigation, but it is suggested that he/she start from the so-called surface point: punctuation, spelling, and mechanics. Starting from a light and easy aspect is important, particularly because it can

give a sense of accomplishment, in which a peer corrector will have a confidence to make a decision because the aspect being investigated is an easy one and the rules are all fixed.

The next activity can include investigating and correcting the middle group in terms of difficulty and complexity, which include the correctness of grammar points or sentence patterns and structures, the choice of words or diction appropriateness, and the use of cohesive devices and rhetoric expression, in any order. Although those aspects belong to one group, the process of reading and correcting should be done one by one. A second aspect may be investigated only after another aspect is completed.

The hardest group covers the topic development aspect, styles, and idea organization. The aspects belonging to this group are difficult tasks for some students. In order to be able to respond to a topic development, for example, a reader has to first try to understand the flow of ideas, the writer's standing position, locating the main points, finding the supports, and the like. This constitutes a hard task for students, and if not carefully assisted and controlled, the peer corrector may ruin the whole work. Some peers prefer to remain in a safe position by not to give many comments. When returned to the owner, a carelessly commented paper has a potential to discourage the owner.

The problem in this mode is clear: it takes a much longer time to accomplish the process of peer correcting. If not well-managed, the peer review activity can bring boredom and resistance among students. The teacher can select the best time to discuss the result. A discussion done after one or two aspects may minimize the very long 'waiting time'. The variation may result in full involvement of the students throughout the process of teaching and learning, on the expense of a much longer time to finish a full cycle of peer correction and/or assessment.

### **2.3 The Holistic Correction Mode**

The holistic process should be done only if the peer correctors know exactly what to do in the process. A peer has to look at several aspects at the same time, change the focus of attention on different points, think about different kinds and sources of errors, and provide appropriate feedback for each. All those activities are done while moving from part to part of the writing draft, sometimes resulting in confusion, fatigue, and probably inaccuracy in giving the correction.

Concentration is the key, but the ability to concentrate alone is not enough. A peer corrector has to be able to integrate all necessary skills for giving feedback on different aspects. When the learners are in the level of beginners, this mode is highly challenging and, if not carefully assisted, frustrating. A peer corrector may get stuck at a point, not knowing what to do or which should be done first. Added with the feeling of nervous and afraid of making mistakes, the students can arrive at the point of danger: instead of gaining the positive effect of learning, they may become passive and have no willingness to appropriately participate.

However, this mode has a bunch of positives. The process of peer correction and/or assessment takes much shorter time compared to the previous mode. The thinking process skills of the correctors are also trained and improved. In real life, problems sometimes come in brigades, and sometimes all need to be resolved at the same time. This mode trains such skills, as an extra advantage.

### 3 CONCLUSION

Involving peers in the assessment process offers a number of advantages. As a teacher's 'counterpart', a peer can serve as a balancer who gives a second opinion in addition to the teacher's own authority and decision. This can minimize the subjective side of the result and provide a fair assessment result, because a teacher assessing writing is often influenced by many aspects and considerations, some of which are irrelevant and intuition-based.

In this regards, peer correction, assessment, and evaluation can be extremely effective, not only for helping teachers to make a fair decision about the students' work, but also for providing students with optimum learning experiences: they learn how to give and receive feedback. They will learn to correct, and this will force them to depend more on their own skills and knowledge. However, teachers need to consider the students' level of mastery and their psychology. The tasks on which the students will exchange comments should be carefully planned and designed. Selecting an appropriate mode of correction is vital. When most of the students are beginners, it is advised to start with the partial correction method, in which the teacher gives a step-by-step guidance to look at the peer's work more carefully and thoroughly. When every student is sufficiently 'trained', the holistic mode may work better.

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# CREATING CLAIM-COUNTERCLAIM TEXTUAL PATTERN BY USING MAPS ON BRAINSTORMING ARGUMENTATIVE ESSAY IDEAS

**Rizky Amelia**  
melsmasix@gmail.com

*Graduate Program in English Language Teaching, State University of Malang  
Jl. Semarang 5, Malang 65145*

## ***Abstract***

*Every high-quality thing begins from a well-planned start and once entering complicated cases, there should be ways to cope with. The aforementioned statement is an illustration of writing an argumentative essay. These three words namely writing, argumentative, and essay are admitted to be complicated. This is supported by statements that writing is a recursive process, argumentative is a high-stake genre, and the condition that argumentative essay is demanded for university students as it is given in writing III, meaning that it is placed on the highest sequence. Therefore, there should be a strategy to help students in this complex task. Referring to the previous idea, brainstorming which is a start of writing process plays an important role in constructing a high-quality writing product. Hence, a good and beneficial strategy should be employed here. In relation to writing argumentative essay by linking to the ideas of discourse analysis in terms of signaling textual patterns, this paper presents the use of mapping, especially multi-flow and circle map as well as focusing more on the importance of larger textual patterns in argumentative essay that is claim-counterclaim pattern. The teaching procedures for this strategic in the classroom implementation are presented in this paper briefly followed by pedagogical implication, the challenge of implementation, and conclusion. It is believed that by employing this textual pattern using the maps, the real competence to communicate using written English in writing an argumentative essay can be brought as well as the students are trained to become more effective writers.*

***Keywords:*** *argumentative writing, brainstorming, textual pattern*

## **1 INTRODUCTION**

The ability to produce a communicative and effective piece of writing is obviously not easy for students. Students are able to write, but it is not a guarantee that their writing is already communicative and effective. This matter is getting more complicated as the students are asked to write an argumentative essay. These three words namely writing, argumentative, and essay are admitted to be complicated for them. It is supported by statements that writing is a recursive process that has multiple drafting (Harmer, 2004: 8), argumentative is a high-stake genre (Dornbrack & Dixon, 2014), and essay is a written work in which the writers manifest independent thinking (Low, 1986). In fact, writing an

argumentative essay is demanded for students in some universities as it is given in writing III, meaning that it is placed on the highest sequence.

As it is said that writing is a recursive process that has multiple drafting, its stages have been known by writers. According to Harmer (2004), the stages in the process writing approach are planning, drafting, editing (reflecting and revising), and final draft. Planning or brainstorming is the first and foremost stage that usually takes quite long time for students. In this stage the students think and plan what they are going to write. Enough assistance is needed here to produce a good writing as it is known that every high-quality thing begins from a well-planned start.

Since the beginning is commonly the hardest, there should be a strategy to help the students in brainstorming their ideas and leading to a communicative and effective writing. Previous researchers who concern in writing an argumentative essay have made some efforts in this stage, for instance Hidayah (2011) utilized the debate and Anggraningtyas (2011) used readers' forum. Quite different from the previous studies, this article links the ideas of brainstorming an argumentative essay with the discourse analysis theory in terms of signaling textual patterns. Previously, Ze-Sheng (2007) stated that textual pattern is able to develop the writing and reading ability while Xiu-kun and Yong (2012) proved that textual patterns function as effective tools in identifying and solving problems with discourse coherence in EFL learners' writing.

This article specifically presents the use of mapping, especially circle and multi-flow maps to make the writing be a less intimidating task and more importantly focus on the importance of larger textual patterns in argumentative essay that is claim-counterclaim pattern to create the effective writing. For more discussion of this concern begins from the theoretical basis related to writing, brainstorming, argumentative writing, the Circle and Multi-flow maps, and ends with the implications related to the discourse analysis theory that is creating the claim-counterclaim pattern. The teaching procedures for this strategic in the classroom implementation are presented in this paper briefly followed by pedagogical implication, challenges of implementation, and conclusion. It is believed that by employing this textual pattern using the maps, the students get benefits on both brainstorming and claim-counterclaim pattern for signaling larger textual text. As a results, the real competence to communicate using written English in writing an argumentative essay can be brought as well as the students are trained to become more effective writers.

## **2 METHOD**

This article presents the use of mapping, especially circle and multi-flow maps to make the writing be a less intimidating task and more importantly focus on the importance of larger textual patterns in argumentative essay that is claim-counterclaim pattern to create the effective writing. For more discussion of this concern begins from the theoretical basis related to writing, brainstorming, argumentative writing, the Circle and Multi-flow maps, and ends with the implications related to the discourse analysis theory that is creating the claim-counterclaim pattern. The teaching procedures for this strategic in the classroom implementation are presented in this paper briefly followed by pedagogical implication, challenges of implementation, and conclusion. It is believed that by employing this textual pattern using the maps, the students get benefits on both brainstorming and claim-counterclaim pattern for signaling larger textual text. As a results, the real competence to communicate using written English in writing an argumentative essay can be brought as well as the students are trained to become more effective writers.

### 3 FINDINGS AND DISCUSSION

#### THEORETICAL BASIS

Writing as one of the language skills and a form of using English for written communication is important but is claimed to be difficult. Craig (2013: 2) states that writing ability has become increasingly important in this 21<sup>st</sup> century as the students live, study, and work in a globalized work. Unfortunately, among the language skills, writing is commonly placed in the last order due to its complexities and several stages included. Richards & Renandya (2002: 303); Cahyono & Widiati (2011: 69); Harmer (2004: 8) agree that writing is the most difficult skill for foreign language learners to master since the skills involved are highly complex compared to the three other skills. The complexity of writing is because the process with its recursiveness and multiple drafting is not nearly instant until it comes to the final product.

Several strategies to make writing a less intimidating task have been implemented for instance the dialogue journal, round table, dyadic essays, collaborative writing, team anthologies, and paper seminar. There is also another common one that is process writing approach (Watkins-Goffman & Berkowitz, 1990; Sokolik, 2003; Harmer, 2004; Brown, 2007). It incorporates four basic writing stages: planning, drafting, editing (reflecting and revising), and final draft, other external stages such as responding, evaluating, and post-writing in case they are needed. Among the stages in process writing approach, prewriting or brainstorming is the beginning stage which stimulates students' thought to produce ideas and collect information. Unfortunately, many students have difficulties in this stage since the ideas that they are going to develop are on writing argumentative essay which is quite different from other genres. Argumentative essay is a writing composition which utilizes logic and reason to show that one idea is more legitimate than another idea. It consists of introductory section, main body (arguments/claims, counter arguments/ counterclaim followed by refutation), and concluding section.

#### Discourse Analysis and English Language Teaching

When some studies have uncovered the strategies to help students in writing argumentative

essay, for instance by the use of readers' forum (Anggraningtyas, 2011), debating (Hidayah, 2011), and mind-mapping as observed from gender and learning style (Ningrum, 2013), the strategy by involving the discourse analysis field is also needed and it is tried to be presented in this article. It is unquestioned that discourse analysis has built a foundation in language teaching and language teaching can benefit from the field of discourse analysis. Hoey (2001) believes that in written discourse analysis, there is so-called textual interaction in which writers and readers interact. In line with it Belmonte and McCabe (2004: 30) state that discourse analysis helps to connect readers and writers in which text serves as an intermediary. However, the interaction and interpretation is unlikely to occur spontaneously unless the writer has already signaled it (Hoey, 2001: 121). Therefore, the writer needs to create a well-written text with the pattern in it so that the writers themselves are able to be effective writers as they use effective tools in identifying and constructing texts and solving problems with discourse coherence. As a result, the interaction with readers happens when the readers know what to expect and can avoid problem of comprehending the text because of unclear ideas organization and missing signals. Finally, the essays produce by the writers are comprehensible and communicative in nature.

### **Signaling Textual Patterns**

As text is a medium for the interaction between readers and writers, the writers have to learn how to control it so that readers can read it well. Consequently, in the teaching of writing, teachers need to teach certain aspects of textual interaction well-known in the field of discourse analysis as has been suggested by Hoey (2001). One important aspect is the textual patterns. According to McCarthy (1991: 28), certain patterns in text take place and become deep-rooted as part of the cultural knowledge. These patterns show the relationship between bits of the text which may be phrases, clauses, sentences and paragraphs as it wraps up an essay. The interpretation of relations between textual segments is a cognitive act of the readers. In other words, reading the text is like a dialogue with the writer. When the writers provide the textual pattern in the essay, they automatically help the readers to capture difficulties in text processing, offer ways of attacking them, and finally provide the effective communication.

There are several kinds of textual patterns. McCarthy (1991) mentioned the kinds for instance problem-solution, general-specific, and claim-counterclaim patterns. The problem-solution pattern covers some elements such as situation which provides context for the pattern, problem as aspect of a situation requiring a response, response given to the problem, solution and evaluation as a follow-up. It is frequent in advertising texts in a way to sell a product and in reporting technology texts. Then, the general-specific pattern has two elements that help the readers follow the writer's intention easily by first understanding the general idea and then following the more specific and detailed examples, explanation and justification (Ze-sheng, 2007). This pattern can be found in encyclopedias and other reference texts. Meanwhile, the claim-counterclaim pattern has three elements namely common ground, claim, and counterclaim. It is frequent in political journalism and letters-to-the-editor pages of newspaper and magazines. The textual patterns are not only the aforementioned ones. Hoey (2001) added some other patterns for example goal-achievement and gap in knowledge filling patterns which are commonly used in academic context, goal-achievement and opportunity-taking patterns which are widely used in business English, and desire-arousal pattern occurs widely in the kinds of leisure text.

### **Creating claim-counterclaim pattern by using multi-flow and circle maps in brainstorming argumentative ideas**

Among the textual patterns mentioned above, the pattern that can be used in an argumentative essay is the claim-counterclaim pattern. This pattern fits argumentative essay as the three elements namely common ground, claim, and counterclaim can be found in this type of essay. These elements have been familiarized by the students since they function as the template in argumentative essay. What is commonly suffering from some students' argumentative essays is that their essays cannot be recognized easily as argumentative essays. The essays provide limited signals to indicate that those are argumentative essays. As a result, their essays are less effective and communicative as they should be. Hence, the use of more word signals on claim-counterclaim pattern is needed.

In the textual patterns, there is so-called discourse organizing words. McCarthy (1991: 78) states that discourse organizing-words have roles to represent segments of text and parcel up phrases and whole sentences. Meanwhile in terms of broader textual patterns, they are able to wrap up the whole texts or essays and often contribute to the awareness that there is a textual pattern in a text. The discourse-organizing words that characteristically cluster round the claim-counterclaim pattern are listed below:

accept	challenge	Explain	question	say
acknowledge	consider	false	reason	see
against	consensus	insist	refute	view
agree	defend	faith	Reject	think
argue	deny	hold	reality	true
assert	dispute	justify	suggest	truth
believe	doubt	point out	State	
claim	evidence	maintain	Show	

In the process of brainstorming argumentative essays, the discourse-organizing words above are planned to be included, but the first activity in this stage is organizing the ideas by using maps. Creating charts or maps help students with their writing (Dodson, 2013: 12). The maps used in this article are Circle map and Multi-flow map. The use of these maps fits the argumentative essay which is said to be a high-stakes genre because they are useful for some reasons. First these maps allow students to see the logical flow of information before beginning to teach them to write. Second, it is useful to help students brainstorm their ideas on anything that they want to write in a more organized way. Third, especially for the Multi-flow map, it can be used to lists both pros and cons sides in an argumentative essay since argumentative essay is a type essay where writer takes a stand on an issue and carefully addresses any possible disagreements or counterarguments readers may have, the students must provide two sides of the issue. Then, it can also be used to formulate cause and effect sentences to support the arguments as an argumentative essay also needs these sentences. Finally, these maps can tell students how good writers craft effective texts so that they know how they too can be effective writers by creating a text pattern in the essay as the elements are complete and some identical words are inserted. The last idea above is along with one of the discourse analysis theory that is signaling larger textual patterns by using the discourse organizing-words.

In the teaching procedures of creating claim-counterclaim pattern by using Multi-flow and Circle map in brainstorming argumentative writing ideas, the teacher asks the students to read model of argumentative essay which has a claim-counterclaim pattern. Then, the teacher explains the materials about argumentative essay as well as the claim-counterclaim pattern. If necessary, the students are asked to read any article in which the title is related to the argumentative essay that they are going to write. Then, the teacher models the way of making a Multi-flow map and Circle map, gives them a prompt to write, and asks them to make their own maps. When students have taken a stand, they are asked to find someone who took a different position. The students have to explain their positions to each other. They are encouraged to ask questions regarding something they do not understand or agree. They are asked to exchange the Circle map and using the map they write it on a Split-circle map as planning for their essays explaining the other's point

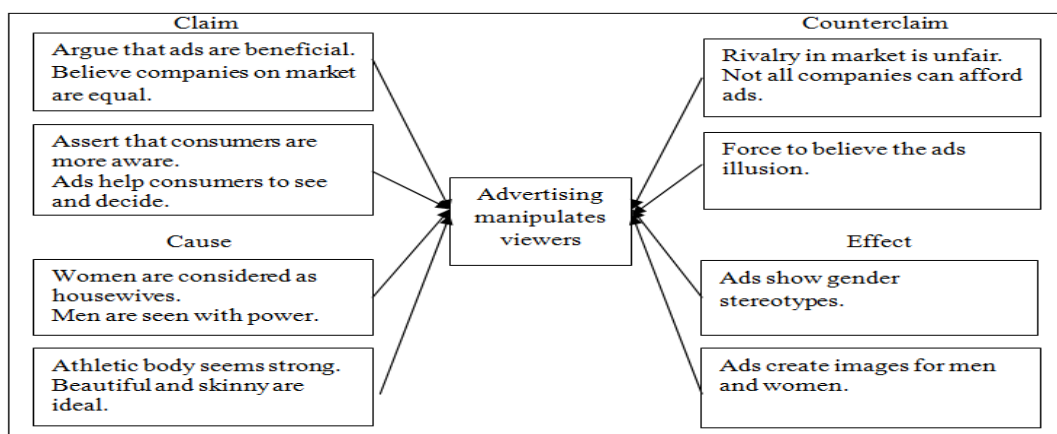
of view. In the process of writing, teacher reviews the words signal in claim-counterclaim pattern. They are informed to include signal words on their first draft of the essay.

The following are the maps used to brainstorm writing argumentative ideas.



**Figure 1. A Circle map**

The direction of using this map begins from right side to the left side. The students write whatever idea they would like to include in their essay. These points are guidelines for constructing the essay. Using this map is more interesting as it provides parts which have different function. With the Circle map, the students put the topic in the center circle, the ideas or arguments are in the big circle, and the outer circle is used to write additional idea or it could be things or questions which are needed to be clarified. As the students brainstorm their ideas by using this map, they also have to try to include the discourse-organizing words of the claim-counterclaim pattern.



**Figure 2. Multi-flow map**

Meanwhile, in the Multi-flow map the students draw three parts, the center box functions for putting the topic, the left side of the map is claim-side while the right side is counterclaim-side. Another function of this map is for making the cause-effect sentences, the center box to put the topic as well, the left side of the map is for the causes or reasons while the right side is for the effects. This map helps the students to see logical flow of ideas.

### **Pedagogical Implications and Challenge of Its Implementation**

The theory of textual pattern which is applied in the language teaching especially teaching

English as a foreign language pays special attention to reading and writing. There is a relation between reading and writing and it is considered that the aim of writing is to produce a comprehensible text. As a result, the essays written by students must be more communicative to be read and comprehended by the readers. In such a view writers have a responsibility of creating a text which accommodates to the readers. The textual pattern can be said to share interactive approach in which from the point of view of writing, the different patterns may facilitate the learner the task of ordering the text which results in making it easier to read.

In this article, the claim-counterclaim textual pattern is created by the using Circle and Multi-flow maps to make their thoughts are easier to be organized in which this pattern can be seen by including the elements in the essay as well as providing sufficient discourse-organizing words. This strategy is believed to give benefit for students in the structuring of their written work. It is sometimes difficult for student-writers to convey their messages and also for student-readers to understand the writers' messages. Therefore, utilizing claim-counterclaim pattern in the students' argumentative essays helps the writers to send their messages clearly and helps the readers to unfold the messages easily.

The claim-counterclaim pattern by using Circle and Multi-flow maps serves as a tool in writing argumentative essay. Teacher helps the students to write essays by including the elements of claim-counterclaim pattern to which it is as a guideline for both writers and readers. Then, in terms of discourse-organizing words, teacher encourages student-writers to include them in their essays. In Hoey's view these signaling vocabulary items play an essential role in the teaching of the patterns since these words facilitate the text organization. They also play a significant role in sending writers' messages (Holland & Lewis, 1997 in Ze-Sheng, 2007:21). It is important to make readers aware of the fact that they should be able to identify the signals that mark the patterns and, therefore, as writers they must provide these signals. It should be remembered that a good writer does not use signals heavily but does give clear indications of the different stages of the pattern to his or her readers. The signaling vocabulary is valuable vocabulary and deserves to be given some priority in language teaching.

Hoey's (2001) belief that the textual pattern can serve as a ready-made template to help the student-writers in their writing task. He emphasizes the importance of the lexical signals and specific vocabulary provided by the author for the reader's recognition of the patterns. The frequency of these signals varies across genres and depends on the presupposed knowledge of the reader. He gave the example of problem-solution pattern which is characteristically lexically signaled either by means of inscribed signals (eg. solution) or inscribed evaluations functioning as signals (eg. unfortunately) or by means of evoking signals (eg. had no money). One or more of these signals serves as trigger for the pattern, in that it makes the pattern visible to the reader (2001: 140).

Meanwhile, the example in this article can be seen in the following paragraph (complete essay can be seen on the appendix):

Some may **argue** that advertisements are beneficial. They **believe** that it is thanks to advertisements that companies working on the market equally. However, this **claim** is immature because this rivalry is unfair. It is only for the companies who can afford. Then, proponents of advertisements may also **assert** that consumers become more “aware” and “conscious”. They **state** that advertisements help the undecided customers come to a decision **seeing** all the available products on the media. Yet, serious **doubts** can be raised **against** this **view** when one **considers** the shortcomings of the messages the viewers are exposed to. The target audiences are forced to **believe** in illusions about the product rather than realities. When an advertiser focuses merely on the advantages of a product, it creates a **false** impression. The conclusion one needs to draw from these is that advertisements are harmful.

The paragraph above is taken from an argumentative essay attached in this article. It provides two elements of the claim-counterclaim pattern which are claim and counterclaim. The discourse-organizing words for instance argue (line 1) indicates a claim and the word against (line 7) shows a counterclaim. Then, the words in bold are the words included in claim-counterclaim pattern. They give signs that this paragraph is an argumentative one.

Besides implications, there are also some challenges in the implementation of this strategy, for instance it is unlikely the students will immediately utilize this pattern because they may not very accustomed with it. Then, it is not only student-writers who are trained, but also student-readers so that they are aware of the patterns provided by the writers in texts they read. Therefore, the teachers need to tell the students as writers and readers that in written discourse there exists some patterns which can be used by including the elements and discourse-organizing words to make the texts or essays more communicative and effective.

#### 4 CONCLUSION

The nature that writing an argumentative essay is a complex task demands a strategy to help students. Beginning from brainstorming which plays an important role as a start in constructing a high-quality writing argumentative product, Circle and Multi-flow maps are employed. They are believed to present a good and beneficial strategy for brainstorming the argumentative ideas rather than using questioning strategy only because these maps allow students to see the logical flow of information and craft effective texts so that they know how to be effective writers as it is related with the discourse analysis theory that is on claim-counterclaim pattern.

In the practice, the activity begins from planning their ideas by using Circle map and Multi-flow map. Then, during the process the students are introduced the claim-counterclaim pattern and are encouraged to use it so that they know how to wrap up a text by using discourse-organizing words. By utilizing this strategy, both writers and readers can interact through the text as the writers become effective writers when they use effective tools in identifying and constructing texts and solving problems with discourse coherence and readers know what to expect and avoid problems with comprehending the essay. Finally, a real competence to communicate using written English is shown because of the help of discourse analysis.



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# **AN INVESTIGATION OF EFFECTIVE TEACHING PRACTICES BASED ON THE DYNAMIC MODEL OF EDUCATIONAL EFFECTIVENESS; THE CASE OF SIX STATES ISLAMIC SCHOOLS IN DKI JAKARTA**

**Siti Nurul Azkiyah**  
azkiyah@uinjkt.ac.id

**Lia Aida**  
aida\_evolution@rocketmail.com

**Dahlia Puspita Sari**  
liedonk6@gmail.com

*UIN Syarif Hidayatullah Jakarta*

## **Abstract**

*This study aims to investigate whether teachers practice the principles of effective teaching in their regular teaching practices. The concept of effective teaching refers to the classroom factors of the dynamic model of educational effectiveness developed by Creemers and Kyriakides (2008). Referring to teacher instructional roles that have been empirically found to affect student outcome, the dynamic model proposes eight classroom / teacher factors. They are orientation, structuring, modeling, application, questioning, the establishment of classroom as a learning environment (CLE), management of time, and assessment. Mix method was used. The quantitative side used students' questionnaire and structured observation instrument while the qualitative one used interview. The study was carried out in DKI Jakarta and involved 22 English teachers and 556 students from six State Islamic Schools. Referring to the observation data, the findings reveal that some teachers have applied some of the principles of effective teaching in their regular teaching practices. Out of five scales, questioning, application, CLE, assessment and management of time were scored three in average. However, structuring, orientation, and modeling, were scored below three, which indicated teachers' difficulties in these factors. This study is beneficial not only to provide valuable data concerning teachers' practices but also to form fundamental consideration on what aspects should be improved.*

## **1 INTRODUCTION**

Many studies have found that teachers play a very important role in improving students' outcome (Darling-Hammond, 1997; Fullan, 2001; Harris, 2002; Harris & Muijs, 2005). In line with this, Stronge (2007) concludes that teachers who teach a subject for which they are not prepared do not address students' needs as good as certified teachers. Therefore, it is logical to assume that when students' outcome is good, the teachers are also good.

Referring to international measurements such as Program for International Student Assessment (PISA), students' outcome in Indonesia could be considered low. In 2012 for instance, the mean score of Indonesian students was 375, far below the average of all participating countries (494) on Math (OECD, 2012), which has positioned Indonesia as the second from the bottom. Hence, there is a basis to assume that the quality of teachers in Indonesia is not yet as good as expected. Moreover, some studies have found that teachers in Indonesia are not yet capable of creating effective learning environment (Kaluge, Setiasih, and Tjahjono, 2004; Utomo, 2005). The most recent study sponsored by the World Bank also indicates that teachers' quality is low amidst certification program intended to improve their performance (Ree, Al-Samarrai, & Iskandar, S., 2012).

However, it should not be generalized that all Indonesian students and hence all teachers have low quality. Some schools including Islamic schools under the Ministry of Religious Affairs could be considered as good schools because they achieved high score in their national exam. For English subject for instance, in 2013 some schools such as MAN 4 Jakarta and MTsN 41 Jakarta scored above 8 in average. This achievement shows that the teaching and learning process in these schools is effective. In other words, there is empirical evidence to assume that teachers in these schools have good teaching quality, which results in good students' outcome as represented in their score in the national examination.

However, this assumption should be proved and therefore this study is intended to examine this assumption. In other words, this study aims to investigate whether teachers in some perceived-good schools have good teaching quality. In conceptualizing teaching quality, the findings of teacher effectiveness research, which deals with factors within teachers that are related to students' outcome, is considered. This is because the findings of this research provide empirical evidence on teacher factors that are found to positively affect students' outcome and hence those factors serve an important basis on what and how to improve. The findings of this research have consistently revealed that teachers' instructional roles in the classroom contribute the most in the differences of students' outcome (Luyten & Snijders, 1996).

In this paper, the dynamic model of educational effectiveness (Creemers & Kyriakides, 2008), one model of teacher effectiveness research is used. The model has four levels i.e. national / policy level, school level, teacher / classroom level, and student level. The emphasis is on the teacher level while the higher levels, which are the national and the school levels, are expected to provide necessary conditions for the effectiveness of the teacher level. In this paper, the teacher level is also the emphasis.

There are eight factors in the teacher level i.e. 1) *orientation*, 2) *structuring*, 3) *modeling*, 4) *application*, 5) *questioning*, 6) *assessment*, 7) *time management*, dan 8) *creating classroom as a learning environment (CLE)*. Orientation deals with teachers' attempt to explain the objectives of the lesson, which is expected to help students understand the importance of their learning activities. To achieve this goal, teachers can connect the lesson to students' daily life or previous lesson. Structuring is the explanation on series of activities that students are going to do during the lesson. Next, effective teachers are found to help students use strategies and/or develop their own strategies of learning through the provision of modeling. This activity should be completed with application, which is the provision of immediate exercise of topics taught during the lesson to provide learning opportunities for students to apply the strategies they learn during modeling stage. In addition, effective teachers raise various questions to lead classroom discussion and pay attention to students' engagement during the lesson. The questions should include both easy and difficult ones, both process and product questions.

For the case of reading comprehension, product questions deal with questions, which answers are easily found in the text whereas process questions require students to go beyond the printed information in the texts.

Furthermore, effective teachers conduct assessment to make sure that their students understand the materials, to identify students who need more assistance and identify topics that need to be retaught. The data gathered during assessment are expected to enable teachers to improve their teaching. The next classroom factor of the dynamic model is CLE, which main objective is to optimize students' opportunity to learn. CLE could be established by building 1) teacher-student interaction, 2) student-student interaction, 3) students' treatment by teachers, 4) competition among students, and 5) classroom disorder. Finally, management of time is important to maximize students' engagement and make sure that they are on tasks throughout the lesson.

The above classroom factors of the dynamic model are used in this study to conceptualize teaching quality due to several reasons. Firstly, all the eight classroom factors of the dynamic model are developed based on the findings of previous teacher effectiveness research, and therefore they have been proved to affect student outcome. Secondly, the factors involve various teaching approaches especially constructivist and direct or mastery learning. Some components of constructivist approach included in the model are orientation, modeling and collaborative element in CLE. Both orientation and modeling in the dynamic model are expected to raise students' motivation in developing their metacognitive skill, which is one of the main objectives of constructivist approach. The components of direct or mastery learning included in the model are structuring and questioning.

Thirdly, referring to the 2013 curriculum, the above factors are in line with scientific approach. The provision of modeling, for instance, is very similar to the process of observation in the scientific approach, where students see the model before they do some exercises during application period. Fourthly, the model was firstly established by Creemers (1994) and further developed through some studies especially in Cyprus. Antoniou, Demetriou, & Kyriakides (2006) for instance have examined the validity of the model through a longitudinal study in Cyprus. In 2009, one year after the model was formally launched, an experimental study on the use of the classroom factors of the dynamic model resulted in the improvement of both teaching quality and student achievement (Antoniou, 2009). The findings of this experimental study reveal that when teachers apply the classroom factors of the dynamic model, not only their teaching quality will improve, but also their student achievement. In Indonesia, an experimental study conducted by Azkiyah (2013) also shows that teaching quality and student achievement of the experimental group, which uses the classroom factors of the dynamic model as the materials of the teacher training in the group, are significantly better than the control group. Thus, the classroom factors of the dynamic model has been proved effective in improving teaching quality and student outcome, and therefore they are used as a conceptual framework to indicate the teaching quality of several state Islamic schools in DKI Jakarta.

## **2 METHOD**

As previously indicated, this study was intended to investigate whether teachers practice the principles of effective teaching at their regular teaching practices. The study used mix method; the quantitative side used student and teacher questionnaires and structured classroom observation whereas the qualitative one used interview. Therefore the instruments used in this study were observation sheet, teacher and student questionnaire,

and interview sheet. The observation sheet consisted of 50 items, the teacher 50 questionnaire items and the student questionnaire 48 items. All items in the instruments represented the classroom factors of the dynamic model and used 1 – 5 (very low – very high) Likert scale. A pilot study was conducted to check the reliability of student questionnaire, which was very good ( $\alpha = .83$ ). Due to the small number of participating teachers ( $N < 10$ ) in the pilot study, no reliability analysis was carried out for the classroom observation the observation sheet and teacher questionnaire.

In this study, 22 English teachers and 556 students from six State Islamic Schools (3 Senior Secondary School [SSS] and 3 Junior Secondary School [JSS]) in Jakarta participated. The schools were selected because their students achieved high score in English in their national exam. The observation was conducted by trained observers to investigate the teaching quality of English teachers. The student questionnaire was used to ask to students to rate their teachers' teaching quality while the teacher questionnaire was intended to ask the teachers to rate their own teaching quality. The interview was conducted to clarify and gather necessary information from the teachers.

All data were then inputted in SPSS and descriptive statistic was used to analyze the data. The first analysis presented the mean score of teaching quality as one factor resulted from observation instrument, the student and teacher questionnaire. The second analysis presented the mean score of different factors in order to know in which factors the teachers had their strengths and weaknesses. Finally, the results of all instruments were compared and analyzed.

### 3 FINDINGS AND DISCUSSION

The findings in this paper were presented in three parts. The first part described the picture of teaching quality in general, which was the mean score of all items in each instruments. The second part demonstrated the quality of the eight factors as explained in the research method. The last one explained the teaching and learning process based on the observation data.

#### 3.1 The General Picture of Teaching Quality

This section presents the general picture of teaching quality, which is the sum of all items in the three instruments i.e. observation, student questionnaire and teacher questionnaire. The finding is divided based on the level of the school as described in the following table.

*Table 1 The Mean Score of Teaching Quality*

Level	Sources of Data	Mean Score
Senior Secondary School (MAN)	Observers	2.5
	Students	3.1
	Teachers	3.7
Junior Secondary School (MTsN)	Observers	2.8
	Students	3.1
	Teachers	3.7

This table reports that there were different perceptions of teaching quality among the teachers, the students, and the observer. The perception of teachers was the highest whereas that of the observers was the lowest. Out of 5 scales, the teachers in both SSS and JSS rated 3.7 whereas the observers 2.5 and 2.7 respectively. Similar to the teachers, students in both levels of school rated their teachers good.

These findings mean that teachers themselves perceived that their teaching quality was good. On the other hand, the observers perceived that the teaching quality of the teachers was still low. In this case, the observers could be considered to be more independent to examine the teaching quality because they did not have any relation to the teacher. Different from the observers, the students might be hesitant to give less score to their teachers. Moreover, teacher in Indonesia is perceived to be one of the role models within society.

The next question is the strengths and the weaknesses of teachers according to the classroom factors of the dynamic model. This will be presented in the following section.

### 3.2 The Factors in Teaching Quality

This section describes the score of the teachers according to each factor of the dynamic model, which score is based on the sum of items in each factor. This is intended to understand in which factors teachers were good and in which factors they scored less. Similar to that of teaching quality, the findings are presented according to the level of school. However, only the data of the observer was presented due to the difference perception of teaching quality among the observer, the students, and the teachers as shown in table 1. When all data were presented, it was difficult to interpret and draw conclusion.

**Table 2 The Mean Score of Each Factor of Teaching Quality according to the Observer**

Level	Factor	Mean Score
Senior Secondary School (MAN)	Orientation	2.4
	Structuring	1.5
	Questioning	2.9
	Modeling	2.2
	Application	2.7
	Classroom as a learning environment (CLE)	2.9
	Management of Time	2.4
	Assessment	3.3
Junior Secondary School	Orientation	2.7
	Structuring	1.9

(MTsN)	Questioning	3
	Modeling	2.7
	Application	3.3
	Classroom as a learning environment (CLE)	3.1
	Management of Time	3.3
	Assessment	2.8

Table 2 conveys quite a lot of information. However, this section highlights only several important findings. Firstly, according to the observer, structuring at both SSS and JSS was the lowest compared to other factors, which indicated that teachers did not really practice structuring activities. This might happen because teachers understood structuring as mainly explaining the topic of the lesson whereas they were expected to also explain the series of activities students were going to do in order to achieve the learning goals and to signal the transition among different activities.

Secondly, teachers at Senior Secondary School (SSS) performed best in assessment. The only factor that scored above 3 for teachers in this level of school was assessment. Different from this, teachers Junior Secondary School (JSS) performed relatively good as they scored above 3 in more factors i.e. questioning, application, CLE, and management of time. Overall, these findings meant that orientation, structuring, and modeling were difficult activities whereas the other factors could be considered to be relatively easy for teachers.

### 3.3 The Teaching and Learning Process

In this section, only the observation data was presented. This is because the observers were previously trained in using the observation instrument and therefore they could be considered to have more knowledge of the concept of teaching quality used in this study. In addition, the data gathered from interview from teachers were used to further explain the findings resulted from observation.

Firstly, concerning orientation, the teachers were found to rarely provide the objectives of the lesson. To begin their lesson, some teachers invited students to review previous lesson, which were good. Several teachers also started to connect the lesson to students' daily life. Nevertheless, there were also several teachers who only greeted their students and called for student attendance during orientation stage, which normally take place in the beginning of the lesson. Furthermore, they did not maximize the applications of the orientation such as reviewing the material, describing the teaching objectives related to daily activities, and challenging the students to identify the reason why a particular topic should be learned.

In terms of structuring, effective teachers explain series of activities during the lesson and signal the transition among the activities. In this study, the structuring activity conducted by most teachers is limited to the explanation of the topic covered during the lesson. Although in some occasions they signal the transition among the activities, they did not previously mention to the students the activities that they would do during the

lesson. A more meaningful information such as the explanation on the competence that the students had to master was not observed.

Furthermore, in the modeling stage where effective teachers provide learning strategies that students can use to solve problems or exercises that teachers will give during application stage, the teachers at Senior Secondary Schools were found not provide enough learning strategies for their students. It was possible that the strategies were already taught in the previous lesson while more exercises (application) were provided when the observation was conducted. Nevertheless, the teachers did not engage students by asking them to explain the strategies they know to solve their exercises. In contrast, many teachers at Junior Secondary Schools were observed to practice modeling by asking students the strategies to solve the exercises that they would have to finish during the lesson. The teachers facilitated the activity by asking questions and elaborating the answers raised by students. In this part also, the teacher could remember well the students' names and also paid attention to their pronunciation. In this way, the teachers were able to also create good interaction between the teachers and the students. Some teachers of this level of school explained that their students would be able to finish their work better and faster when they understood how to solve their exercises.

Related to application, the teachers at the Junior Secondary School (JSS) were found to have more activities than teachers at the Senior Secondary School (SSS). The teachers at the SSS did not only provide the exercises but also monitored, supervised, and provided supportive feedback to their students. Some teachers at this level also grouped their students into several groups and helped clarifying the tasks when the students did not really understand. Different from this, most teachers at the SSS used only individual task during the application stage and the activities were limited to answering provided questions in the textbooks. However, teachers at both level of school were similar in that they did not provide differentiated texts not tasks to students to address different group of students. In addition, most teachers did not encourage low-achieving students to be more active.

With respect to questioning, nearly all teachers posed questions throughout the lesson. They also praised their students when they could answer the questions correctly. However, when the students could not answer their questions, only several provided clues or hint to help students answer the questions correctly. Instead, the teachers in both SSS and JSS tended to translate the questions in Bahasa Indonesia when the students could not answer the questions correctly. In addition, the questions raised did not really promote students' critical thinking because the questions raised were related to who, what, when, and where. In this case, questions concerning why and how were not really introduced.

Next, teachers were found to be relatively good in building the classroom as a learning environment. Only a few teachers were observed not to be able to create a supportive environment for learning. In the process of teaching and learning, teachers could provide students the time for both explanation and tasks. Teacher provided relevant feedback and gave positive reaction to students. Some teachers also returned students' work so that they could learn from their mistakes. In addition, the responsibility of teachers could be proved not only in the process of teaching in the class but also outside of the class. The teachers invited students to respect and to use the school rules and creating a businesslike and supportive environment for learning.

Concerning time management, most of the teachers were not really good in managing the time. Not many teachers invite the students to finish the learning tasks on time by including time allotment in each phase of student activities. Therefore, it was observable that some students did not actually finish their tasks. Nevertheless, in the classroom observation, the teachers came and finished the teaching-learning process on



time. Finally, in terms of classroom assessment, the form of assessment used by teachers was limited to questioning. In other words, in order to make sure that students understood the materials, the teachers only posed questions. The teachers in both SSS and JSS did not use other strategy such as asking the students to write a summary of the lesson or to reflect what their understanding of the materials to ensure that all students have understood the materials.

#### **4 CONCLUSION AND SUGGESTION**

This study has measured the teaching quality of English teachers in six state Islamic schools in Jakarta. The findings show that according to the observer the teaching quality of the teachers was still low while according to the students and the teachers themselves was relatively good. In this case, the teachers rated the highest compared to the observer and the students. The conclusion drawn in this study, however, was based on the data gathered by the observer because they were considered to be more independent and have better understanding of the concept of teaching quality used in this study. Therefore, this study concluded that the teaching quality of English teachers in six Islamic schools in Jakarta needed to be improve. Among the eight factors, teachers were found to be relatively good only in questioning and building classroom as a learning environment. The weakest part was in structuring. Although the findings of this study suggest that teachers need to improve the teaching practices in all factors, they should pay attention more structuring, orientation, and modeling.

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# FACEBOOK GROUP ACTIVITIES IN THE EFL WRITING CLASS

**Sardian Maharani Asnur**  
sardian.maharani@gmail.com

Alauddin Islamic State University of Makassar  
Jl. Sultan Alauddin No. 63, Samata-Gowa

## **Abstract**

*This study explores the student and teacher benefits of using facebook group in an EFL writing class. It also explains several facebook group writing activities and sample assignments that have proven useful in a writing class with second and third semester English and Literature Department at Alauddin Islamic State University of Makassar, South Sulawesi. Research shows that by using social media such as facebook, students become better in problem solving and communicating. Through online social media, students have chance in collaborating and working together with other classmates and also their teachers. It helps them in creating, analyzing, providing information and sharing ideas easier and more efficient. Through these activities, students not only learn how to write better, but it also increases their social awareness and confidence. The activity may release them from the boundaries of conventional writing tools that often restrain and hamper the writing processes. Students can begin to realize their full potential when they are empowered to contribute and collaborate as a team to accomplish their writing tasks more effectively.*

**Keywords:** Facebook, Social Media, Writing Activities

## **1 INTRODUCTION**

The improvement of writing is a target goal of many school districts. State and national standardized assessments indicate that our students fall short in producing quality writing.

There is no doubt that the students do writing activity a lot than other activities in language class. The students writing abilities have to be improved and the teacher must undertake to stimulate student to write. They must set the activities in which the students can practice the process of producing a piece of writing. They must choose the effective method to elaborate the details way in order to enhance students' writing ability.

Based on the writer's experience as a writing teacher in English and Literature Department, the writer found that the first year students are hard to convey their ideas in the class in a form of writing or even in speaking. In addition, the writer had ever conducted group discussion in the class in order to find out students' interest in writing. Most of them said that it is hard for them to write by them self, in hence it is quite easy to write one thing if they share ideas each other. Therefore, the writer sometimes asks the students to share ideas in a group or even make a piece of writing in group. Even though it is a good way to make them work together, but it is not effective since they just have

one and a half hours to do that thing in the class for each week of the meeting. Therefore, the writer got an idea to carry out the discussion more often outside the class. One way to perform it is by the media that popular in students' daily life, so they will be more interested to participate in the discussion.

One media that can be used is social media. Social media is often seen simply as a way to fill the free time or stay connected to other people like family or friends in a long distance. Social media is still in its infancy in Indonesia - but using it to effect social change has become a growing trend. Based on the Global Web Index Survey in 2010, those around 79.72% of Indonesian people use social media in daily life. It is thought there are 40 million Facebook users among Indonesia's 240 million-strong population - no small feat, given that only 21% of Indonesians between the ages of 15 and 49 have access to the internet, according to a 2011 report. In 2013, Chuach found that 67% of students like to write in Facebook to talk about many things than through other social media. Those fact above have proven that Facebook and other social media can be used to more effectively stay connected each other to chat about everything.

The social media is not only used in the field of marketing and such professional trade; however, its use is also rapidly expanding into the educational sector. There are some researchers and educators who have been conducted research and applied the social media use in their class and it has been prove effective. Bexheti, et al. in 2014 have conducted a research of social media usage in teaching and learning, the study showed that social media are already affecting the ways in which teachers find, create, share and learn knowledge, through the media opportunities and in collaboration with each other. Moreover in 2012 until 2013, Hartono has conducted a research in Language Faculty and discover that Facebook usage in learning can increase the level of interaction among students, and between students and teachers. The use of this medium also makes the students have more opportunities to use the target language. Many students who are usually silent during the learning process in the classroom, it can be very actively participate in discussions on Facebook that are managed in a Facebook group.

This motivated the writer to employ the facebook group in supporting the students to share ideas and their work of writing. Since most of the students of the first year in the university are young people where on their age they are mostly like to chat, it will make the teaching and learning of writing more practical for almost all students.

As have been stated before that learning writing in the class is not enough for the students to practice their writing; therefore, the teacher should facilitate them in order to make them better in writing skill that is by employing the Facebook group. Based on that problem, the writer issue research question as follow:

1. What are kinds of writing activities in facebook group that is useful in improving students' writing skill?
2. What are the student and teacher benefits of using facebook group in an EFL writing class?

This research is hopefully can be useful for educators, especially English language teachers/lecturers to apply activities which propose in this research. It is also expected to be useful for the students to conduct self learning through facebook group with their classmates or communities of language learner.

### **1.1 Literature Review**

Todays, modern technology and ICTs, online social networks have confined the awareness of educators and policy-makers as an alternative tool for language teaching and learning. Bartlett and Bragg defined social networks as a "range of applications that augments group interactions and shared spaces for collaboration, social

connections, and aggregates information exchanges in a web-based environment” (2006:3). Otherwise, Social Networking Sites (SNSs) have integrated a wide range of technical features, they basically consist of a ‘profile’ and a list of ‘Friends’ who are also users of the system (Boyd and Ellison, 2007:2).

Students nowadays have experienced interesting learning process in comparison to previous years via social networking sites such as Twitter, video sharing (Instagram, Youtube, Keek) and latest addiction is the Facebook (FB). FB is essentially a personalized profile of which users have complete control over its content. A user’s profile can be viewed by other users in the same ‘network’ by default, unless the profile owner specifies otherwise. Users are able to share photos, comment on friends’ walls, send messages, chat, create and join groups within this online community. Of educational interest is the fact that this means that users are continuously involved in the sharing of information, interacting and communicating with other users, collaboration and the sharing of ideas and opinions via posts and status updates. Hence, the researchers believe that FB possesses huge potential as an educational tool due to these features offered (Kabilan, et.al., 2010)

Students are engaged in a good deal of writing even in this era of ICT – in blogs, Twitter, text messages and, of course, FB. Strangely, students considered these types of informal writing as “communication” and not likened to the “writing” tasks that are given in schools (Yancey, 2009:26). This shows that students are still unable to see the connection between the writing learned in the classroom and the meaningful communicative use outside of the classroom. Yancey then proposes the use of FB in helping students make that link in order to make them better writers (2009: 29). The researcher then also believes that FB, and specifically FB groups, has the potential to improve students’ writing skills by being the link between academic “writing” and outside “communication”, providing learners with an authentic and personalized context in which to aid their writing. ‘FB groups’ provides sufficient opportunities for students to practice and improve their writing skills.

In this study, the researcher as the lecturer creates several activities in facebook group that is created for the class. The purpose of creating the activity is to enable students to participate in discussions pertaining to current issues or topics of interest. The online discussion also provides a platform for the students to practice their writing skills as they have limited opportunities to practice these skills in the classroom as the main focus of the course is to improve students’ oral communication skills. Through students’ written work on Facebook, the lecturer would be able to help his students to develop good writing skills by monitoring their sentence structures, grammatical accuracy, and spelling. If there are some common mistakes made by the students, the lecturer could highlight these mistakes with all the students during class lessons.

In addition, the use of Facebook to aid student learning also enables the students and lecturer to interact with each other at any time or any place, as it is not restricted to the classroom. Such a student-centered approach allows students to learn at their own pace and the lecturer to act as facilitator in guiding the students to accomplish the tasks. Furthermore, this student-centered learning approach encourages students to acquire problem solving skills, critical thinking and inquiry skills. Besides, student-centered learning activities are more fun and even reluctant students are more motivated to participate in the activity, as they can try to accomplish the tasks according to their own pace and abilities (Markusic, 2011).

## **2 METHOD**

### **2.1 Research Method and Participants**

This study was conducted in English and Literature Department of UIN Alauddin Makassar on the second semester of academic year 2013/2014 in one writing class (AG1-2 class) which consisted of 35 students.

A quantitative and qualitative (mixed method) survey study exploring the students' response on the activities of FB groups in teaching and learning that would be beneficial in improving their writing. For this purpose, the respondents were added in a FB group created for this research called 'Big Family of AG1/2'.

They were required to participate and be involved in the tasks prepared by the teacher (as a researcher) including summary writing and brainstorming. Participants were also encouraged to take part in contributing ideas and giving opinions actively. All this was done to create a conducive learning environment, and thus, enable participants to experience how FB groups can be used to improve writing skills, particularly in an Indonesian EFL context. In the final stage, they were each required to respond to a 10 items questionnaire distributed after 4 months of participation in the FB group created.

### **2.2 Instrument and Data Analysis**

The research design for this study is mixed method survey. The 14 questions in the questionnaire aim to explore respondents' perceptions of activities in FB groups that can be used in enhancing their writing skills in terms of the overall impact of FB groups in all stages of the writing process. The questionnaire was done by the respondents in hard copies. The questionnaire that researcher have constructed consisted of two parts.

The two parts were labeled Section A and Section B. Section A comprised 12 close-ended items with a 4-level Likert Scale of 'Strongly Disagree', 'Disagree', 'Agree' and 'Strongly Agree'. The option of 'Unsure' is not included so as to ensure all participants have a stand whether to agree or disagree to a statement. Section B comprised 2 open-ended questions to allow participants to give their opinions on how FB groups help them in an EFL writing class.

The description of items in the construct, mean scores, frequency and percentages were employed to describe the students' views on FB groups as a means for teaching and improving writing. As for the 2 open-ended items, the students' views were categorized into emerging domain themes and analyzed accordingly. The qualitative data were used to support and give meaning to the quantitative data analysis, and for systematic analysis and presentation of each student's excerpts, each student was coded R01, R02, R03...R43, respectively. The comments from the respondents were cited as they were expressed or stated by the students in the space provided for each open-ended question in Section B.

The 14 items in the questionnaire were constructed based on the research questions for this study. The items in the questionnaire have been grouped in such a way so as to address the 2 areas of the writing activities and process, and the affective domain of participants:

## **3 FINDINGS AND DISCUSSION**

The The findings are presented in 2 sections. The findings are grouped according to the research questions which we have identified to group the 12 close-ended and 2 open-

ended items mentioned earlier: the writing activities, and the benefits of FB group in term of the writing process as well as the affective domain. The findings of each open-ended item in the questionnaire are integrated in the result of close-ended items.

#### A. Writing Activities in FB Group

Items 1-5 in Section A of the questionnaire are posed to find out the respondents' perceptions of FB groups in writing activities that they mostly like.

The findings are grouped into two large categories: Cumulative Disagree to represent the cumulative data percentage of respondents' selection of 'Strongly Disagree' and 'Disagree' and the other Cumulative Agree to represent the cumulative data percentage of 'Agree' and 'Strongly Agree' as shown in Table 1 below:

***Table 1. Writing Activities on FB groups which improve students' writing skill***

No	Item	Cumulative Disagree (%)	Cumulative Agree (%)
1	Sharing information	30	70
2	Uploading assignment	21	79
3	Uploading Material	18	82
4	Sharing free writing	13	87
5	Free chat discussion	8	92

The table shows us various activities conducted in the Facebook group. Most of the activities are actively joined by all participants and teacher. Among the activity conducted, the free chat discussion between students and students/teacher is highly preferred (92 %). It is in line with the open-ended questions, most of the students said that they feel free to state their ideas or thinking in the chat room than in the classroom. In the classroom, they have to face their friends and teacher, but in the chat room they do not have any pressure to talk about anything based on the discussion.

Moreover, 87% of students also agree that by sharing their free writing in the group wall and open comments for the member of the group, the other can give suggestion or even critics throughout their writing. It helps the students to edit and revise their writing to make it better.

The FB group also used for the teacher to upload and share the material that cannot be explained more in the classroom. This activity is agreed by 82% of respondents. Through this application, teacher can conduct a virtual learning where all participants can take part right away after the material has been uploaded. Therefore, the activity of teaching and learning can be done everywhere and every time.

Students also asked to collect their assignment by upload it on the Facebook group wall. Through this activity, not only teacher can read it but all member of the group also can read and give comments on the assignment. Nevertheless this activity agreed by 79% respondent of all activities in the Facebook group. The last activity is students share information among them. This activity is agreed by 70% respondents from all activities in the group. This activity usually used by the chairman or participants who are given

responsible by the teacher to inform or remind their classmates about things that should be done.

Those activities explained above must have benefit for teacher and students. This application helps the teacher to become easier in identifying students' skill in writing. It also makes them without such difficulty in giving material as well as explains it through the chat room efficiently. By chatting with the students, teacher can know their thinking or ideas that might be useful for the future teaching process. It is shown that teaching and learning process cannot be limited by time and space.

The activities in the Facebook group have many benefits to the students, especially to help them write better. From the chat room or discussion session, they may know their lack in writing as well as in communicating; thus, they can make it better on the next session. It also helps them in pre-writing session, especially in brainstorming the ideas of writing. They can solve their problem right away from the suggestion or review from the member of the group. By giving comments and/or open comment for their writing assignment, it builds their confidence and social awareness. The students also stated that they are more active in the discussion on the Facebook group than in the classroom, since they do not need to face their friends nor teacher which may decrease their courageous in offering their ideas or comments.

#### B. Benefits of Facebook Group in Improving Writing Skill

Items 5-9 in Section A of the questionnaire are posed to find the benefit of FB groups in improving writing. The discussion of this section is also integrated with the second close-ended question.

*Table 2. Benefits of FB groups in writing process*

No	Item	Cumulative Disagree (%)	Cumulative Agree (%)
5	Brainstorming through free chat discussion helps organize thoughts	30	70
6	Learning new vocabulary from comments	19	81
7	Reduce spelling error through spell-check feature	12	88
8	Getting a better idea before writing	6	94
9	Easier to complete essays after participation	15	85

From Table 2, it is inferred that more than 80% of respondents are generally agree to the statements which lead to the point that the FB group does help in their writing process. The data in this table also gives answers to the first research question on how FB group helps students in their writing process. It is now shown that 'FB groups' helps in the brainstorming process, in organizing their thoughts before the actual writing, learning new vocabulary from reading comments of others in the group, reducing spelling errors through the spell-check feature, helping to get a better idea before writing from the ideas or opinions posted by friends, and students finding it easier



to complete their essays after participating in the FB group discussion. The highest cumulative percentage is 94% who agree to the statement 'Ideas or opinions posted by my peers on FB group help me in getting a better idea before writing'. This shows the importance of the flow of ideas and opinions by all members in the group discussion on FB.

The researcher recognize the fact that a teacher's role as facilitator in the group discussion is vital because if the ideas and opinions are not monitored closely in terms of their relevance to the topic discussed, it could very much affect the idea that students will have before the actual writing. It is teacher's role to keep the students using English instead of using Indonesian in their comments as well as free post. It is also an advantage to teachers when they use FB groups because from the second highest cumulative percentage of 88% who agree and strongly agree, their spelling errors have reduced through the spell check feature in FB. When students are unsure of the spelling of a word, if they were to type it in the comment space, red lines would appear if the spelling is incorrect. From this feature, they could easily 'right-click' on the word to see the suggested spelling of words by the spell-check feature. This is something which 'paper and pen' writing lacks and if students were to encounter problems with the right spelling, it would be tedious for them to look them up in the dictionary too.

The last three close-ended items in Section A of the questionnaire seek answers to the second research question, to see the benefits of FB group regarding to the affective domain of the students in writing.

***Table 3. Benefits of FB groups regarding to affective domain of students in writing***

No	Item	Cumulative Disagree (%)	Cumulative Agree (%)
10	Feel comfortable posting ideas or opinions.	10	90
11	Feel encouraged when friends 'like' my comments.	5	95
12	Prefer discussing on FB group instead of classroom	38	62

The cumulative percentages of respondents agreeing to item 10 and 11 are significantly higher as compared to item 10. In item 10, 90% of them were agree that they feel comfortable in posting ideas and opinions on FB group and 95% actually feel encouraged when friends 'like' their comments. The students' positive views and responses regarding FB groups influencing the respondents' affective domain can be explained by the fact that students can really take their time to think about what they want to comment on the given topic, do it in the comfort of their own space, and the special 'like' feature which could further encourage respondents to comment more and feel appreciated by the group through their comments. However, in terms of preference, only 62% agree that they prefer discussing issues or topics on FB group instead of in a classroom. This gives insights to all that despite all the other features of

how FB groups can help in improving writing, and the affective influences like those of items 10 and 11, just slightly over half of the respondents actually prefer having discussions on FB group. 46.5% of them prefer discussing in the actual classroom. This could be due to the asynchronous comments or feedback which slowed down the discussion as compared to the synchronous process in the classroom where the teacher can give her feedback directly and anyone else could just add on whatever they have in mind.

#### 4 CONCLUSIONS AND SUGGESTIONS

The findings of this research indicated that in EFL writing class, Facebook group was used to facilitate students to submit their assignment, to create space for sharing information, to give chance for students to practice their English especially in writing, and also to enable students to consult with the lecturer privately due to their assignment. Facebook groups features such as file sharing, private messaging, and like button were also useful in writing class to share information, and help students to make a correction to their friend's writing or to show their support to their classmates without any comments in order to fear of writing or making mistakes in writing.

Based on the finding, it is also known that Facebook group activities also help out students to collaborate and work together with other classmates and also their teachers. It helps them in creating, analyzing, providing information and sharing ideas easier and more efficient. Through these activities, students not only learn how to write better, since it can assist them in pre writing and editing, but it also increases their social awareness and confidence. The activity may release them from the boundaries of conventional writing tools that often restrain and hamper the writing processes. Students can begin to realize their full potential when they are empowered to contribute and collaborate as a team to accomplish their writing tasks more effectively.

Regarding to the findings of the research, it is suggested that teacher or lecturer can use Facebook group in EFL writing class to facilitate learning outside the classroom. Future researchers are suggested to study the effectiveness of the use of Facebook group in EFL writing class especially in how the students could learn from their friends' writing and comments. It is also suggested to the future researchers to conduct the same research but in another EFL subject class.

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# PPG SM-3T: AN ATTEMPT TO PRODUCE FUTURE PROFESSIONAL TEACHERS

**Sri Wahyuni**

sriwahyunifbsunnes@yahoo.co.id

*State University of Semarang*  
Kampus Unnes, Sekaran, Gunungpati Semarang

**Rini Susanti Wulandari**

riniwinggris@gmail.com

*State University of Semarang*  
Kampus Unnes, Sekaran, Gunungpati Semarang

## **Abstract**

*There has been a great number of teacher professional development programs carried out by the government to improve education quality in Indonesia. One of the programs which at the moment is becoming the government's concern is the teacher training program (PPG) for the participants of Program for Frontier, Outermost, and Disadvantaged Areas (SM-3T). SM-3T is a program designed to overcome the problem of lack of teachers in remote areas. Besides, the program gives the participants opportunities to develop their teaching experiences and prepares them to be future professional teachers. Moreover, the teacher training program (PPG) itself is conducted to enrich participants' professional, pedagogical, personal, and social competencies. In regard to the ultimate goal of the program which is to prepare and produce professional teachers, it, therefore, is carried out with two main activities; workshops on designing instructional instruments and teaching practicum. However, does the program yield a satisfying result? Do the professional teacher candidates improve their competencies? Thus, this paper is intended to find out the contribution of PPG SM-3T to the improvement of teacher candidates' professional competence. Based on the data analysis gained through questionnaires distributed to the PPG participants, teachers, and instructors, the respondents stated that the PPG participants improved in terms of their professional competence and characterize future professional teachers. Meanwhile, the analysis on the documents of workshop result showed improvement in both professional and pedagogical competencies.*

**Keywords:** *PPG SM-3T, teachers' competence, professional teacher*

## **1 INTRODUCTION**

The Government of Indonesia faces various problems in education. According to Indonesian Ministry of Education, some problems faced by rural teaching are

*“shortage of teachers, imbalance distribution, under qualification, low competencies and mismatched. The other problems are the relatively high number of school cut off whereas the number of school participation is still low”* (Martiana, 2014). To overcome the problems, therefore, the government has carried out a number of programs. One of them is teacher professional development in the form of teacher training program (PPG). The training, as stated in the government regulation (PP No 78/2008), can only be attended by those who have finished undergraduate program (S1 or D4). In addition, the government regulation of National Education No 8/2009, (Panduan PPG Kemendiknas, 2010), regulates the details of teacher training program (*Pendidikan Profesi Guru PraJabatan*). At the moment, the participants of the program are those who have attended the Program for Frontier, Outermost, and Disadvantaged Areas (SM-3T) for one year. The program aims to help enhancing education development in those areas. To prepare future professional teachers, the alumni of SM-3T are then facilitated to take the teacher training program (PPG prajabatan) for one year (Panduan PPG SM-3T Kemendikbud, 2013). Due to the piloting project, the government in this case the Ministry of Education and Culture fully funds all expenses needed for both programs; SM-3T and PPG.

To run the programs, the government cooperates with higher education institutions, one of which is State University of Semarang (Unnes). Unnes has run PPG SM-3T for three years i.e. 2013-2015. The program involves 12 study programs with total number of participants 777. English Education Study Program of Unnes has conducted the program for three years (2013-2015) with the number of participants 27, 35, 24 respectively. To facilitate and equip the participants obtain the four competencies, there are two kinds of curricula; academic and boarding school-based curricula. Academic curriculum consists of courses (Subject Specific Pedagogy-SSP) for the first semester and teaching practicum for the second semester with total credits 40.

Based on the above description, the ultimate goal of PPG SM-3T is to produce future professional teachers who are of professional, pedagogical, personal, and social competencies. Thus, this paper investigates whether the program yields the expected result that is to produce future professional teachers seen from the mastery of professional and pedagogical competencies.

### **1.1 Teacher Training Program**

To implement the Laws No.20/2003 (National Education System Law), No. 14/2005 (Teacher Law), and the government regulation No. 74/2008 (Teacher Certification), the government has launched the Teacher Training Program since 2010 with the goal to prepare and produce future professional teachers who are competent in their field. Professional teacher is a teacher who masters professional and pedagogical competencies. Teacher candidates have to be prepared to be professional teachers through teacher training program (LP3 Unnes, 2014: 2).

Furthermore, the Teacher Law states that teacher is a profession, it means that a teacher is acknowledged as a professional educator whose main jobs are to educate, teach, guide, train, assess, and evaluate students at the levels of primary and secondary schools. Therefore, it implies that to be a professional teacher as mentioned above, teachers have to undergo certification process to obtain professional teacher certificate (Kebijakan PPG Kemendikbud, 2012).

Based on the the Teacher Law (UU No. 14/2005) and government regulation of the Teacher Certification (PP No. 74/2008), there are some requirements to run the teaching training program (PPG) as follows:

- 1) the participants must be S1/Diploma IV graduates
- 2) professional teacher certificate is obtained through the teaching training program held by accredited teacher education institutions
- 3) teacher certification is conducted in an objective, transparent, and accountable process
- 4) the number of the teacher training program is determined by the government
- 5) the program ends with teacher competence examination
- 6) the examination consists of written examination and teaching practice
- 7) the written examination covers
  - a) knowledge about principles of education, characteristics of the students, curriculum and syllabus development, lesson planning, and evaluation
  - b) knowledge related to the field (subject matter)
  - c) related science and knowledge
- 8) the teaching practice examination is carried out holistically

## 1.2 PPG SM-3T

To carry out the teacher training program, the government has done a piloting program called the Program for Frontier, Outermost, and Disadvantaged Areas (SM-3T). The program is a community service of teacher graduates to participate in accelerating education development in 3T areas for one year aiming at preparing professional teachers. After following SM-3T program, the participants attend a year program of teaching training (Panduan PPG SM-3T, 2013).

Meanwhile, the goals of the teacher training program (PPG SM-3T) as stated in Regulation of National Education Minister No. 8/2009 are to produce teachers having competencies in planning, doing, assessing, making use of the evaluation, guiding and training students, conducting research, and developing sustainable professionalism. (Panduan PPG SM-3T, 2013).

To equip the management and participants in running the program, the government in this case Directorate of Higher Education facilitates the curriculum development. The followings are the 2013 and 2014 PPG SM-3T curricula:

**PPG SM-3T CURRICULUM**  
**ENGLISH DEPARTMENT STUDY PROGRAM**  
**SUBJECT SPECIFIC PEDAGOGY (SSP) WORKSHOP**  
**2013**

Subject Code	Activities	Credits
A1	Developing instructional documents (lesson plan, teaching materials, teaching media, assessment) English for <i>transactional and interpersonal conversations</i> , and peer/microteaching	3

A2	Developing instructional documents (lesson plan, teaching materials, teaching media, assessment) English for <i>spoken and written short functional texts</i> and peer/microteaching	3
A3	Developing instructional documents (lesson plan, teaching materials, teaching media, assessment) English for <i>spoken and written procedure, recount, and narrative texts</i> and peer/microteaching	3
A4	Developing instructional documents (lesson plan, teaching materials, teaching media, assessment) English for <i>spoken and written descriptive, news item, dan report texts</i> and peer/microteaching	3
A5	Developing instructional documents (lesson plan, teaching materials, teaching media, assessment) English for <i>spoken and written explanation, discussion, dan review texts</i> and peer/microteaching	3
A6	Developing instructional documents (lesson plan, teaching materials, teaching media, assessment) English for <i>spoken and written analytical exposition, spoof, and hortatory exposition</i> and peer/microteaching	3
B	Teaching material reinforcement and class room action research proposal writing	2
C	Teaching practicum	18
TOTAL CREDITS		38

**PPG SM-3T CURRICULUM  
ENGLISH DEPARTMENT STUDY PROGRAM  
SUBJECT SPECIFIC PEDAGOGY (SSP) WORKSHOP  
2014**

Subject Code	Activities	Credits
A1	Developing instructional documents (lesson plan, teaching materials, teaching media, assessment) English for grade VII	4

A2	Developing instructional documents (lesson plan, teaching materials, teaching media, assessment) English for grade VIII	4
A3	P Developing instructional documents (lesson plan, teaching materials, teaching media, assessment) English for grade IX	4
A4	Developing instructional documents (lesson plan, teaching materials, teaching media, assessment) English for grade X	4
A5	Developing instructional documents (lesson plan, teaching materials, teaching media, assessment) English for grade XI	4
A6	Developing instructional documents (lesson plan, teaching materials, teaching media, assessment) English for grade XII	3
B	Writing class room action research proposal	1
C	Teaching practicum	16
TOTAL CREDITS		40



*Below are the stages of workshop activity:*

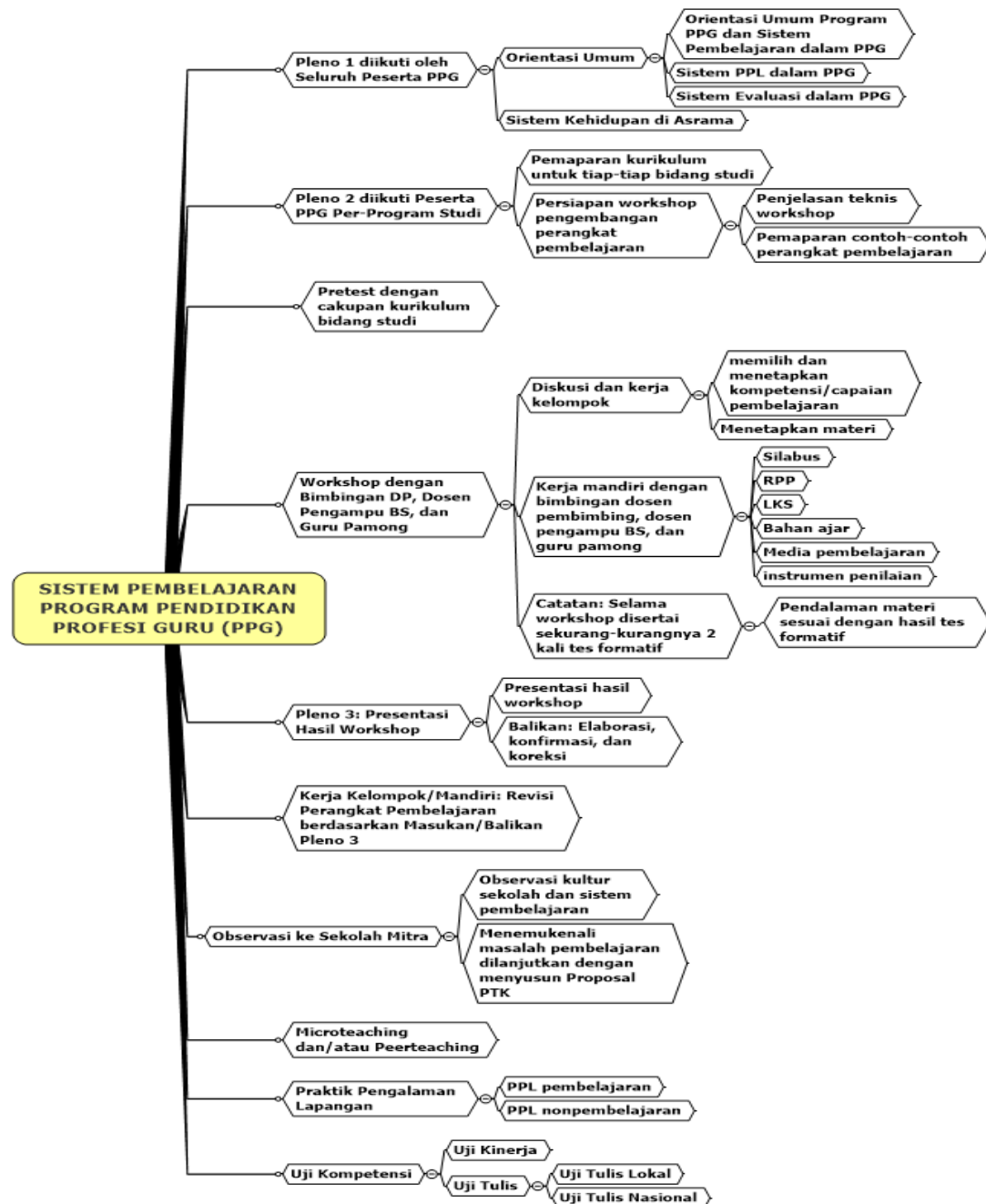


Figure 1. Stage of workshop activity adapted from Samani, et.al (2015)

To realize the content of the PPG SM-3T academic curriculum, there are some stages of the teaching learning system: (1) Pleno 1, (2) Pleno 2, (3) Pretest, (4) Workshop, (5) Pleno 3, (6) Revising instructional documents, (7) School Observation, (8) Micro teaching/Peer teaching, (9) Teaching Practicum, and (10) Final Examination.

First, Pleno 1 which is carried in the university contains of general overview of the program such as general orientation of PPG program, teaching learning processes,

teaching practicum, evaluation system, and school-living system. Pleno 2 is done in each study program; it informs about the study program curriculum and workshop mechanism. Next, pretest aims to gain information about the initial ability of the participants' academic competence. Fourth, workshop session consists of some activities such as group work and discussion to choose the competencies and determine learning outcomes and teaching materials, individual work with the guidance of the instructors and supervising teachers to develop syllabus, lesson plan, student worksheet, teaching materials, teaching media, and evaluation instrument. Fifth, pleno 3 in which the participants present the instructional document draft and gain feedback from the instructors, supervising teachers, and peers. Based on the feedback, then the participants revise the draft. Upon finishing the workshop sessions, the participants do school observation to find out problems encountered by teachers and students in teaching learning English. The problems later will be research problems developed for their classroom action research carried out during their teaching practicum. Eighth, micro/peer teaching is done by using the lesson plan designed in the previous activity to develop their teaching skill and obtain feedback from the instructors and peers. The following stages are teaching practicum in the stake holders' schools and final examinations which consist of teaching performance and written exams.

### **1.3 Teacher Competencies**

The Teacher Law (UU No. 14 Tahun 2005) and the Government Regulation of Teacher Certification (PP No. 74/2008) have mandated that only those with graduate qualification of education and non-education are eligible for being teachers. The teachers have to meet the professional requirement that is having four competencies, i.e, professional, pedagogical, personal and social. As explained before the focuses of this article are on the professional and pedagogical competencies, therefore, this part will only highlight both of them.

### **1.4 Professional Competence**

Professional competence is the ability that teachers must have in planning and conducting the teaching, and evaluating. The followings are characteristics of professionally-competent teachers:

- a). mastering the materials, structure, concepts, and related scientific knowledge;
- b). mastering the standard competence and basic competence of their subject;
- c). developing the teaching materials creatively;
- d). developing sustainable professionalism by doing reflective actions; and
- e). making use of communication and information technology to communicate and develop themselves (Rustad, et.al, 2012).

### **1.5 Pedagogical Competence**

Rustad, et.al. (2012) defines pedagogical competence as the ability that teachers must have dealing with the characteristics of the pupils from various aspects, like physical, moral, social, cultural, emotional and intellectual. It implies that a teacher must be able to master the learning theories and principles since the pupils have different characters, traits, and interests.

The teacher ability on this competence covers observable aspects as follows;

- a) understanding the pupils' characteristics from their physical, moral, social, cultural, emotional and intellectual aspects;
- b). mastery of the learning theories and principles;
- c). ability to develop the school curriculum;
- d). ability to organize teacher professional development;
- e). ability to make use of communication and information technology;
- f). ability to facilitate the pupils potential development;
- g). ability to communicate effectively, empathetically, and politely with the pupils;
- h). ability to do assessment and evaluation of the learning process and results, make use of the result of assessment and evaluation for developing teaching; and
- i). ability to do reflective action to improve teaching quality.

## **2 METHOD**

This research type is descriptive qualitative meaning that research procedure is based on descriptive data in the form of spoken or written data from the respondents. It is in line with Bogdan and Taylor (1975) who state that "qualitative methodology" as the research procedure gaining descriptive data, written or spoken of people and observable behavior. In other words, this research includes survey research in which the data collecting process is not intervened by the researcher. The research involved 62 participants, 19 instructors, and 30 supervising teachers.

There were two instruments used to collect the data; questionnaire and documents. The questionnaire was used to get information of the participants, instructors, supervising teachers' perceptions towards the participants' professional and pedagogical competencies. Documents in form of workshop products provide information of the participants' professional and pedagogical competencies. The data analysis was done through reducing, classifying, describing data and drawing conclusion.

## **3 FINDINGS AND DISCUSSION**

As stated in the previous part, the goal of PPG SM-3T is to prepare future professional teachers, therefore, a well-designed curriculum is the most important requirement to succeed the program. The two existing curricula are considered to be good as guidance and direction of the program implementation and organization. The participants assumed that the program helps them to develop their competencies.

In relation to the focus of the study, the data were gained through questionnaire and documents. Based on the data analysis of the questionnaire and interview, the respondents (PPG SM-3T participants, lecturers, and supervising teachers) mentioned that the participants' professional and pedagogical competencies tended to improve.

About 68.2% of the participants stated that they significantly improve their professional competence. The improvement was gained through workshop and teaching practicum. Furthermore, it was influenced by the guidance of the instructors and supervising teachers. During the workshop sessions, the participants obtained a lot of incredible knowledge and experiences. They learned how to develop both school-based curriculum and 2013 curriculum, map out the standard competence, core competence, and basic competence, develop syllabus, design lesson plan, develop teaching materials, choose appropriate teaching methods, and design teaching media and assessment. Besides,

the supervising teachers contributed a lot to the improvement of their professional competence. At some time in the teaching practicum, the supervising teachers provided guidance especially in developing teaching materials, teaching methods, and assessment techniques.

In relation to pedagogical competence, about 77.3% of participants thought that PPG SM-3T program enhanced their pedagogical competence through workshop on designing instructional documents, lesson plan presentation, and peer teaching activities. They got numerous feedbacks from the instructors and peers. While doing teaching practicum, they learned how to manage classes, understand students' characteristics, and select appropriate teaching method and media.

Based on the questionnaires addressed to stakeholders, in this case is school teachers, about 60% stated that the attendees had good professional competence. It could be seen from their ability in developing curriculum, mastery of teaching materials, designing lesson plan, mastery of constructing assessment, and their consistency between planning and practice. Moreover, school teachers said that most of the participants were very creative in developing teaching materials and making use of various teaching learning sources.

In addition, 70% of the school teachers said that the participants' pedagogical competence was good. It was proven by their ability in teaching, controlling classes, communicating professionally with the students, applying various teaching methods creatively, and using teaching media skillfully.

PPG SM-ST program held by English Department of Unnes involved 19 lecturers as instructors and 9 of them assigned as teaching practicum supervisors. Based on the instructors' evaluation, 12.5% lecturers stated that the participants' professional and pedagogical competencies were very good and the rest stated good.

Most of the participants were able to communicate with their students, teachers, school staff, and school management well. However, a small number of them needed to learn how to communicate openly and honestly. In addition, based on the analysis of the workshop documents, the participants' professional and pedagogical competencies showed improvement. Professional competence was represented by the following diagram.

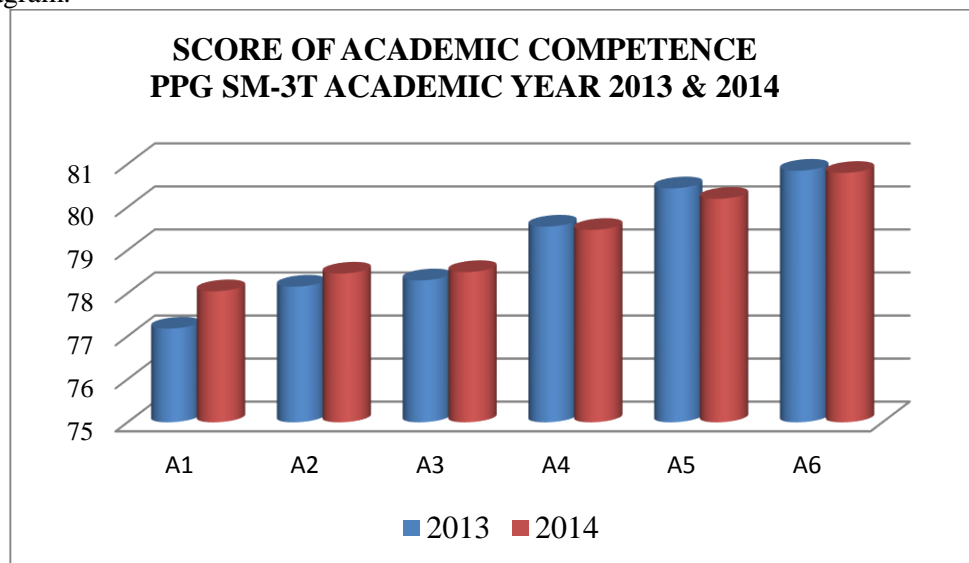


Diagram 1. Score of Academic Competence of PPG SM-3T- Academic Year 2013 & 2014

The above diagram showed the score of participants' mastery of content materials. It shows that there is a slight improvement from SSP A1 to A6. The lowest of students' average score of SSP A1 is 77 and the highest is 80.8.

The next diagram presents the participants' workshop score. It can be described that it tends to increase in which the average score of SSP A1 is 79 and A6 is 86. The workshop covered such activities as developing instructional documents (lesson plan, teaching materials, teaching methods, teaching media and assessment), presentation and peer teaching practice. Thus, it can be inferred that the participants' pedagogical competence in those three activities improves gradually from SSP A1 to A6.

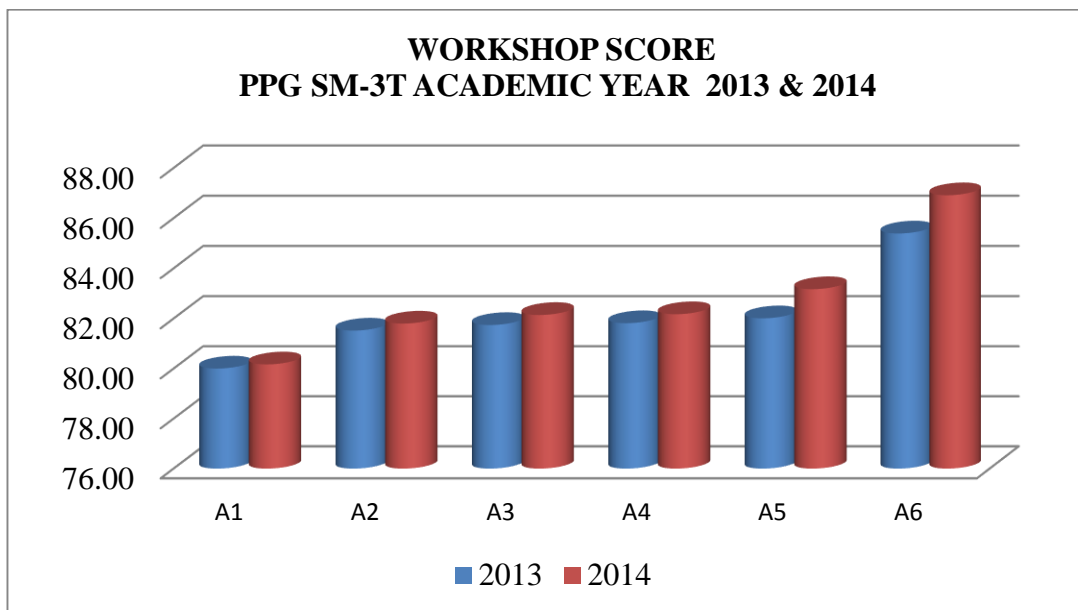


Diagram 2. Score of PPG SM-3T Workshop Product- Academic Year 2013 & 2014

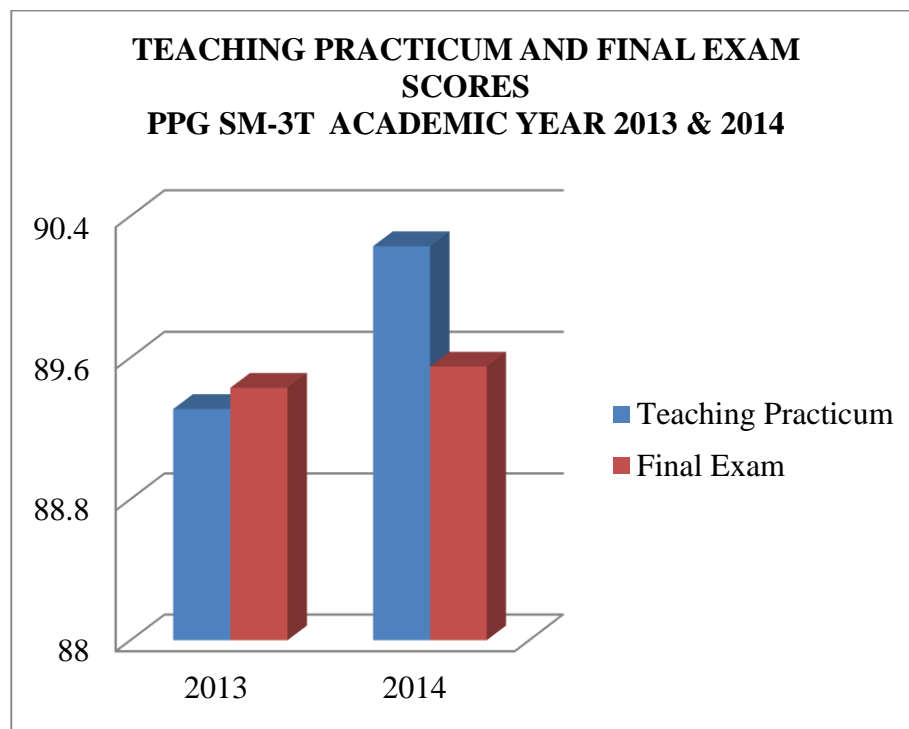


Diagram 3. Score of PPG SM-3T Teaching Practicum and Final Exams- Academic Year 2013 & 2014

Beside those two categories, the improvement of the participants' pedagogical competence can also be seen from the score of teaching practicum and final exams. The bar chart above shows that the average score of the teaching practicum of 2013 program reaches 88 while that of 2014 is 90. Moreover, the exam score of the 2013 program is 89 and that of 2014 reaches 89.5.

#### 4 CONCLUSIONS AND SUGGESTIONS

Based on the findings and discussion, it can be concluded that the participants' professional and pedagogical competencies improved. The improvement was influenced by the program implementation and organization, qualified and competent instructors, appropriate workshop materials, reliable and helpful supervising teachers, supporting infrastructures and participants' high motivation. Therefore, it can be inferred that PPG SM-3T program proves to develop the participants' competencies which results in preparing and producing Indonesian future professional teachers. In order that the program yields more satisfying results for all, the government should pay more attention to the recruitment system, well-pre-determined curriculum, and well-managed communication and coordination among parties involved in the program.

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- [http://www.pps.unud.ac.id/thesis/pdf\\_thesis/unud-141-1791400890-bab%20iii.pdf](http://www.pps.unud.ac.id/thesis/pdf_thesis/unud-141-1791400890-bab%20iii.pdf) (downloaded on April 5<sup>th</sup>, 2014)

# THE EFFECTIVENESS OF TRANSLATION IN DIFFERENT CEFR LEVELS

**Kristin Dwita Sari**

kristin.dwita.sari@gmail.com

*Netherlands Intercommunity School  
Jakarta, Indonesia*

## ***Abstract***

*Translation is one of hot debated issues in Second Language Teaching. Many teachers do not approve of this method, because they believe that it is not effective and does not encourage students to use L2 (Second Language) more than L1 (First Language). However, this method still exists today and is used by many teachers around the world. Over the last few decades, ESL (English for Second Language) experts have proven the benefits of translation in L2 language acquisition. Some argue that translation provides essential meaning which is able to bridge comprehension between L1 and L2. This paper intends to identify the effectiveness of using translation in different levels. Learners from three different CEFR (Common European Framework of Reference for Languages) classroom levels are the subject of the study. CEFR is chosen because it is an international standard for describing language ability which is used globally to describe learners' language skills. During the research, the teacher translates the vocabulary used in the lesson and holds paper-based tests afterward. The tests are designed to detect subjects' comprehension and written production of the translated vocabulary. Data is collected through written evidences from the learners and is analyzed based on learners understanding of keywords or vocabulary appropriate to their levels. Then, the data will be compared in a chart to see the difference between levels and test. The results will indicate whether translation is an effective learning tool for different CEFR levels. In addition, the results will also show to what extent and at which level translation is most effective.*

***Keywords: translation, CEFR, comprehension, effectiveness, vocabulary***

## **1 INTRODUCTION**

### **1.1 Why translation?**

Translation, as defined in the Oxford English Dictionary, is the action or process of turning one language into another or the product of this, or, a version in a different language. Over the past few decades, translation has been one of the debated issues among ESL teachers. This brings forward a dilemma as some teachers believe that this



can harm the learning process while the rest perceive that this can be an effective teaching tool.

Despite the controversies, translation is unavoidable in language teaching as there are some circumstances where translation is necessary. Therefore, there is a demand of further study about translation and its effect on learning acquisition.

## **1.2 About the study**

This project focuses on L1 – L2 vocabulary translation for three different CEFR levels. One of the recent studies that motivated this project was the article by Leonardi (2011), who discussed an important effect of translation on learner's language skills. In the study, Leonardi used Common European Framework of Reference for Languages (CEFR) to measure language skills of learners. CEFR is an international standard for describing language ability which is used globally to describe learners' language skills. However, the extent it was about how effective L1 usage in L2 learning is not mentioned in the study. Therefore, this paper explores the effectiveness of using translation in different CEFR levels.

In the paper the researcher attempts to answer the following research questions:

- 1) Is translation an effective learning tool for different CEFR levels?
- 2) If it is, to what extent and at which level is it most effective?

## **1.3 Literature Background**

Ali (2012) stated that translation is a common habit for ESL learners. He argued that rather than banning learners from using translation in the class, teachers would do better to guide them so they can make use of translation in a more productive manner.

The first step of learning is always fundamental, because it affects learners' attitude toward learning. As pointed out by Liu (2008), translation helps learners to comprehend a firm interpretation of new vocabulary which is essential for the next learning process. Translation then bridges the understanding between L1 and L2 in a way that is able to increase learner's confidence and interest, and this is extremely important. Leonardi (2011) pointed out that translation is not solely teaching learners to translate vocabulary, but also helps them to understand language structures through analytical and problem-solving skills. Furthermore, Kern (1994) conducted an intriguing study about the role of translating as a cognitive strategy in the L2 reading comprehension process. In this study, he found that subjects often used translation to understand the text better.

# **2 METHOD**

## **2.1 Subjects**

The subjects of the study were selected, according to their English level proficiency based on the Cambridge CEFR assessment; aged between 7-16 years old, non-native English speakers in Jakarta, Indonesia. Either Korean and Indonesian were their native languages. Three different CEFR levels (A1, B1 and C1) were tested separately. All groups were taught by the same teacher to control conditions of instruction

## **2.2 Instruments and procedures**

In this study, the instruments used to elicit and collect information was in the form of two vocabulary tests. The first test was to confirm their comprehension and the second test was designed to see the vocabulary in production. All the tests were conducted during a

thematic lesson. The vocabulary was based on the lesson theme and was checked with Online Cambridge Dictionary to concur with their levels.

### **2.2.1 Vocabulary translation**

The subjects were given two sets of flashcards. One set for English vocabulary and the other set, its translation. The Indonesia translation was taken from [sederet.com](http://sederet.com) and cross-checked with [kateglo.com](http://kateglo.com). While the Korean translation were taken from [zkorean.com](http://zkorean.com) and crosschecked with [koreanclass101.com](http://koreanclass101.com). In this test, subjects were divided into groups and they had to match the vocabulary flashcards with its translation in a timed activity. Subjects then shared their results with the class and the teacher provided feedback.

### **2.2.2 Test 1**

Then, subjects were given Test 1 where they had to match the vocabulary from the previous activities with its dictionary definition in English. All the definitions were based on Online Cambridge Dictionary and set up according to each level. The subjects did Test 1 individually and submitted it to the teacher. The teacher did not share the results with the subjects.

### **2.2.3 Thematic lesson**

After test 1, the teacher conducted a thematic lessons. Level A subjects were focused on occupations, Level B subjects were learning about personality/character traits while level C subjects were discussing archeological sites. The previously explored vocabulary was mentioned in either an audio or visual text.

### **2.2.4 Test 2**

Finally, subjects were given a post-test at the end of the lesson. The subjects had to make a sentence using the vocabulary which had been translated in the first activity.

### **2.2.5 Scoring of the Tests**

In the data analysis, both tests were objectively marked by the researcher herself and checked by another teacher of English strictly in accordance with the key. Each correct translation was scored 1, showing that it was known to the subjects; while the incorrect translation was scored 0, considered as unfamiliar to the subject. The scores of subjects in the same levels were calculated to find its mean. This number represented the score of each level.

In the second test, the subjects were required to write sentences based on the vocabulary learned. Each correct sentence was scored 1, showing that it was grammatically accurate; while the incorrect sentence was scored 0.

### 3 FINDINGS AND DISCUSSION

#### 3.1 Results

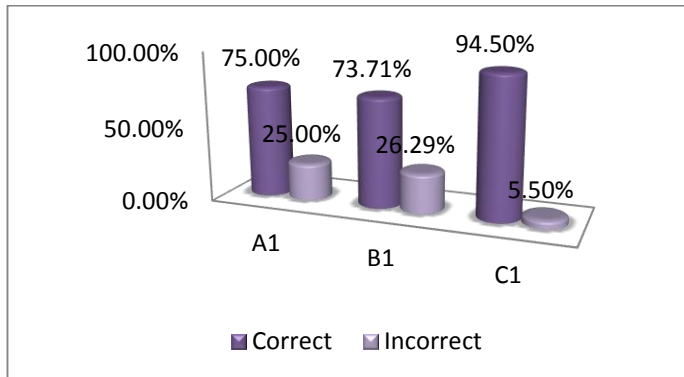


Chart 1 shows that in Test 1, Level A1 and Level B1 are quite similar. The mean of correct answers in Level A1 is 75.00% and the mean of incorrect answers is 25%. In Level B1, the mean of the correct answers is 73.71% and the mean of the incorrect answers is 26.29%. However, Level C1 has the highest percentage of correct answers with 94.50% and the mean of the incorrect answers is 5.50%.

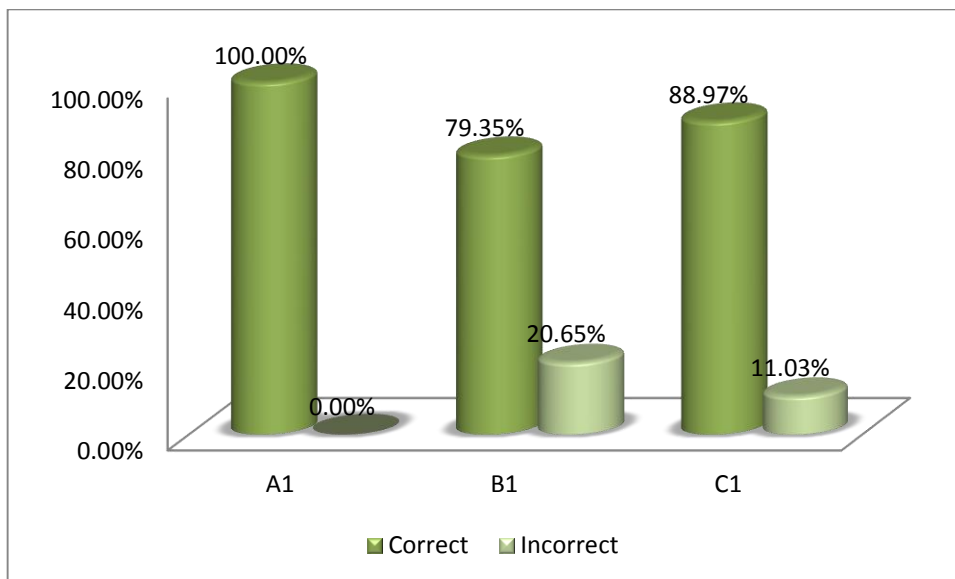


Chart 2 shows that in Test 2, all three levels have different score results. Level A1 gets the highest score with the mean of the correct answers is 100% and the mean of the incorrect answers is 0.00%. Meanwhile, the mean of the correct answers in level B1 is 79.35% and the mean of the incorrect answers is 20.65%. In Level C1, the mean of the correct answers is 88.97% and the mean of the incorrect answers is 11.03%.

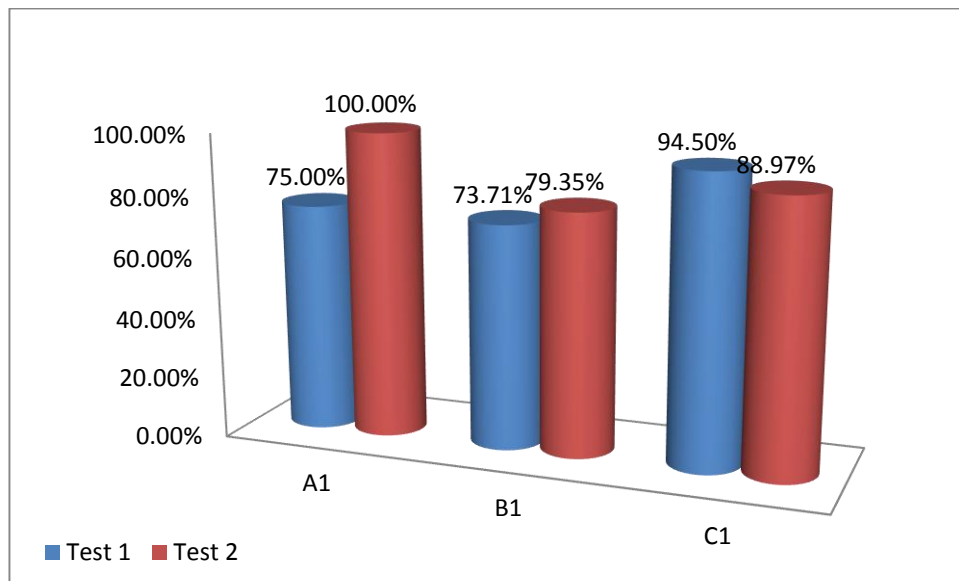


Chart 3 shows comparison of correct answers between Test 1 and Test 2. In this Chart we can see that in Level A1 the percentage of correct answers of Test 1 is lower than the Test 2. The mean of correct answer in Test 1 is 75.00%, while in Test 2 is 100%. Similar condition happens in Level B1, but the difference is relatively small (Test 1 is 73.71%, while Test 2 is 79.35%). Surprisingly level C1 shows a contrary result. The percentage of correct answers is higher in Test 1 rather than in Test 2 (Test 1 is 94.50%, Test 2 is 88.97%).

### 3.2 Discussion

From Chart 1 and 2, the subjects were shown to have an appropriate comprehension of the vocabulary learned. It is shown by the results of Test 1 where number of correct answers in every level is higher than the incorrect ones. Similar results occur in Test 2, the subjects were able to apply the vocabulary in sentences because the number of the correct answers in Chart 2 is higher than the incorrect ones.

From Chart 3, we can see the comparison between the results of Test 1 and Test 2. Test 1 was designed to confirm subjects' comprehension of meaning, while Test 2 was designed to see the production of vocabulary. The subjects in Level A1 were better able to produce correct sentences than to define the vocabulary in English. Perhaps, due to their limited range of vocabulary. In Level B1, the subjects show a reflective result between comprehension and production of vocabulary. The number of correct answers of both tests were almost the same with very little difference. It indicates that in this level, the subjects' comprehension skills is matched with their production skills.

Meanwhile, in Level C1, it is shown that the subjects comprehension result is higher than their production of vocabulary. It is probably because of the difficulties they face with more complex grammar structures. Chart 3 also shows that level A1 and B1 have relatively similar result for Test 1, while level C1 has shown the highest mean. This indicates that subjects with a higher CEFR level used translation as an effective tool for a better comprehension. Meanwhile, the means comparison of Test 2 has not shown any conclusive results as the differences are hardly identifiable.

The researcher also found an interesting problem during the study conducted. One of them occurred during Vocabulary Translation in Level C1. The researcher noticed that the subjects were unfamiliar with some translated vocabulary. It was surprising to

know that the subjects could not identify L1. The researcher assumes that should be a strategy to solve this problem.

### 3.3 Limitations

While performing this study the researcher has found some important limitations of the study: the size of the participant sample was too small to see any significant results, the target vocabulary items could be in the same quantity for each level, and the lesson themes should be similar across the levels, so the researcher will be able to choose more integrated vocabulary.

## 4 CONCLUSIONS AND SUGGESTIONS

From the results collected, the researcher argues that translation is a valid language teaching method to bridge learners comprehension through context and meaning. The effectiveness differs for CEFR levels. The researcher finds out that translation helps lower level learners to produce sentences better than to comprehend meaning. Higher level learners, in other hand, have a tendency to comprehend meaning better than to produce sentences. The independent users (level B1) indicate to have an aligned ability both to comprehend and to produce.

However, translation does not have a direct influence on learner's structure and grammar development. Consequently, it needs further study about this matter. Another research that also can be explored is the condition when L1 is unknown to learners. It seems that other strategies than translation are required in such cases.

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# THE EFFECTIVENESS OF CHUNK DRILL AS THE TECHNIQUE OF LANGUAGE TESTING IN COMMUNICATIVE GRAMMAR

**Jumharia Djamereng**

jumharia@yahoo.com

*IAIN Palopo*

Jl. Agatis Kel. Balandai Kota Palopo Sulawesi Selatan

## **Abstract**

*The research applied qualitative method that was intended to show the effectiveness of chunking drills as a kind of evaluation in language testing of grammatical competence. The population of this research were 120 students which comprised 4 classes. This research only took 25 of English Department students as the participants who was studying Communicative Grammar. In the process of instruction, they were given this kind of language testing in the last session of teaching to make them become more familiar with this technique of evaluation. Based on the researcher's consideration, the subject "Communicative Grammar" is emphasizing the students in mastering grammar communicatively and contextually. Therefore, since the learning process, they were given more practice in written and spoken forms of language to acquire English grammar. Chunking drills could force the students to think faster and spontaneously so that it might aid them in mastering and memorizing the pattern of grammatical structure. Stating the sentence patterns in chunk form as practice and drills could be used as technique in teaching and evaluation as well. The result showed the students were more well prepared before they were tested. Besides, it tended to be more objective for the teacher to evaluate them as they have no time to cheat each other. Although, this technique needs more time for the teacher to test them individually one by one. Therefore, it needs to prepare the material to test and arrange the time very well before conducting this evaluation.*

**Keywords:** *chunk drill, language testing, communicative grammar*

## **1 INTRODUCTION**

Language Generally "test" is a method of measuring ability of someone or knowledge about a certain area or subject. When talking about test, it also means as a method because it comprises several components, such as; set of techniques, procedures, test items, which constitutes an instrument of some sort. According to Rea-Dickins and

Kevin Germane (1992:3) “evaluation is an intrinsic part of teaching and learning. It is important for the teacher because it can provide a wealth information to use for the future direction of classroom practice, for the planning of courses, and for the management of learning tasks and students”. Therefore it is clear what they stated in the term of evaluation is concerned with the further action in learning process. It means the feedback of evaluation become essential thing in preparing what they should teach in the future.

Based on the consideration, the researcher was interested in conducting the research which is selected chunk drills as a model of language testing. In fact, some studies have ever applied the model as a strategy in teaching grammar, but I as the researcher is interested in using it as kind of language testing. I also have observed that the second semester’s students at English department in IAIN Palopo faced difficulties in learning grammar although they had learned it since the last semester. Therefore I tried to apply chunking as test model in every meeting (at the end of the lesson) to examine their understanding of what I have taught at the time. So I might say that chunk here could be applied as a strategy and also as a language testing simultaneously.

Although chunks do not have a uniform definition (Weinert, 1995), the previous literature has generally agreed that chunks refer to multi-constituent units that perform grammatical and discursive functions. According to Gobet et.al (2001) “Recent work in perception, learning and cognition has uncovered substantial evidence for a unifying information-processing mechanism, known as ‘chunking’. Such a mechanism was initially proposed by De Groot<sup>1,2</sup>, based on studies of problem solving, and by Miller<sup>3</sup>, based on studies of perception and memory. Miller’s key contribution was to propose an information measure for cognitive systems based upon the concept of a ‘chunk’, where each chunk collects a number of pieces of information from the environment into a single unit. The use of chunks explains how greater knowledge can lead to an increased ability to extract information from the environment, in spite of constant cognitive limitations. Since Miller’s work, researchers in cognitive science have established chunking as one of the key mechanisms of human cognition, and have shown how chunks link the external environment and internal cognitive processes.

Teaching grammar by using chunk seems appropriate to apply in teaching the learner who are still categorized as elementary level. As it presents a part of element in the sentence, it will facilitate learners to understand and memorize the words and its function as well. It is similar to what Taguci (2007) stated that using chunk can show how learners break down a formula into individual constituents and use them in different expressions. Those analyses were typically limited to the use of one formula. Besides, analysis of chunks at the discourse level also can help learner can use memorized chunks to communicate personal meaning, indicating the extent to which learned chunks are internalized in learners’ systems.

## **2 METHODS**

This study is descriptive with qualitative and quantitative analysis that aims at investigating the effect of chunking as a kind of language testing in evaluating the students’ competence in the subject Communicative Grammar.

Based on the previous consideration, the researcher determined the research question as follows:

1. How can chunking drills help in correcting students’ errors and mistakes in communicative grammar ?
2. What are the students’ perception toward the use of chunking drills in testing the ability in communicative grammar?

Thus, the objective of the research was :

1. To describe and analyze the students' errors and mistakes in communicative grammar by using chunking drills.
2. To describe the students' perception toward the use of chunking drills in testing the ability in communicative grammar.

In conducting the research, the participants were 30 students who were taken from second semesters' students of English Department. The data were collected through tests as the instruments which were conducted in two stages, the first one was getting from the test result in mid test and the other one was taken from the final test. The form of the first test was sentence patterns drill (simple present tense, past tense, present future and present perfect tense). The form of the final test was the chunking drills.

The data was analyzed according to the responses obtained from the participants. All the participants were assessed with different tests where they formed the sentences and asked them to make chunking drills them based on grammatical pattern and its functions. Thus, these data were analyzed and evaluated to describe the errors produced by the students and also to know the progress made by giving them such tests.

### 3 FINDINGS AND DISCUSSIONS

#### 3.1 Student Result in test

In conducting the test, the researcher gave two kind of tests, such as, in the mid test they were given the usual drill while in the final test they had to compile sentences in drill but in chunk forms. Although the first test seemed simpler but some of them were still difficult to mention the sentence patterns fluently and correctly. The same things also occurred in the final test where they also had a problem in identifying the word function and word class.

When they were teaching the subject, the researcher taught them parts of speech and grammatical functions. At the end of every meeting the researcher always gave them practice and drill related to the material. As the subject was Communicative Grammar at that semester, they were taught the material that was more emphasized on language in use. Therefore they were often asked to arrange sentences and paragraph in written form and sentences in oral form. To examine their understanding, they practiced compiling the sentences and mentioning them. Despite some of them seemed difficult in finishing oral drill, the researcher forced them to do as well as they can.

In the first testing, the researcher used chunking although it was still in the simple form. They were asked to compile sentences in oral forms by using several tenses such as; simple present tense, past tense, present future tense, and present perfect tense. The testing result can be seen in the following table:

Test	Mean	Std. Deviation	N
Oral drill (mid test)	66.4333	9.24264	30



Based on the result presented in the table it can be seen the mean score indicated that the students ability in grammar in average was low. There was only a little students who performed good result in oral test although there was still a little mistake in finishing the test. For example, students1 produced the following sentences, such as:

*She borrows some books in the library everyday. ( S. Present T)*

*She borrowed some books in the library yesterday ( Past T)*

*She will borrow some books in the library next week ( P. Future T)*

*She have borrowed some books in the library for two days (P. Perfect T)*

All the sentences were formed almost true but the error occurred in the form of auxiliary verb in which it was used to put “*has borrowed*” instead of “*have borrowed*” as the use of the third person “*she*”.

Other student produced such sentences :

*They go to school every morning ( S. Present T)*

*They went to school yesterday (S. Past Tense)*

*They will go to school tomorrow (Future Tense)*

*They have go to school..... (P. Perfect T)*

The errors occurred in the use of verb in past tense. This student seemed do not know the past form “*went*” in past tense and the past participle “*have gone*” in present perfect. She also did not understand the adverb of time that is used in present perfect tense as she was used to put “*since.....*” or “*for.....*” . As the sentences were formed directly in oral forms, there were only little of them who could mention in fluently ways all the sentences. They produced many pauses in every word they made. It was still difficult for them to remember well the sentence patterns in English. It could be said that most of students still have low ability in this subject although they have passed the previous subject that is, Basic Grammar. Besides, they also did not master as much as vocabularies as they should be. In fact, it becomes a challenge in teaching strategy to solve various problems found in the term of language teaching.

Thus, in the final test, the researcher asked them to finish the test which was different from the mid test. However, before conducting the test, she explained the procedure how to finish the test. Again, she gave the oral tests as in the first test but difference in the test model. Despite they were asked to mention one complex sentence, they had to separate into the parts of sentence; i.e. subject, predicate and object. Moreover, they also asked to recognize the function of words, for example; noun phrase consist of definite/indefinite article + noun, verb phrase, adjective, adverb. After that, the researcher asked them one by one and individually to do the test. She directly gave them scores as they have complete the test. Every student got 5-7 minutes to finish it.

The difference thing in this part was the students were asked to analyze only one complex sentence. They had to involve all part of speech which was intended to make them understanding well them. If they could not form the complex sentences as they were asked to do, the researcher gave them chance to compose the sentence based on their ability. She intentionally gave the test that was more difficult than the previous one, because she wanted to force them to master well the basic grammar. It is very essential for them to take another subject for the next semester. She observed that most of them still have very low ability in English grammar.

From the test result, it can be seen their score the following table:

Test	Mean	Std. Deviation	N
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Oral drill (final test)	68.4000	9.62611	30
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When we compare the students' scores in the first test and the second test, they were not really distinguished. It can be seen in the following table where the result of t-test is 0.004 means that there is a significant difference in the result of grammar ability when they were tested by using usual drill in the mid test and using chunking drill in the final test.

Paired Samples Test

Paired Sample Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
VAR00 Pair 001 - 1 VAR0000 2	- 1.96667	3.48873	.63695	-3.26938	-.66395	- 3.088	29	.004

It was normally happen that some students got progress, some other did not improved and some other got lower. It was as a result of the sentence was more complex while most of them did not understand the word classes. The sentences formed by the students can be seen as below:

*I had eaten rice before he gave the water*

*I: subject*

*Had eaten : predicate ( had= aux + eaten= verb past participle*

*Rice : object (noun)*

*Before : conj.*

*He : subject*

*Gave :verb*

*The water : direct Object (the=article + water= noun)*

Form this result, this student tried to identify the function of each category in the sentence. The progress he made that was he could formed complex sentence and indentified subject, predicate, and object correctly.

The next examples is:

*She is sleeping in the room at 5 a.m.*

*she : subject (the 3<sup>rd</sup> singular)*

*is sleeping: VP (to be +verb ing)*

*in the room : object (noun)*

*at 5 a.m.: ?*

This student produced simple sentence. His answer was true although he could not identify the category and function of every words. It is possibly caused by his nervous in answering the test directly. So far, he had made a progress in identifying subject and predicate but did not know the category of “*in the room*” as adverb of place and “*at 5 a.m.* as adverb of time” . In fact, he seemed not familiar with the kind of adverb in which he only mention the words as object.

Let us analyze the next result:

*I drink a milk this morning*

*I : subject*

*drink: predicate*

*A milk: direct object*

*This morning: adverb of time*

The student could not arrange a complex sentence also he identified “drink” as predicate differed from the previous friends who named it as verb. His answer was almost perfect if she could identified *this morning* as the correct use of time signal of simple present tense. However, he had formed sentence better than he did in the mid test.

Based on the results of mid test and final test, it can be seen that the student made progress in their result. Although they did not do chunking in the mid test some of them could finish the final test in which they had to identified category in the sentences. The chunking drill could help them to understand the sentences as a whole. It is very important to conduct this kind of test toward the students especially in Grammar because some students still can not identified the category and function in grammatical structure. It is a very basic knowledge in this subject so that English teachers have to be aware of this problem. They have to ascertain that the students have mastered the basic knowledge to step forward to the higher level.

### **3.2 Students' Perception toward the use of Chunking Drill**

Having interviewed some students related to this study, most of them said that this test was very difficult for than the previous test (mid test). Certainly what they said is true since the chunking drill needs them to separate the words based on its category and function. It becomes more difficult when the test was conducted in oral form although they were permitted to write down before in a piece of paper. They might find it easier if the test was conducted in written form and given more time such as 90 minutes as the written test usually have.

Some students also said that they did not still understand well the word category and identified its function. For example; noun phrase *my little house* → my (possessive pronoun) little (adjective) house (noun head). The researcher will give excellent score if they can do in that way, but she was still tolerant to them to give good scores. They also added that they need more time to remember the sentences pattern before forming it. They thought they could make better if they did it in written form. This opinion was opposite with the other students who think that it would be objective if the teacher gives test using chunking drill. They said using this test could make them could memorize words categories. It would also help them to master the sentence pattern correctly that enhance them to build sentence to be paragraph. According to them chunking drill is not only help them in understanding sentence pattern but also in writing text.

This opinion is reasonable since this test really forced them to master the grammar in simple ways, so that it will automatically emerge them to memorize well

what they have practiced. Based on what they had experienced in the learning process where in every meeting they were always evaluated by using this method to make them fluently in mentioning the sentence pattern correctly. Besides, this way also forced the silent students ( passive students) to practice in oral form even only forming a simple sentence. This test is also time consuming as every student was got chance one by one to form sentence. When they do this, teacher can also correct the mistake directly and ask them to repeat the chunk until they can produce the correct one. Sometimes there was no enough time to test all of them but teacher should ignore the problem. It is the best way to evaluate the extent of the students' knowledge toward the material at that time.

The researcher may conclude that some students prefer this kind of test because they think it is efficient and they can also evaluate themselves indirectly when they can answer the test correctly and vice versa. However, some students also think that it is difficult for them to identify the words one by one in oral form directly. They need more time to think and arrange the sentence and remember the word category as they have learned them previously. They also feel more relax if they finished the test in written form because if they make mistake, it will make them frustrated and disappointed.

#### **4 CONCLUSIONS AND SUGGESTIONS**

Having conducted the research, it can be concluded the conclusions as follows:

- Chunking drill is a kind of test that can be used to evaluate students' knowledge in communicative grammar. This test could show directly the students' mistakes in compiling the sentence, separating and identifying the sentence based on its category and function. Besides the test also will be more objective as the student can know whether their answer is correct or wrong directly because the teacher correct them directly. The result of mean score in mid test and final test also indicate that the chunking drill can make the student are more aware of making mistake when arranging sentence in oral form. The score indicate that they have made a progress even in a little one but it can help them to memorize the sentence pattern better.
- The students' perception toward the use of chunking drill as test model in communicative grammar are vary. Some of them were agree to use it in evaluating their knowledge but some also do not like this because they felt it was difficult for them to arrange sentences and identifying its category in oral and direct from.

Before conducting the test, it is better that teacher should give preliminary test using chunking drill to minimize students' nervous in answering the oral test or in other words to make them will be very familiar to the kind of test. Besides teacher should inform previously to students the material that will be tested so that they can prepare very well the material to test. Therefore the test seems more as practicing sentence patterns as the emphasize of chunking drill.

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# **[848-TARGET LANGUAGE EXPOSURE IN EFL TEACHING:FROM THEORY TO REALITY**

**Dewi Wardah Mazidatur Rohmah**  
dewiwardah.mr@gmail.com

**Fitria Muji Pratawati**  
fitria.pratawati@gmail.com

*State University of Malang*  
Jalan Semarang no. 5 Malang, East Java, Indonesia

## ***Abstract***

*Many studies indicated the significance of abundant target language exposure. This issue also has been widely discussed in second language acquisition (SLA) studies. Previous studies have explored the teacher talk in some aspects; teacher's perception toward the teacher talk, the expected teacher talk, and the features of teacher talk mostly occur in ESL classrooms. On the other hand, this present study focuses on the teacher talk as the important source of language input in EFL classroom. Therefore the aim of this study is to highlight the contribution of target language exposure to the students' learning process by capturing the factual conditions in EFL learning. We will also see the teacher's belief and how this belief affects their teaching practice. The discussion will be brought up under the umbrella of SLA (Second Language Acquisition). To find the answer of this study, a case study is employed from March to April 2015 to investigate the teacher talk performed by a novice teacher in a particular elementary school.*

***Keywords: target language exposure, modified input, EFL teaching, second language acquisition (SLA)***

## **1 INTRODUCTION**

It is undeniable that Second Language Acquisition (SLA) research results have affected the English teaching practices in English as Foreign Language (EFL) context. Some studies revealed how SLA theory is put into practice (Lyster, 2002; Krashen et.al., 2004; Foster and Ohta, 2005; Bower and Kawaguchi, 2011; Crossley et.al., 2012). In the concept of SLA, input is seen as the important factor that influences language acquisition.

Debate about target language (TL) exposure has attracted researchers' interest to explore it. Many studies have indicated the need of abundant TL exposure in English teaching. Previous studies related to second language acquisition (SLA) have investigated how teacher talk (TT) plays its role as the main source of TL exposure especially in EFL

teaching. In giving TL exposure to the students, firstly, the teacher should concern about the quantity and quality of the TT. Too much TT will not give the significant chance for the students to speak in the classroom. As stated in Cullen (1998), 'Good' teacher talk means 'little' teacher talk, since it was believed that too much teacher talking time decreases the students' opportunities to speak. How effective the teacher delivers TT in the classroom should also be considered to improve the exposure for the students. This case will be very crucial to be highlighted by the teacher particularly in EFL context in which L2 exposure is very limited outside the classroom. Therefore, TT will be the main source of L2 exposure for students' language acquisition.

The significance of input in language classroom has been emphasized by the experts in SLA. Saville-Troike (2006) summarize Krashen's input hypothesis by stressing that language acquisition happens because there is comprehensible input. Understandable and abundant input will automatically provide the target structure. However, input provided through teacher talk does not only help the students to acquire the language but also obstruct the acquisition. Obstruction of the language acquisition can happen when the TT is not comprehensible.

Teacher talk definitions have been presented 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 indispensable part of foreign language teaching, teacher talk has its own features which both the content and the medium are the target language.

Teacher talk or in SLA, also known as foreigner talk, has some characteristics which reflect the modification of the language. The modification of the language or modified input includes grammatical deletions, shorter sentence, and less varied vocabulary (Saville-Troike, 2006).

**Table 1: Characteristics of teacher talk (Saville-Troike, 2006)**

<b>Characteristics of foreigner talk (teacher talk)</b>
Simple vocabulary, using high-frequency words and phrases
Long pauses
Slow rate of speech
Careful articulation
Loud volume
Stress on key words
Simplified grammatical structures
Topicalization (topic at the beginning, then a comment about it)
More syntactic regularity

## Retention of full forms (e.g. less contraction, fewer pronouns)

The modified input addressed by teacher in the classroom should reflect the characteristics of foreigner talk and the use of L1 must be minimized to provide high exposure classroom. When the input is modified through the negotiation of meaning, teacher can help the students in understanding the language without using the L1. Yanfen and Yuqin (2010) also suggest that teachers should pay attention to their language in the process of interactions with students to promote more interactions in the classroom.

Teacher talk undoubtedly influence the classroom interaction. Teachers' ability to control the teacher talk is as important as their ability to select appropriate teaching methodologies. It contributes to both teacher trainings and classroom practices (Walsh, 2002). Walsh (2006) conducted a study to help teachers to develop a clearer understanding of the relationship of the teacher talk, interaction and learning. It is important for the teachers to gain a more detailed awareness in lesson decision-making and to raise awareness of their teacher talk. Awareness means a more conscious use of the language by noticing the effects of interactional features on learning opportunity (Walsh 2002). Teacher should understand that they themselves and students jointly create learning opportunities. Therefore, a realization of using appropriate teacher talk is not adjusted only according to level but also to pedagogic goals. In short, developing awareness can be seen as a development in Van Lier (2000) called as 'mindfulness'. It is a conscious process of making the right choice at the right time based on making good interactive decisions.

In the SLA framework, negotiation of meaning can affect students' involvement in the learning process. Study conducted by Cancino (2015) revealed that analysis a number of interactional features influence the quality and amount of negotiation of meaning and student involvement. His study also found that instances for negotiation of meaning can be prompted by the teacher. Further, a misuse of the interactional features can result in the absence of negotiation of meaning. This study indicates the importance of teachers' awareness about the local, dynamic and context-sensitive aspects of teacher-students interaction to make moment-by-moment decisions that will possibly increase negotiation of meaning and opportunities for learning.

Teacher talk also serves as the source of input of language knowledge, and is also used to instruct language communication and organize classroom activities. Nunan (1987) states that questions from the teacher such as referential questions to which the teacher does not know the answer is one of characteristics of the genuine communication. Moreover, Matsumoto (2010) states in his study that the referential questions have a strong correlation with students' creative responses, which often lead to further teacher-student interactions. Swain (2009) also states that the collaborative dialogue for teacher-students interaction is both "social and cognitive activity, it is linguistic problem-solving through social interaction," and is therefore an occasion for language learning. Those studies indicate that teacher talk creates input-output relation in teacher-students interaction.

Another role of the teacher talk in language classroom is as an interactive device. Class-based L2 learning is often enhanced when teachers have a detailed understanding of the relationship between teacher talk, interaction and learning opportunity (Walsh, 2006). For teachers, they would employ a lot of interactive devices such as repetition, prompting, prodding, and expansions, which would evoke more interactions between teachers and students. It is the teacher who decides what talk is appropriate for the



classroom environment. Furthermore, in SLA framework the classroom environment is affected by many factors including students' differences and classroom communicative orientation. Thus, through analyzing the teacher talk, we can see how teachers accommodate students' differences and what communicative orientation the classroom is employed.

However, still related to the teacher talk studies, debates around the use of L1 for L2 teaching is still going on. Based on SLA theory, the use of L1 should be limited. The classroom interaction should be in the restricted two way communication where the teacher only uses the TL to respond to the students' use of L1. Although teacher beliefs that providing students with high L2 exposure will help the acquisition process, their practice often tells differently. This is supported by what Copland and Neokleous (2011) found in their study.

To promote interactive classroom, we do not suggest to fully avoid the L1 in order to keep the culture and the emotion of the students. One thing that the teacher should focus on is the amount of the L1 use in the classroom. The teacher should know when and where to use the L1 for the sake of giving comprehensible input. Atkinson in Yavuz (2012), states that the teacher should know the appropriate times to use L1 without affecting the essence of L2 learning.

This paper attempts to highlight the contribution of target language exposure to the students' learning process by capturing the factual conditions in EFL learning. Through analysis of classroom interaction and interview data, it uncovered that the teacher's belief about the advantage of using L1 in English teaching affects teaching practice. However, the teacher also agreed that teacher talk should be presented in the TL. This actually showed in the classroom interaction that when the teacher used the TL, there were advantages that influence students' learning. Negotiation of meaning is also performed by the teacher in a small amount. Unfortunately, rather than restricting the interaction by using negotiation of meaning, the teacher preferred mostly to use L1.

## **2 METHOD**

The paper drew the data collected in a classroom in a particular elementary school. One teacher took part in this observation. She was teaching the lessons to the students while the observers recorded the teaching and learning process and sometimes made notes during the lessons. The students were about eight and nine years old in average. The teacher was interviewed after the class. Some questions related to the TT were raised to obtain her belief with regard to the way how she taught English in the classroom. The interview was conducted in Bahasa Indonesia because the teacher feels free to explain the answer. The teacher is female and had at least two year-teaching experience.

The design used in conducting the research was a case study which lasted about one month. This is done in a purpose to deeply observe the phenomenon happened in the classroom whether or not the teacher applied her belief of teaching L2. The students were third grade students of elementary school who are eight years old in average and had a limited exposure to speak English either in the classroom or outside the class. The students were also familiarized with the way the teacher translated all the things into Indonesia. They altogether did translation and drilling every meeting. The setting of the study was in one elementary school in a city of East Java.

Our main data is the recording that was transcribed to identify the characteristics of the teacher talk. The characteristics of the teacher talk are based on Saville-Troike (2006). The findings from the transcription are then confirmed to the teacher to know the reason why such teacher talk is presented.

### 3 FINDINGS AND DISCUSSION

In second language acquisition, teacher talk serves as the language exposure or input for the learner. Based on the data, we found some characteristics of TT used by the teacher.

#### 3.1 Simple vocabulary

In EFL teaching, the teacher needs to simplify the words since the students only have limited exposure outside the class. Based on the observation we conducted, the teacher used simple vocabulary to maintain the learning process in the classroom. The teacher tried to familiarize the students with vocabulary mostly used in the topic. Thus, in every lesson, the teacher repeated certain words used in the topic. The teacher stated that for better retention, the students need to have drilling to repeat the vocabulary. Here, the teacher did not only repeat some words but she also sometimes gave examples of sentence using that vocabulary. The teacher also believes when the students familiar with the vocabulary, they will learn English easily. The teacher also tried to present concrete sentences to help students understand the meaning easier. Krashen (1982) points out that a good teacher will take a greater advantage to help the students comprehend the topic being discussed. Discussing a topic or delivering message that is totally uncommon will make the conversation harder to understand for the students.

Extract 1

T: what is 'teaching'? *apa artinya?*

S: *mengajar* ya Miss?

T: that's good

Extract 2

T: do you know *makan* in English? *siapa yang tahu?*

S: *Saya tahu* Miss, eating *ya?*

T: bagus... Terus, how many times you eat in a day? *Berapa kali makan setiap hari?*

S: *tigaaa* Miss, kadang juga dua kali.

T: What *tiga* in English? Bahasa Inggrisnya tiga?

Ss: three

From these two examples, it can be concluded that the teacher tried to simplify the word she used. The teachers preferred to translate the words to make the students understand. The verbs mentioned by the teacher were also simple and common for the the students. By doing so, the teacher helped the students to get better understanding about the context of the words.

#### 3.2 Slow rate of speech

When the teacher taught the EFL students in the classroom, it is not necessary to have a complicated discussion or conversation. It will not be worth-learning when the students can not grasp the point presented by the teacher. Slow rate of speech is very beneficial for the students since it takes time for the students to listen and process the language further in their mind before they start to speak. If the teacher speak too fast, the students will difficult to understand the utterance. The main point of the classroom interaction is to make the students understand about what the teacher says in the classroom and to engage the students in the learning process. Based on the observation, we found that the teacher always tried to speak using slow rate of speech to the students because she knew that the students would get difficulty in listening her if she spoke fast. This reflected that the

teacher understand that slow rate of speech is essential in teaching. Moreover, using slow rate of speech does not mean that the teacher talk is done unnaturally. However, the point is to make the words clear for students to hear and understand.

### 3.3 Careful articulation

The teacher did not take articulation as the important aspect of her language. According to the teacher, as long as the students can understand, the careful articulation is not necessary. However, when the teacher did not give example of the correct articulation carefully, there is a high possibility for the students to take the wrong articulation as their input. When this wrong articulation is repeated, the language will be stored in the students' long term memory and result in the fossilization. Fossilization is about to happen if there is no correction provided. In this period, any language exposed to them will remain in their memory as the correct language and it will be difficult to correct the language later on. Therefore, L2 teacher who focuses on EYL is supposed to give the correct example of articulation or correct the students' language to avoid fossilization.

### 3.4 Loud volume

Although sometimes the articulation was not spoken carefully, during the teaching process, the teacher spoke loudly to make all students could hear clearly what she said. Speaking loudly is essential when teaching a class with big numbers of student. Teaching 18 students in the age around 8-9 years old, the teacher had made the right decision to use loud volume when talking or explaining to them. At that age and with different characteristics, to control the students' behavior and to make the students pay attention to the teacher are not easy to handle. By using loud volume, the teacher had successfully engaged students' attention although some of them were still easily distracted. However, it will be better for the teacher to not only speak loudly but also use careful articulation. When these two characteristics are used hand in hand in the teacher talk, the fossilization can be avoided.

### 3.5 Stress on key words

When teaching, it is necessary to put stress on some keywords to make the students aware of some important vocabulary they need to learn in that lesson.

#### Extract 3

T: JUMPING *Ada yang tahu?* Anyone know?

Ss: *melompat*

T: *nah, good ya!*

#### Extract 4

T: *kalau MANDI?* Who know? *Siapa yang tahu?*

S: *ya mandi* Miss

T: NO, *bukan ya. Mandi?* Apa? Take...

Ss: Take a bath

#### Extract 5

T: WATERING, *ayo...* Water is *air*. *Kalau watering?* What is WATERING?

Ss: *Menyiram*

T: Good, *bagus*

As we can see, the teacher stressed the word 'teacher' because she wanted the students to focus on the meaning of that word. Here, the stress is used to help the students focus on a certain word. Stressing is also useful for vocabulary acquisition especially when the keywords are repeated. So, the students can concentrate on the stressed words.

### 3.6 Simplified grammatical structures

Simplify the grammar when teaching EFL students in beginner level is essential since their grammar knowledge is limited.

Extract 6

T : Andi is playing football. S1, you play football? *Coba dijawab*

S1: football miss!

T : you, *kamu*, play football?

S2: play *bermain* ya Miss?

T : *Iya benar. Ayo* S1, *coba dijawab* yes *atau* no. play football? You, *kamu*?

S1: oh, yes Miss. Play football, football

In the excerpt above, the teacher removed the auxiliary verb to make the language simpler and easier to understand. Unfortunately, the students still could not respond correctly. Then, the teacher repeated the keywords and removed some words.

We can see that what the teacher did is simplifying the grammar. Even after simplifying the grammar, the students were still difficult to understand what the teacher meant. This happened because the students' proficiency level is beginner. Therefore, sometimes simplifying the grammar must be followed by repeating the stress on keywords to make them understand.

During observation, we could not find the rest characteristics of teacher talk; long pauses, topicalization, more syntactic regularity, and retention of full forms. When we confirmed to the teacher, she did not understand that those are included in the characteristics of teacher talk. Additionally, the teacher did not really think about her language choice when teaching. Her teacher talk was mostly developed based on her teaching practice experience. The teacher did not really take into account and did not really understand the concept of teacher talk. Her focus is to make the students understand her language (explanation, question, etc.). She believes it is needed to help the students' learning.

### 3.7 The role of L1

As we can see in some excerpts above, the teacher used L1 mostly in the classroom. L1 is used not only to translate the L2, but also to communicate with the students. In this case, the teacher stated that using L1 in explaining the lesson make the students easier to understand. Besides, communicating to the students using L1 can narrow the teacher-student distance which allows the teacher to get closer to the students. The teacher believes since they share the same L1, using L1 to teach L2 is more efficient. Hence, the students will not misunderstand what is meant by the teacher.

In this case, the L1 used in the teacher talk has some functions: translation, instruction, question and answer, and explanation. Some functions overlap and can be

found in one sentence or utterance. These functions are adapted from Copland and Neokleus (2011). The distinction between each function is based on the main function of the utterance.

Although L1 has its function in teaching L2, it is still better to use TL to teach L2. Exposing students with TL must become the main concern of L2 teacher especially in EFL context. EFL teacher is supposed to be aware of very limited L2 exposure outside the classroom, thereby abundant L2 exposure must be provided in the classroom. The teacher in this study actually realizes that it will be better to teach using L2 to make the students familiar with the TL they learn. However, the use of L2 frequently becomes the communication barrier in the classroom. This is her main reason to use L1 mostly in teaching.

We acknowledge the fact that using L1 is easier for communicating with the students, but more TL is needed to enhance the students' L2. When the students exposed more to L1 rather than L2, they will not get enough input to help them develop their L2. As the major source of L2 input, the teacher talk must be presented in restricted two way communication. In that way, the teacher will let the students respond in L1, but the teacher talk is consistently delivered in L2. So, the students will be more motivated to use L2 since the model, the teacher, always uses L2. Additionally, the students will acquire more L2 because they are exposed to it greatly in the classroom. More importantly, abundant L2 exposure in the classroom is needed to balance limited L2 exposure outside the classroom.

The result of this study is influenced by the teacher belief about the advantage of using L1 in L2 teaching. As we can see in the result, the teacher mixed the use of L2 and L1. Eventhough the teacher believes that the TL must be used mostly in L2 teaching, she argued that it is better to use L1 to engage the students in the lesson since they are unfamiliar with L2. Because of the students' background that is from middle to low social and economic background, the teacher assumes that the use of L1 will help them understand some new English words. Additionally, since the students also mostly use L1 during the class, the teacher believes that explaining the lesson by translating and mixing L2 and L1 will be the best technique to engage them into the lesson. Another reason stated by the teacher is that because the students are around 8-9 years old and their proficiency level is low, L1 use will help their learning.

To find more insight about the teaching practice, this study should be conducted longer. When conducted in a longer period of investigation, there is a possibility that the data will enrich the result of the study. Since there is no preliminary study, we do not provide detailed criteria for selecting the teacher as the subject of the study.

#### **4 CONCLUSIONS AND SUGGESTIONS**

This paper has attempted to highlight whether or not the novice English teacher as the subject of this study implements her belief about teacher talk in SLA. From the result, despite the teacher still spoke using the combination of English and Bahasa Indonesia, she has showed the effort to use L2 in the classroom. The amount of L2 use was very limited because she thought that the students did not use English as their L2 in their daily life. Actually, the teacher felt guilty to use L1 as the media to teach L2. She believes that in teaching L2, the use of L1 must be limited. But, she did not put L1 in the suitable intances.

We saw this case as a reflection of how the teacher understands EFL teaching. The teacher is supposed to concern about her teaching and the language used in the classroom. In this case, because of the limited exposure in the students' environment, the English teacher should provide a great exposure to help the students in learning English.

For future research, the similar investigation maybe conducted and expected to get the more detailed criteria in selecting the subject of the study. Thus, some threats can be minimized. In a case study, a good deal of investigation and analysis of the teaching practice need to be done by collecting data in a long period. All in all, more facts can be uncovered in detail.

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# TRAVELPORT: AN ALTERNATIVE TO MAKE SPEAKING CLASS MORE FUN

Umdatul Khoirot  
nano\_imoetz@yahoo.com

STKIP PGRI Tulungagung  
Jalan Mayor Sujadi Timur Nomor 7 Tulungagung

## **Abstract**

*There are many ways to promote the students to have fun in speaking class. One of them is travelport. Travelport is the collaboration of two words, namely travelling and report. It needs students to go to the tourism destination at their region. There, in tourism destination, they have to make video-taping to report the situation and the condition of tourism destination orally. This activity is to promote the students to speak in and out of class. For, first, in tourism destination, they have to report about their destination, about the condition and the situation of the tourism destination they are visited. Second, in the class, after visiting tourism destination, they have to report the steps of doing travelling and they have to tell what they have done in tourism destination. In doing the activities, they have to do in groups. Each group consists of three students. It is because they need support and help from other students who understand the language and the duties they have to do. From the activities, it is shown that they enjoy it even they are forced at the first time.*

**Keywords:** *speaking, travelport, travelling, report, tourism destination.*

## **1 INTRODUCTION**

People in this world need to communicate each other, and one of the ways to do communication is using language as it is suggested by Boey (1975), language is a means of communication. Furthermore, language is a term to elicit emotion and opinion (Fishman, 1972). It means, through language, people can express their ideas, desires, thoughts, or whatever in their mind and to receive them. Because of the importance of language, it needs a study of language.

English as one of languages in the world needs to be learnt. For, more information is presented in English. Consequently, it is important to learn English. By learning English, it is hoped that Indonesians can communicate with people from other nations and can transfer scientific and technological information among nations.

Considering the importance of English, Indonesian government gives more attention to it. The government makes English as one of subject matters in education system from junior high school to university. This subject matter has to be mastered by students to improve human resource quality. To achieve that, students need to master English language skills (listening, speaking, reading and writing) as well as language components (vocabulary, grammar, pronunciation, and spelling).



For some students, speaking is not easy to be achieved. In mastering speaking skill, many students get difficulties for some reasons, such as they often feel that they are unable to speak, they have no self confidence, or they are afraid of making mistakes in speaking. Therefore, speaking should be taught in joyful ways.

This study focuses on speaking, because speaking is one of vehicles to communicate our ideas, thought, and feeling to other people. So, the skill of speaking is very important for everyone who wants to interact to others. In maintaining speaking class to be effective, teacher has to make preparation to the activity that the students have to do; s/he also has to choose the category of teaching speaking. In accordance to that case, the purpose of the study is to promote the students to be able to speak, to have self confidence in speaking, and to make the students to have bravery in speaking by using travelport.

Speaking is described as the ability to express oneself in the situation, or the activity to report acts or situation in precise words, or the ability to converse or to express a sequence of ideas fluently (Nunan, 1991). It means that the goal of speaking is meaning construction and meaning conveyance. Then, Brown and Yule (1983) distinguished the functions of speaking as interactional and transactional functions. Interactional function of speaking refers to the use of the establishing and maintaining social relations between or among people. While, transactional function of speaking is to exchange information with each other.

Oral production/speaking take an important part of teaching and learning process with the appearance of such methods in teaching English such as Audiolingual method in the late of 1950s and Communicative Approach in early 1980s.

Furthermore, there are many techniques in teaching speaking, and based on Harmer (1983), there are six classroom activities that the teacher can do. They are as follow: (1) Acting from script. Playing script and acting out the dialogues are two kinds of acting script that should be considered by the teacher in the teaching and learning process. (2) Communication games. Games are designed to provoke communication between students. (3) Discussion. The students are allowed to express their real opinion. (4) Prepared talks. Students make presentation on a topic of their own choice, and they should speak from notes rather than from a script. (5) Questionnaires. They are very useful because both questioner and respondent have something to say to each other. (6) Simulation and role play. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they do in the real life.

Furthermore, based on Brown (1994), there are six categories of teaching speaking skill as follow. (1) Imitate. This is just imitating a word, phrase, or sentence; and this category includes the ability to practice an intonation and focusing on some particular elements of language form. (2) Intensive. This is the category that needs the students' speaking performance in practicing some phonological and grammatical aspects of language. (3) Responsive. Responsive performance means interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talks, simple request and comments. (4) Transactional (dialogue). It is carried out for the purpose of conveying or exchanging specific information. (5) Interpersonal (dialogue). It is carried out more for the purpose of maintaining social relationship such as interview, role play, discussion, conversation and games than for transmission of facts and information. (6) Extensive (monologue). Teacher gives students extended monologue in the form of oral reports, summaries, storytelling, and short speeches.

Based on Ur (1996), the characteristics of effective speaking class are as follow. (1) Learners talk a lot. It is because the class is designed in such a way that the students provide opportunities to talk a lot. (2) All get a chance to speak. It means that the class room activity is designed in ways that help all students to take risk. (3) Motivation is high. It means that the students are eager to speak because they are interested in the topic, and they also want to contribute to achieve the task. (4) Language is comprehensible. It means that the students can express themselves in utterances that are relevant and easily comprehensible to each other. (5) Students speak target language. It means that the students are speaking in the target language along the time in speaking class.

Travelport is the activity that the students can do in speaking class. It means that the students have to do travelling and have to report about the destination they are visiting; and the students also have to make a report in the class to what they have done in a team. For, travelport is the collaboration of two words, namely travelling and report.

Travelling is to go from one place to another, as on a trip ([www.thefreedictionary.com/traveling](http://www.thefreedictionary.com/traveling)). Furthermore, travelling is also explained as making a journey, typically of some length ([www.oxforddictionary.com/definition/English/travel](http://www.oxforddictionary.com/definition/English/travel)). In addition, it can also be said that travelling is going to different places instead of staying in one place ([www.merriam-webster.com/dictionary/travel](http://www.merriam-webster.com/dictionary/travel)). From the definitions above, it can be concluded that travelling is going to one or more places outside their usual environment.

In doing travelling, people move between relatively distant geographical locations, and can involve travel by foot, bicycle, automobile, train, boat, airplane, or other means, with or without luggage, and can be one way or round trip ([www.wikipedia.org/wiki/Travel](http://www.wikipedia.org/wiki/Travel)). Furthermore, it is also explained that the reasons for travelling include recreation, tourism or vacationing, research for gathering of information, holiday to visit people, volunteer for charity, migration to begin life somewhere else, religious pilgrimage, mission trip, business travel, trade, commuting, and other reasons such as to obtain health care or fleeing war or for the enjoyment of traveling ([www.wikipedia.org/wiki/Travel](http://www.wikipedia.org/wiki/Travel)).

In addition, travelling for recreation, leisure, religious, family or business purposes, usually for a limited duration is called tourism. Tourism has to do with activities in tourism destinations, that is the place visited as the central decision to take the trip or travelling ([media.unwto.org/en/content/understanding-tourism-basic-glosary](http://media.unwto.org/en/content/understanding-tourism-basic-glosary)).

## 2 METHOD

In logical order to maintain speaking class with the purpose of promoting the students to be able to speak, to have self confidence in speaking, and to make students having bravery in speaking, the writer guides the reader from one idea to another in teaching speaking.

This is a classroom action research undertaken by teacher who uses her participant status as a basis on which to build skills of observation and analysis as stated by Nunan (1992: 77). In this case, the teacher uses speaking as the main skill to be observed and to be analyzed.

Furthermore, Nunan (1992: 93) also explains that the goal of classroom action research is the process research in understanding of how the social events of a language classroom are enacted. Since the activities done by students, it is a process that the teacher as the researcher observes and analyzes the phenomena and the social events of the language in the classroom.

Finally, the teacher as the researcher must present sufficient data for the reader to draw conclusions other than those presented by the writer.

### **3 FINDINGS AND DISCUSSION**

The findings of the research can be explained as follow.

#### **3.1 Teaching Procedure**

The teaching procedure used in this study is three phases, they are pre-teaching, whilst-teaching, and post-teaching. The procedure of teaching speaking using travelport cannot be handled in one time. It is done three times where the first is preparation time and the second is presentation time. Because of the limitation of time, the presentation time is done two times.

#### **3.2 Pre-teaching of Preparation Time**

In pre-teaching of preparation time, the activities are as follow.

1. The teacher explains to the students that the students will be given a task named travelport and explains what the students have to do in doing the task.
2. The teacher asks the students to make groups by themselves where each group consists of three students.
3. The teacher distributes a worksheet to the students.

#### **3.3 Whilst-teaching of Preparation Time**

After all of the groups have the worksheets, the students do the activities as follow.

1. Discuss in fulfilling the worksheet.
2. After all of the students have done in fulfilling the worksheet, representation of groups has to present the result of discussion.  
(If there are groups having the same destination, one of the groups should change the destination based on the agreement)

#### **3.4 Post-teaching of Preparation Time**

After having the agreement to the students, then:

1. The teacher read the summary of the discussion.
2. The teacher reminds the students of the task that the students have to, namely travelport.

After the students do the travelport, they have to do presentation at the class. The second and the third meeting of speaking class are having the phases as follow.

#### **3.5 Pre-teaching of First Presentation Time**

In pre-teaching of presentation time, the activity is as follow. The teacher explains to the students that the students have to do presentation as the report of their travelling to the tourism destinations they have chosen.

#### **3.6 Whilst-teaching of First Presentation Time**

In whilst-teaching of presentation time, the activities are as follow.

1. First group as the first group who is presenting their travel report.
2. The second group goes the second chance.
3. The third goes after the second group.
4. The forth group is the last group who is presenting their travel report at that time.

The four groups do presentation about 20-25 minutes to tell about the members of the group, the destinations they visit, the things they bring to the tourism destinations, the chronological activities in doing travel report, and tourism attractions they find in tourism destinations.

There is question-answer session after the presentation, and the teacher gives chance to the students to ask one question for each group. There are some questions as follow: (1) do you get problem in that place? (2) do you find difficulty to go to destination? (do you find difficulties to get to the destination?) (3) is someone help you take picture? (does someone help you to take the picture?) (4) why you choose that place? (why do you choose that place?)

### **3.7 Post-teaching of First Presentation Time**

After the presentation, the teacher reminds the students that the next meeting they will have other groups to present the travel report.

### **3.8 Pre-teaching of Second Presentation Time**

In pre-teaching of presentation time, the activities are as follow.

1. The teacher explains to the students that they will have presentation for the fifth until the seventh group.
2. The teacher writes some questions on the board.
3. The teachers explains to the students that they are not allowed to use the questions again.

### **3.9 Whilst-teaching of Second Presentation Time**

In whilst-teaching of presentation time, the activities are as follow.

1. The fifth group as the first group who is presenting their travel report at the second meeting of the second presentation time.
2. The sixth group goes the second chance.
3. The seventh group as the last group of travel report activity.

The three groups do presentation about 20-25 minutes to tell about the member of the groups, the destinations they visit, the things they bring to the tourism destinations, the chronological activities in doing travel report, and tourism attractions they find in tourism destinations.

There is also question-answer session after the presentation as the meeting before. Same as the first meeting, the teacher also give chance to the students to ask one question for each group. But, the teacher asks the students not to ask the same questions as in previous meeting. The teacher writes the previous questions on the white board. There are some questions as follow: (1) do you interest to travel? (are you interested in travelling?) (2) are you enjoy in that place? (do you enjoy to be in that place?) (3) can you help me go there? (can you help me to get that place sometime?) (4) what is interesting from that place? (what makes that place interesting?).

### **3.10 Post-teaching of Second Presentation Time**

After the presentation, the activities are as follow.

1. The teacher asks some questions to the students randomly as follow: (1) do you like traveling? (2) do you enjoy your task? (3) what is your impressions of this program?
2. The students answer the questions from the teacher.

### 3.11 Reflection

The students become more active and are well motivated in speaking class. It is because travelport helps the students to promote speaking. The students are able to speak, to have self confidence in speaking, and to have bravery in speaking by using travelport even their grammar is not correct.

After explaining the findings of the research, the discussion is explains as follow.

Since the beginning, the announcement of the activity, students are trained to be patient and to keep spirit. For, it needs intense action and consultation among members of the group and the group-the teacher. They have to prepare all of the things to get everything run well. At first, the students feel that the task is hard and difficult to do. But, when they finish their task, they have good impression.

By doing travelport, students' speaking skill is promoted. It can be seen from the activity before and after using travelport. Before travelport, it seems that the students have no idea what to speak except for answering the questions. But, by using travelport, there are many things to talk about.

At preparation class, students have to discuss with the members of the group to fulfill the worksheet as the preparation to the tourism destination. Before going to the tourism destinations, they have to discuss with the members of their group intensively in order that their travelling can run smoothly. To get to the place, it also needs effort from them. When they arrived at the place they tend to go, they have to record and take pictures about the place. Besides, they have to report about the place. They have to report about their destination, about the condition and the situation of the tourism destination they are visiting.

After having travelport, in the speaking class, they have to do presentation to tell about all of the things to prepare and to tell about the place they are visiting. They have to report the steps of doing travelling and they have to tell what they have done in tourism destination. After presenting them, they have to answer the questions that their friends give them. In addition, as long as the activities are done, they enjoy the activities. They enjoy in doing the task because they can travel to tourism destinations. From the activities, they have stories and have themes to talk to their friends.

It can be explained that this study promote the students to get the functions of speaking namely interactional and transactional functions as stated by Brown and Yule (1983). Interactional function of speaking refers to the use of the establishing and maintaining social relations between or among people. While, transactional function of speaking is to exchange information with each other.

Furthermore, this activity is included to activities that the teacher can do as suggested by Harmer (1983), namely prepared talks. That is the students make presentation on a topic of their own choice, and they should speak from notes rather than from a script. And, when we look at the categories of teaching speaking skill proposed by Brown (1994), this activity belongs to responsive and transactional. Responsive performance means interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talks, simple request and comments. While, transactional is carried out for the purpose of conveying or exchanging specific information.

Based on the characteristics of effective speaking class promoted by Ur (1996), this activity can be categorized as effective class. It is because the learners talk a lot, all of the students get a chance to speak, students' motivation to speak is high, students' language is comprehensible, and the students speak target language.

#### 4 CONCLUSIONS AND SUGGESTIONS

The conclusions of action research can be summarized as follow (1).The implementation of travelport can promote students to speak. (2) Interesting activities can create enjoyable English class. (3) The implementation of travelport in promoting students' speaking abilityis not only make the students' active, but also make the lecturer active at the same time since she should guide the students while they are doing their task. Although travelport is one ofalternative techniques to make speaking class more fun, but it is time consuming. It needs more patience not only from teacher, but also the students.

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# THE USE OF COOPERATIVE LEARNING TECHNIQUE IN TEACHING READING COMPREHENSION OF THE ENGLISH EDUCATION DEPARTMENT STUDENTS OF UNIMA

**Livianni Lambe**  
*Universitas Negeri Manado*

## **Abstract**

*In teaching reading, especially when the language is foreign to the students, teachers need to assist students to set their reading purposes as to facilitate comprehension and get responses from them. Failure to do this may lower students' motivation or discourage them to make attempts for comprehension as well as to react to what is written in the text. This situation also happened to the students of English Education Department of UNIMA. To overcome the problems, the researcher employed Cooperative learning technique. The technique was selected for it was believed that it facilitated more communicative practices and provided enjoyable learning activity. The researcher utilized the design of Collaborative Classroom Action Research, in which the researcher was assisted by a collaborative teacher (a colleague) conducted the research. The research was conducted in a single class that consisting of twenty eight students who joined Reading Comprehension III class in which all of the students were taken as the subjects of the research. The procedure of the research consisted of four main steps: planning of the action, implementation of the action, observation, and analysis and reflection. To collect the data, the researcher used some instruments namely observation sheet, field notes, reading test and questionnaire. This technique was given opportunity for the students to discuss and to work together during teaching-learning process and to lead the students helping each other to improve their reading comprehension ability.*

**Keyword:** *Reading Comprehension and Cooperative Learning.*

## **1 INTRODUCTION**

Faced with globalization and international competition, the Indonesian government through KKNI has strongly argued universities promote students' English ability which affects the future studies and career development of university students. Therefore, all Indonesian universities offer English as compulsory subject and one of English subject skills which is taught at the university level is reading because reading acquires knowledge and learns new information. However, most of students do not have good enough in their reading ability because they are lack of vocabularies and reading comprehension skills, limited background knowledge, inability to understand the content of the text, and teacher's teaching is conventional. (Cahyono and Widiati, 2006).

Many researchers have done research to investigate appropriate reading strategies to help students have better understanding what they read. The results show that some are successful with particular students but some are not because students' reading ability

differs from an individual to another and teaching-learning process is teacher-centered. As we know, teacher-centered approaches taking place in traditional classroom do not produce active students and causes students to feel dull and disinterested to learn in EFL classroom (Ching & Hui, 2013; Wichadee, 2006).

In English Education Department of UNIMA, Reading is categorized as pre-requisite subject which means students should pass reading I/ II before they take reading II / III. Reading class in English Education Department consists of good students and weak students. Good students always perform their ability to learn English while the weak ones sit silently as they lose confidence to learn English.

I chose Reading Comprehension 3 to do my research based on 2 reasons. First, students who joined reading 3 were difficult to determine main idea and text structure of paragraph that contradict to the general objective of Reading III is to develop the ability to understand descriptive, expository, and argumentative types of texts and consolidate skills in appropriate reading techniques for various reading purposes thereby helping them to become efficient and independent readers. Last reason, students had known each other during learning process so that they were easy to cooperate in implementing a cooperative learning technique.

Cooperative learning is defined as a system of concrete teaching and learning techniques in which students are active agents in the process of learning through small group structures so that students work together to maximize their own and each other's learning (Liang, 2002). In past three decades, cooperative learning has become a widely used instructional procedure across different grade levels and subject areas.

Numerous studies have shown the effectiveness of cooperative learning with university-level students in EFL reading classes (Farzaneh & Nejadansari, 2014; Robinson, 2013; Ching & Hui, 2013; Rahvard, 2010; Wichadee, 2006). Their studies show that combining cooperative learning with English reading instruction creates opportunities to social interaction between high and low students, increasing individual accountability especially low students, and supporting this technique in teaching-learning reading comprehension.

With the reasons above, I would like to study that how cooperative learning can enhance students' reading comprehension ability in of the third semester students of the English Department of UNIMA in the academic year of 2013. The main problem can be elaborated into:

- (a) How can cooperative learning improve students' reading comprehension ability in determining the main ideas in texts?
- (b) How can cooperative learning improve students' reading comprehension ability in determining text types?

## **2 REVIEW OF LITERATURE**

### **2.1 Cooperative Learning**

Cooperative learning is defined as a system of concrete teaching and learning techniques, rather than an approach, in which students are active agents in the process of learning through small group structures so that students work together to maximize their own and each other's learning (Liang, 2002). Similar, Jacobs (1999) says that cooperative learning is a diverse group of instructional methods in which small group of students work together and aid each other in completing academic tasks. Slavin (1995) states that cooperative learning is students work together to learn and are responsible for their teammates' learning as well as their own. It emphasizes that the use of team goals and



team success can be achieved only if all members of the team learn the objective being taught. It can be concluded that cooperative learning is a method in using small group of students to work together in completing task by achieving the goal that they could not achieve individually.

According to Slavin (1995) and Johnson et.al (1991) to achieve the goal together, students are placed by the teachers into four to five member teams. The students are heterogeneous in ability and gender, mixed across social class, race, ethnics, and religious group lines. The student's team is given the educational goal: everyone on the team is to learn what the teacher has prescribed as the goal. Then the teacher presents the lesson; students in their teams attempt to learn the lesson by coaching and assisting each other. All students on a team must master the lesson; it is the team responsibility to insure that each member individually has mastered the lesson. A team is rewarded through social recognition when all of its members have learned the lesson. Basically, cooperative learning teaches students to work on specific projects in which they (the team members) as individuals are responsible to all the other members for learning. They help each other master the knowledge or skill posed to them by the teacher.

## **2.2 Elements of Cooperative Learning**

Cooperative efforts are expected to be more productive under certain conditions. The followings are the five basic elements of cooperative learning.

### **1) Positive Interdependence**

The first requirement for an effectively structured cooperative learning environment is that students believe they "sink" or swim together. That is, cooperation occurs only when students perceive that the success of one depends on the success of the other. This indicates that positive interdependence could be achieved through mutual goals, division of resources, differing roles, or joint rewards (Jacobs, 1999).

### **2) Face-to-Face Interaction**

The second element of cooperative learning requires face-to-face interaction among students within which they promote each other's learning and success. Johnson & Johnson (1991) suggests that it is necessary to maximize the opportunities for them to help, support, encourage, and praise each other.

### **3) Individual and Group Accountability**

The third element leads to the belief "What students can do together today, they can do alone tomorrow." The purpose of cooperative learning groups is to make each member a stronger individual. Individual accountability exists when the performance of each individual student is assessed, and the results are given back to the groups. Therefore, the group knows who needs more assistance, support, and encouragement in completing the job. Johnson & Johnson (1991) suggest some common ways to structure individual accountability. These include giving an individual test to each student, randomly selecting one student to represent the entire group, or having students teach what they have learned to someone else.

### **4) Interpersonal & Small – Group Skills**

Students must be taught the social skills and be motivated to use them. Social skills which are needed for both teamwork and task work include leadership, decision-making, trust–

building, communication, and conflict-management skills. (Johnson, Johnson, & Holubec, 1993).

#### 5) Group Processing

Group members should think about how well they have cooperated as a team and how to enhance their future cooperation. Some of the keys to successful processing are allowing sufficient time for it to take place, emphasizing positive feedback, maintaining student involvement in processing etc. (Johnson & Johnson, 1991).

### 2.3 Learning Together

Learning Together is based on the social psychology (Deutsch cited in Johnson & Johnson, 1994). The key concept is "interdependence." This was investigated by Deutsch, a mentor of David and Roger Johnsons who developed Learning Together. Interdependence concerned people's perceptions of how they affected and were affected by what happened to others. Deutsch divided interdependence into two types: positive and negative, with a third possibility being that no interdependence existed between people in a given situation. In his research, Deutsch found that positive interdependence led to superior performance on objective and subjective measures. According to Jacob (1999) states that Learning Together Strategy, one of Cooperative Learning strategies, is involving a heterogeneous learning group in which small groups of students work together and aid each other in completing an academic task.

Learning Together places an especially high premium on students helping students (Jacob, 1999 and Slavin, 1995). It differs from other small group methods. First, Learning Together does not require members of a group to become experts in some aspects of the task or material and then teach each other what they know (e.g., Jigsaw). Second, it does not depend heavily on competition between teams (e.g., TGT and STAD). This strategy is similar to STAD in that it uses students working in four-five member heterogeneous learning group and emphasizes five elements.

## 3 METHOD

The design used in this research was action research that was administered in a classroom setting. Through action research, the researcher can investigate the instructional activity in order to get improvement of her performance and students' ability in the classroom (Vemester, 2006). In administering this research, the research did four phases: planning, implementation of action, observation, and reflection (Kemmis and Mc. Taggart, 1988). The research was carried out by collaborating with the lecture of Reading Comprehension III. The collaborator acted as an observer to observe the process of instructional activities from beginning up to end. This research was administered at English Education Department of Manado State University in Tondano. The subject of the study was 28 third semester students of academic year 2013.

In conducting this research, criteria decision was vital to know whether the action was successfully completed or not. In line with this study, the criteria of success were determined as followed (1) the improvement intended was the score of at least 70 % of the subject reached a final score of 65 in reading test and (2) at least 70% of the students were actively involved in teaching-learning process. To gather the data required in the study, 4 kinds of research instruments were employed: observation sheet, filed notes, questionnaire, and reading test.

#### 4 RESEARCH FINDINGS

There were 2 cycles with four meetings for each cycle conducting the Classroom Action Research. The three meetings were apportioned to teach reading by implementing Learning Together Strategy and one meeting was apportioned for reading test. The findings of each cycle are presented as follows.

##### 1) Findings in Cycle 1

The findings in Cycle 1 related to students reading comprehension in determining main idea and text type and students' participation based on teaching and learning process through observation sheet and reading test that were administered on each meeting by implementing the Learning Together Strategy.

Based on the students achievement in quiz in Cycle 1, it could be concluded the score of students' achievement on main idea and text type did not meet the criteria of success indicating 5 students (18%) got  $\geq 65$  and 23 students (82%)  $\leq 65$ , and 8 students (28%) got  $\geq 65$  and 20 students (72%)  $\leq 65$  in determining text type. The achievement above caused the average score of students was 48.04 in determining main idea and 51.13 in determining text type. On the other side, students' participation met the criteria of success as they got the average score 98.3 (98.3%) indicating that more than 70 % of students participated in teaching-learning process.

##### 2) Findings in Cycle 2

The findings in Cycle 2 related to students' score on reading test in determining main idea and text type then students' participation on every meeting during teaching and learning process was taken into account using observation sheet.

After doing some revisions to minimize the failure of students' achievement in reading test, finally the criteria of success was achieved well in Cycle 2 indicating 21 students (75%) got score  $\geq 65$  and 7 students (25%)  $\leq 65$  in determining main idea , and 23 students (82%) got  $\geq 65$  and 5 students (18%)  $\leq 65$  in determining text type. The achievement above caused the average score of students was 77.95 in determining main idea and 79.15 in determining text type. So, the average score in Cycle 1 was 48.04 determining main idea and 51.13 determining text type drastically improved to 77.95 determining main idea and 79. 15 determining text type in Cycle 2. The improvement of students' ability in reading followed by the students' participation got score 100 (100%) indicating all of students actively participated in teaching-learning process.

#### 5 DISCUSSION

This section discussed how the implementation of Learning Together Strategy enhanced students' reading ability in determining main idea and text type in pre, during and post reading stage.

In pre-reading stage, to begin teaching-learning, the researcher explained the aim of the lesson relating to SIO and then she introduces text in order that the students really knew what lesson and text were being studied. Afterwards, she activated regularly the students' schemata by asking questions and giving pictures. The essence was the students had relevant schema or past experiences to comprehend the text that gave account of the object and event described in the text. After activating the students' schemata, she directed the students about the topic by soliciting the students to tell individually his/her idea related to the topic and to share the idea with their friends. The core of those activities was to open students' thought and to sharp their thought (De Debat, 2006).

Then, she divided the students into group of four mixed by high, average, and lower achiever. The group should be heterogeneous in terms of sex, race and religion. After the formation of group, role as leader, secretary, checker, and reporter was determined by teammates.

In during stage, she introduced the purpose of the text by informing and explaining it relating to SIO and distributed texts for each student and two worksheets in each group. The core activity in this stage was determining main idea and text type and answering reading questions. As the students conveyed their idea or answer, they performed individually to show that he or she had mastered of the material. After she/ he conveyed his/ her answer or idea, the group member discussed it together to achieve one agreement as the final group's answer. As they worked and discussed the material, they performed their positive interdependence, individual accountability, face to face interaction, interpersonal and small group skills, and group processing.

As the group presented the answers in post-reading stage, it offers the chance to evaluate the students adequacy of interpretation in which the writer's intention are addressed (De Debat, 2006). Speaking about the group's work, the most effective mechanism was to randomly choose the group's work and to present it in front of the class. The main purpose was to obtain accurate answers with the whole groups. If the group did not achieve accurate answer, the explanation was needed. The feedback was needed in this stage in order to help students comprehended the material well by summarizing or asking questions. At the end of class, each group had to evaluate the roles (leader, secretary, checker, and reporter) then making decision on what actions should be kept doing or changed in order to achieve a better performance on the next meeting to achieve the group's goal.

## 6 CONCLUSION

The implementation of Learning Together Strategy proved to increase students' ability in comprehending main idea and text type in which the students had drastic changed in terms of their achievement as well as they were actively involved during teaching-learning process. In other words, Learning Together Strategy was able to promote higher achievement to low achievers. Yet, Learning Together Strategy was able to raise students' self-esteem and build good interaction among teammates eventhough they were different ability, sex, race, and religion.

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# BECOMING EFL TEACHERS IN CENTRAL JAVA: THE AMBIVALENCE EXPERIENCED BY EFL PRE-SERVICE TEACHERS

**Koesoemo Ratih**

Ratih.koesoemo@cdu.edu.au

*Charles Darwin University, Australia; Indonesian DIKTI Scholarship Recipient, Lecturer at Muhammadiyah University of Surakarta, Indonesia*

## **Abstract**

*There are many challenges experienced by pre-service English Foreign Language (EFL) teachers in Indonesia due to globalization and corresponding shifts in educational experiences and understandings. This paper reports some of the findings from a research project that investigated how global, national and institutional education policies constitute EFL teaching and teacher's experiences. The study focused on the policy and pre-service teachers' experiences in the context of teaching and learning English as a foreign language in Indonesian teacher education concerning Indonesian EFL teachers' quality.*

*The research project was carried out in teacher education settings in Central Java. Theoretically, this study was informed by the work of Arjun Appadurai in his representation of globalization and Bhabha's concept of ambivalence. Qualitative approach is employed based on the data taken from interviews, policy documents and on line data.*

*This paper argues that our understanding of EFL teachers' professionalism is challenged both at present and in the future by their experiences of ambivalence and how their teacher education preparation responds to global demands. Discussion in this paper identifies examples of ambivalence that EFL pre-service teachers experience. Dimensions of "ambivalence" appear in several areas, namely: in their perceptions of the EFL teacher profession, limited learning resources, implementing teaching innovation and using English as a medium of instruction.*

**Keywords:** *Quality education, EFL teachers, Globalization, and Ambivalence*

## **1 INTRODUCTION**

Improving quality education has become a concern for global organizations, national governments, and education institutions. This concern leads to accelerated development in policy and planning to address global issues such as, poverty, disparity and human dignity around the world (United Nations, 2014). High quality education is required for improving quality of life and social and human development (UNESCO, 2014).

Therefore, it also is believed that through better educational provision, the above issues can be eliminated.

One of the key elements of quality education enhancement is the role of teachers (UNESCO, 2014). It is argued that 'good' teachers will close the gap between 'poor' and 'good' quality education because they can provide optimal learning outcomes for every learner in the classroom (UNESCO, 2014). Therefore, the key to improving the quality of education, as articulated in the UN improvement agenda, is to recruit the best teacher candidates because it is claimed that quality of education depends on the quality of the teachers. Improving the quality of teachers will contribute to quality education improvement.

The *Education For All* (EFA) global monitoring report (UNESCO, 2014) articulates that good quality education relies on the most appropriate training for teachers and prospective teachers. It is recommended that initial teacher education is required to prepare teachers to help students from various backgrounds and needs. Therefore, prospective EFL teachers must be prepared well and trained and educated optimally to anticipate the future challenges and to become important assets in education systems which aim to deliver high quality education. They must be addressed in the very beginning stages of entering the teaching profession if long term quality teaching is the expected outcome for professional practice. Following Shulman(1999), they need to be well equipped with a range of knowledge and skills including content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of educational contexts and knowledge of educational ends, purposes and values. In the case of Indonesian EFL pre-service teachers this includes their ability to respond to the many changes occurring in the EFL language teaching system in Indonesia as well as their English language capacity.

English plays a crucial role in the globalization era. It is the language of globalization – of international business, politics and diplomacy(Johnson, 2009). English has been used as a genuine lingua Franca for decades and is now commonly used for international communication (Harmer, 2007). In this globalization era in which communication with foreign countries is necessary, it will be very difficult to ignore the language. For Indonesia, the importance of mastering English is critical if it wants to gain access to international communication and development (Saukah, 2003). Therefore, the high demand of English proficiency as a result of globalization becomes a challenge for education systems. A study by Lamb (2004) reveals high expectation of people in Indonesia to master English language to achieve a better standard of living and engage with advanced technology. EFL teacher education institutions are required to upgrade English standards that meet global standards if they want to produce competitive graduates. Moreover, the use of international testing systems such as TOEFL and IELTS indicate high English proficiency expectations. This implicitly demands upgrading for teacher's competence and particularly EFL teachers' competence.

However, a number of studies show the insufficiency of EFL teachers' English capacity. For example, Marchelino (2009), Lie (2007) and Dardjowidjojo (1998) claim that EFL teachers are lack of English language competence. Many teachers, who are mostly graduates from teacher training education, do not meet the standard of mature English teachers (Marcellino, 2005). Indonesia is among Asian countries having similar condition of lacking quality of qualified EFL teachers as identified by Nguyen & Hudson(2010). The majority of teachers lack competence in using English in the classroom and yet teachers are the key agents involved in the teaching and learning process (Nguyen, 2011). This issue is in line with a study in Central Java by Dardjowidjojo (2000)that indicates that English teachers have not themselves mastered

the language they are teaching. There are many reasons for this including traditional cultural values, limited exposure to a range of different genres and limited access to good textbooks. Curricular changes need to be supported by appropriate socialisation and quality English teacher education including, as part of a larger set of strategies and programmes, the building of English as a medium of instruction to enhance teaching proficiency” (Dang, Nguyen, & Le, 2013). Low teachers’ competence has been considered to contribute to a decline in teacher quality. The above issues have cast some doubt on the quality of teacher training education programs that principally produce the existing in-service teachers and pre-service teachers (Yusuf, 2010).

Preparing quality teachers has become a global concern as all nations attempt to be excellent at all levels. Quality teaching needs careful preparation. Goodwin (2010) suggests five knowledge domains to prepare teachers in order to achieve quality education. The first domain is personal knowledge of the self and ones philosophy of teaching. The second is contextual knowledge including understanding of children, schools and society. The third aspect is pedagogical knowledge which addresses educational theories, methods of teaching, and curriculum development. The fourth dimension is sociological knowledge covering cultural relevance, diversity, and social justice. The final dimension is social knowledge of cooperative, democratic group processes and conflict resolution (Goodwin, 2010). Darling-Hammond (2005) asserts that good teaching requires acquisition of specialized content knowledge, in addition to learning acquired in professional communities and through clinical experiences ; those are obtained formally.

In this paper, the writer focuses the discussion of the ambivalence experienced by EFL pre-service teacher resulted from Appadurai’s global cultural flows. Bhabha’s concept of ambivalence is used to explain the experience and applied it to the context of teaching and learning English as a foreign language (EFL) in Indonesian teacher education. Bhabha (1984) argues that ambivalence emerges from the process of hybridity triggered by the tensions manifest between colonizers and colonized in colonial discourses and practices. According to Bhabha, images and expectations of “Superiority and inferiority” appear in language in attempts to obtain ‘fixity’. Parallel to this study, there are superiority and inferiority images in terms of the relationship between EFL pre-service teachers with those having more powerful authority, such as their parents, their mentor teachers (during teaching practicum at schools), and society. Deriving from the concept of Bhabha’s, ambivalence in this study refers to uncertain situation or feeling to obtain synchronicity due to contradictory situations that represent superior and inferior edges.

## **2 METHODOLOGY**

This paper focuses on how ambivalence becomes evident when talking with EFL pre-service teachers during their pre-service EFL teaching program. This study forms part of more extensive investigation of how global, national and institutional policies constitute the conditions of pre-service teaching and teachers’ experiences of EFL teaching in Indonesia. In particular the paper focuses on the interrelation between global, national and institutional policies and the ambivalence emerging during EFL pre-service teachers’ experiences during their practicum.

Two Indonesian universities were selected for the study, a state university and a private university. Each university offered a program in EFL pre-service teacher education. The author gained permission to email the students and received 86 responses. Managing such a large number of participants required some negotiation and initially,



group interviews assisted the process. A total of 10 groups were convened, with a total of 8 groups recorded. Each group meeting was conducted in Indonesian language, lasted 30-45 minutes and consisted of between 5 and 10 participants. In general this discussion covered issues such as becoming an EFL teacher in Indonesia, potential employers and employment locations of EFL graduates, how the students used English and any general observations they had of the practicum experience. Individual interviews were also carried out to obtain deep understanding of their rationales for arriving at that particular English teacher training faculty, rationales undertaking their prospective course, their experience of teaching practice during practicum and their use of English during teaching practice.

In organizing and analysing the data, the author worked from transcribed interviews and policy documents. Scott (2000) contends that policy texts may include acts of parliament, government orders, and reports by quasi-governmental bodies such as The Office for Standards in Education, and series of the policy, reports and commands from Local Educational Authorities or other bodies with responsibilities for schools, colleges and universities. The policy documents used cover global, national and institutional policies. Global policy texts included the *Education for All* monitoring report and UN Millennium Development Goal texts. National policy texts cover Law no. 20/2003 pertaining to Indonesia's national education system, Government regulation no. 19/2005 pertaining to national standards of education, and Act no. 14/2005 pertaining to teachers and lecturers. Institutional policy texts consisted of curriculum of English Departments, and Microteaching and Field-based teaching guides for the practicum experience. The documents were chosen for their significance in preparing EFL teachers during their university course.

In this study, policy documents were analysed to learn how the meanings of the experience of teaching practice are situated in the documents. Steps in a content analysis illustrated by Ary, Jacobs, & Sorensen (2010) were adopted. They cover specifying the phenomenon to be investigated, selecting the documents to be used in order to obtain a representative sample of the documents, and formulating coding categories by determining the word(s) or domain that represents "globalization", such as development, improvement and enhancement. Then, to consistently apply the coding scheme and to contribute to the reliability of the content analysis, a computer program and NVivo software were used to search through the scanned text and find words or phrases that meet specified criteria.

NVivo software was used in this research to manage the large amount of participant transcripts. Coding is essential for qualitative analysis but it is not the goal in itself. Bazeley (Bazeley, 2013) argues that coding is a purposeful step in providing direct access to participants' statements. Following this line of thought, the author initially entered the transcripts into NVivo in 'source' folders, read them several times to 'gain a feel' for the general content and meaning of each passage, then coded the sources by identifying themes and creating a corresponding node.

### **3 FINDINGS AND DISCUSSIONS**

In the following section, the writer illustrates how pre-service teachers experience challenges which manifest in ambivalence and what this means for the teachers during their micro- and field based teaching experiences. There are several triggers for ambivalence. They range from social perceptions of the effects of globalization and expectations of teachers in a globalising world to unsupportive public perceptions of the teaching profession and unsupportive school cultures.

### 3.1 Ambivalence due to unsupportive public perceptions of the teaching profession

In addressing quality education, global agendas such as EFA advise member countries to enhance the public perception of teachers.

*“Public perceptions of teachers and teaching must be enhanced; incentives to identify, attract and retain good teachers must be provided... Adequate time and investment must be given to re-train the existing teacher workforce and to reform pre- and in-service training” (UNESCO, 2014)*

The Indonesian Government has also endorsed Teacher Act no 14, 2005 (Republik Indonesia, 2005) as one way of striving to protect teachers and enhance the image of the teaching profession. The poor condition associated with teaching and teachers' social status, such as low salaries, limited rights and welfare are expected to be eliminated by the endorsement of this law.

However, public perceptions of the teaching profession are generally not supportive. Becoming a teacher is considered to be a second class profession in Indonesia because this profession doesn't make a lot of money. Therefore many young people, high school graduates do not choose the teaching profession to be their priority when entering university. They prefer going into more prestigious professions such as medicine, engineering, law or accountancy.

*In the beginning I was interested in International Hub besides communication. But, I was not accepted in that university, then I changed my mind and entered this department [English department of teacher training and education faculty] (ESK)*

*“Umm... actually I entered this institution by accident. Because my first choice was English department of faculty of letter but I failed. Then I entered this department” (IK)*

Some choose teaching as a path to protect them from embarrassment when they can't pursue their ideal profession. Rather than being a “no status person” after graduating from high school they choose teaching to alleviate ambiguity. The public expectation of the superior image of other professions and the inferior positioning of teaching both influence EFL Preservice teachers' decisions to strive for 'fixity' by choosing an approved category rather than having no status which is considered socially inferior. However, in doing so, they enter into a profession which is not of their choosing.

Parents' desire becomes another factor that fosters them to enter the teaching profession; consequently, they study in teacher training education without full heart.

*“Since the beginning I was not interested in this department. My interest was in sports. But my parents insisted me to take this department, actually I refused, but they used to drive me because my father is a civil servant teacher and knows a lot about teacher profession. He motivated me very much...” (SN's).*

The above quote shows ambivalence – superiority and inferiority working together – when EFL pre-service teachers' navigate their parents' and their own desires. This is a common issue in patriarchal Javanese culture in which parents play dominant roles in the family and often determine the future occupation of their children. As the inferior group, children show their obedience and follow the expectations of the superior

group – their parents’ – even though they have mixed feelings and the decisions are controversial. These decisions are not made simply to keep parents happy. Rather they are made by EFL-Preservice teachers as a way to obtain some certainty in an uncertain situation and to build their identity in the likeness of the superior images constituted by parents and society.

Even though the Teachers Act is designed to protect the teaching profession, enhance teachers’ identities and improve teacher quality, pre-service teachers in this study remain ambivalent about their chosen path. In fact, it is articulated that the teachers’ attributes, such as having low salary, limited rights and welfare are expected to be eliminated by the endorsement of the Act, but the public perception remains that other professions are still better paid than teaching profession.

### **3.2 Ambivalence due to unsupportive school culture: limited appropriate learning resources**

One of the important elements in improving quality of education as advised in *Education for All* is choosing appropriate learning resources. Policy should foster the development and adaptation of learning experiences and materials to ensure social and cultural relevance for learners (United Nations, 2014). The Law on national education system (Sekretaris Negara Republik Indonesia, 2003) also articulates that teachers are to select appropriate learning resources. As English is a foreign language in Indonesia, it is not always easy for EFL pre-service teachers to teach English. Certain local schools with limited condition in local context can make this difficult. For example, in teaching some English skills, such as listening skill, EFL teachers are expected to use authentic materials and other learning resources which may be downloaded from the internet. However, it is difficult for them to actualize their expectation to use the resources in appropriate and contextual ways.

*in the area that is far from [Internet access], technology like Facebook... becomes a problem for English teacher profession, but if we are successful to teach English to the students, certainly we contribute great knowledge that they can use to lead sustainable life in globalization era for their future... it becomes a pressure because it is listening, because we look for listening material with real voice contextually. When we have to make Lesson plan which contains a teaching procedure in Solo of which... the traditional food is “Serabi”, it is very difficult to get listening material about making “Serabi”. It becomes a pressure for me” (DWT)*

Prospective EFL teachers have desires to use appropriate learning resources but due to limited access and available material they cannot teach in the manner they imagine will best achieve their goals – practical and contextually embedded in the locality of the region. Their ambivalence results due to their adjustment to the dominant culture which is unsupportive and possibly sets expectations that are too high in that they are expected to adapt to all variation. In parallel to Bhabha, prospective EFL teachers belong to a low status group that brings idealism to their teaching. They strive to adjust the unsupportive conditions – poor internet access, the need to provide aural skills exemplars for their learners and support these with tangible resources – so they can meet the high expectations of the superior (superior group) and give up their idealism to obtain ‘fixity’ of the available facilities representing superior image.

### 3.3 Ambivalence in implementing teaching innovation

The Teacher Law No 14, 2005 (Republik Indonesia, 2005) states that improving quality teacher for national development requires the mastery of knowledge and technology. This implicitly requires EFL teachers not only to deliver knowledge but also use innovative strategies and technologies. However, it is not always possible to achieve this given the local levels of technology available to them.

*Most of the EFL pre-service teachers use the media while the [mentor] teachers don't make use [of] the facilities. Indeed every class has been provided with LCD, screen but no speaker, so if [we] want to use video listening, we have to bring the loud speaker by ourselves. [The students] are never brought to [language] laboratory either. I want to bring them to the laboratory but feel uneasy with others, may be labelled 'pretentious' to bring them to the laboratory, Mam. Because the laboratory is never used for listening [activities] (IKF)*

EFL pre-service teachers feel ambivalent in applying their technical skills that has been obtained at campus to use technological equipment in teaching. On one hand, they want to teach their students at the language laboratory in teaching listening skills because there is one available at schools. However, cultural norms may still prevent them from using the laboratory because they are afraid of being labelled as an 'affectation'. They feel uneasy because the mentor teachers who supervise them rarely or even never use the language laboratory in teaching certain skills. Under these conditions how can they be so brave to use the laboratory? The feeling of being afraid, of being excluded from the dominant culture (Bhabha, 1984) occupies the EFL pre-service teachers.

### 3.4 Ambivalence in using English as a medium of instruction

Several EFL pre-service teachers assume that becoming EFL teachers provides them with a sense of pride regarding the possibility of learning English as a global language besides using Indonesian as national language. Using national language may maintain national identity as an Indonesian and using English may enable them to participate in the global competition by learning and employing English as a global language.

*"In my opinion, becoming EFL teachers has certain pride because besides able to use national language, we are able to learn another language especially English that is the global language e...moreover e...all science use English...with English, we do not only learn language because if we know how we use language and know the meanings, we can learn, other subjects" (R3).*

Being aware of the importance of English language in globalization, they are sure that their future profession to be EFL teacher is bright.

*"E...to my mind, English language in globalization era is e something which is very crucial because...people can master the world especially e, job like e a good job, e with that good position if someone can master English so ...why I become English teacher because e, English language teacher is a stick for someone else to obtain a success so this job is promising in the future" (DN's-R4)*

*"English teacher in Indonesia is very...what is it? ...Very influential because at this era, every day we need English. Open the internet, we use English, sometimes opening hand phone also needs English, so what?"*

*Very influential for life so if we become English teachers, we will have a bright prospect in the future... so English teachers are more demanded” (HN’s)*

However, there is an issue of using English as a medium of instruction in the English classrooms that challenges EFL prospective teachers. In terms of language of instruction, most of them used Indonesian more than English. Several of them regarded that using English in the classroom was not wise because the students mocked them when they used English. The students didn’t want to listen and said ‘showing-off’ “*Wah mbaknya sok Inggris*” and they tolerated their students and spoke Indonesian language more in teaching English.

The decision taken by EFL pre-service teachers to use more Indonesian in teaching English may be a compromise to reduce the mocking from their students. They are still in the process of building their professional identity and following the voice of the majority in the classroom by speaking English by reducing the conflict they experience when their teaching identity is undermined.

This implicitly emphasises a lack of policy clarity particularly pertaining to schools using English as a medium of instruction. There is no strong articulation in the policy at national level. Even though Law No 20 of 2003 on the national Education System (Republik Indonesia, 2013) introduced the concept of foreign language as a language of delivery at a certain educational unit, it does not emphasize strong instruction. Law No 20 of 2003, Chapter VII, Article 33, and Clause 3 states that foreign language can be used as a language of instruction at certain education levels to support the students’ ability of using a foreign language (Sekretaris Negara Republik Indonesia, 2003). Moreover, there is no clear articulation at local institutional policies that makes English compulsory in EFL classes in English departments across universities. Due to this weak emphasis on the use of English as a medium of instruction, this results in various uneven interpretations toward using English language in classroom level.

Indonesian government regulation No. 19/ 2005 on national education standard (Republik Indonesia, 2005) articulates the needs for adjusting the dynamic of local, national and global social development to actualize the function and goals of national education. The preamble of national education standard mentions that to educate the nation needs national commitment to improve quality and national competitiveness (Republik Indonesia, 2013). This articulation provides broad views that may produce wisdom for Indonesian citizens living in this global era, however at the same time it may produce a hope for national competition that indirectly may produce uncertainty for EFL pre-service teachers in facing the challenges of global demands and employability.

The prediction toward the prospects of EFL teachers is important to determine the direction of the policy and teacher preparation program undertaken. Pre-service teachers’ optimism must be accompanied with effective program and policy.

#### **4 CONCLUSION**

This study has produced a number of findings which can significantly extend our understanding of the relation between policy and practice in relation to EFL teaching in Indonesian through EFL pre-service teachers’ experiences. The findings address the gaps in the improvement of quality of education as advised in *Education for All*.

While many issues were evident in the data, the cross-cutting theme of ambivalence emerged as analysis was undertaken across interviews, policy documents. There are several challenges manifest in ambivalence reflected by EFL pre-service

teachers. They feel ambivalent in the beginning of their study entering teaching profession due to unsupportive public perceptions of the teaching profession. They also experience ambivalence during their practicum at schools due to unsupportive school cultures. Some dimensions of ambivalence manifest because the mandated message in policies may not be optimally achieved. At the same time, some efforts to reduce ambivalence resulting from tensions must be enhanced through continued promotion and real actions that produce awareness of people toward benefiting high quality education.

Therefore, if it is important for EFL pre-service teachers to build their teacher professionalism, then they need to be made aware of the challenges involved in building their teacher' identity from the beginning of their course and equally important policy makers must work towards consistent support for teachers so that public perceptions of the teaching profession can be enhanced.

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# **BENEFIT AND CHALLENGE: POSTER AS AN EVALUATION IN LINGUISTICS COURSE**

**Aulia Nisa Khusnia, S.S, M.A**  
aulianisakhusnia.ma@gmail.com

*Muhammadiyah University of Purwokerto*

## ***Abstract***

*This paper reveals on how important evaluation, the challenges and benefits in linguistics course. Evaluation is an ongoing process of building understanding of professional work. Evaluation is also a systematic process which involves gathering information and giving feedback on the way the programs works. The purpose of evaluation is to support improvement in teaching and learning. In linguistics course, there are twelve core topics. Each group presented a topic. The challenge came up when the teacher gave a chance to the students to present their topics in interesting way. The procedures are applied in the class are grouping, dividing topics, reading the materials, discussing the content, designing poster and presenting poster. The teacher asked students to have poster in evaluation process. Some benefits of poster are 1) it facilitates oral practice; 2) it encourages authentic communication; 3) it augments self-confidence; 4) it accommodates a variety of learning styles; 5) it fosters learner autonomy; 6) it minimizes incorrect language; 7) it allows teacher to monitor students speech.*

***Keywords: Evaluation, Poster, and Linguistics Course***

## **1 INTRODUCTION**

Linguistics course is one of the difficult subjects for students of English Education Department, Muhammadiyah University of Purwokerto. The opinion came because: 1) the students have linguistics course in third semester, and it is first conceptual subject for them; 2) the students feel bored with the previous method applying by the teacher; 3) the students are lack of awareness to read. Those conditions are getting worse with some challenges in Linguistics such as, first the students must understand the topic; second, the students must analyze the theory; third the students must contextualize the theory. In line with the syllabus of Linguistics in English Education Department (20014), the topics needed to be presented are the characteristics of language: spoken, symbol, arbitrary, systematic; School of linguistics: structural, functional, and transformational; Phonology; morphology' syntax; semantics and pragmatics; Branches of linguistics; Descriptive; applied linguistics sociolinguistics and psycholinguistics. Linguistic and language teaching. Based on the situations, evaluation in Linguistics class is very important to do. The challenges of the evaluation are to emphasize the students in understanding the topics and to make students in designing evaluation.



## 2 EVALUATION

Evaluation as stated by UNISA guide in Evaluating Language Programs, there are three key ideas:

- 1) Evaluation is an ongoing process of building understanding of professional work;
- 2) Evaluation reflects the stance of the teacher;
- 3) Evaluation is an integral part of the process of curriculum renewal.

Therefore, evaluation makes considered judgments about a program to ensure that what is being done in teaching, learning and assessment is worthwhile, effective, and efficient. The important purpose is to improve the program/curriculum, teaching and assessment. Evaluation is also a systematic process which involves gathering information and giving feedback on the way the programs works. Evaluation can be summative and formative. Summative evaluation happens at the end of a program. It provides a perspective on the effectiveness of the program, while formative evaluation is the regular ongoing reflection on how the program is going.

A joint statement by the Faculty Working Group on Foreign Language Program Evaluation, in strategies for culture change in program evaluation, stated that several strategies for changing perceptions of evaluation and enhancing value of evaluation are: 1) focus on program improvement as a goal of program evaluation; 2) emphasize the usefulness of evaluation; 3) departmental collaboration; 4) highlight the nature of evaluation (2013:16)

## 3 POSTER

In Canada's national art center, a poster is a piece of paper conveying information through text words and or graphic images ,symbols or pictures. It is designed for wall display. Interesting pictures and words are on it. The function of poster is to gain people attention to read. Therefore, a poster conveys many kinds of information. Based on the information a poster can be divided as: 1) an educational poster; 2) a marketing poster; 3) a political poster. The content of it must make readers pay attention, present the information clearly and convince readers. The aim of a poster in language classroom are: first, to help students to have better communicative skill using English in a more authentic context. Second, to make students have their self-motivated and work collectively to achieve the goal of successfully presenting their materials. Jost (2005:729) also differentiate the aims as linguistics and content aims.

The linguistics aims are:

- 1) to develop fluency in English;
- 2) to improve vocabulary in particular content area;
- 3) to see the value of using English as a vehicle for communication;
- 4) to improve research skill;
- 5) to improve reading skill;
- 6) to improve presentation skill;
- 7) to apply English language

The content aims:

- 8) to understand a certain content area in more detail;
- 9) to investigate something that is of real interest;

- 10) to have a desire to present research findings;
- 11) to have a feeling of accomplishment

Beside those two aims, a teacher tries to foster students:

- 12) to work together;
- 13) to practice brain storming;
- 14) to learn organizational skill
- 15) to further develop academic interest;
- 16) to learn planning skill;
- 17) to learn the steps involved in project;
- 18) to improve classroom rapport.

#### **4 PROCEDURES POSTER IN LINGUISTICS COURSE**

In linguistics, written by Fromkin, talking about the nature of human language, grammatical aspects of language, the psychology of language and language and language society. Therefore, study about linguistics means that the learners relate to others. There are several procedures making poster in Linguistics course such as grouping, dividing topic, reading the materials, discussing the content, designing poster and presenting the posters.

##### **1) Grouping**

The teacher divided the students into 12 groups. Each group consists of 3 students. First group will have first topic and the last group will have the twelfth topic. The students within a group have their own job description.

The aims of grouping are the development of:

- (b) intellectual understanding, abilities and skills
- (c) communication, cooperative and teamwork skills such as planning, management, leadership and peer support
- (d) personal growth (increased self esteem and self confidence)
- (e) professional growth (development of professional standards, values and ethics)
- (f) independence and increased responsibility for own learning
- (g) reflective practices (reviewing and reflecting, planning for the future).

Those are also adapted from Exley and Dennick in aims of work, The University of Sydney. Beside the benefit gotten from the aims, the challenges happen in this procedure. Some students tend to ask their friends to finish the project. They are less of responsibility since they are in a group. Here the students tried to work together within a group, and learn organizational skill.

##### **2) Dividing topics**

There are 12 topics based on the syllabus, such as the characteristics of language: spoken, symbol, arbitrary, systematic; .School of linguistics: structural, functional, and transformational; Phonology; morphology' syntax; semantics and pragmatics; Branches of linguistics; Descriptive; applied linguistics sociolinguistics and psycholinguistics. Linguistics and Language Teaching. The role of the teacher was asking the students chose one of the topics. The teacher asked the students to come forward and take one of

topics written in a piece of colored paper. On the other hand, the students were trying to find the materials related to the topics. Here the students improve their planning skill by having certain sub topics.

3) Reading the materials



*Figure 1 The students are reading the materials*

After getting the topic, students were trying to find related sources. Therefore they could read them all. They could read different books, but there are still in related ones. The students got the material from the library, friends and internet. The teacher helped them in selecting the materials. Here the students improved their reading skill. They tried to understand a certain topic in more detail.

4) Discussing the contents



*Figure 2 Students are discussing the topic*

The students discussed the topic, since they needed to understand the topic clearly. Sharing the idea and what they got from the books were also important. Therefore, the students had the same understanding on the topic. The challenge in this procedure is each person within a group should have a specific responsibility in the discussion – either keeping time, taking notes or reporting the results made by the group members. Here

students practice the value of using English as a mean of communication. in the procedure, the students also improved their research skill by investigate the meaning in the topic. The students got oral practice of English as well.

Dornyei (2001) stresses the notion of a secure environment as being fundamental to L2 learner motivation. In this sense, posters are non-threatening because teachers and students have time to develop the final product together, yet with the teacher acting as 'consultant'. Learners know they can count on us to oversee grammatically correct sentences in the written form, which allows for a degree of risk taking in the oral delivery of the finished product. Therefore, self confidence is here.

#### 5) Designing posters



*Figure 3 .The students are designing the poster*

There were several challenges in the procedure such as: 1) students must think about how the idea will be presented in logical way; 2) students will be able to see how to use the language; 3) they will be able to see how to introduce new lexical items or concepts unique to the poster sessions; 4) students create mental map of what their poster is. Therefore, the students found some strategies in designing the posters. They tried to attract readers' attention by giving some interesting things such as: symbol, pictures, fruit design, charts, flowers design, diagram, tree design, and colorful paper. They tried to write simple words conveying the topic given. Here, the students tried to be very creative to design the poster. Therefore it would be very interesting poster.

#### 6) Demonstrating posters



*Figure 4. Students are presenting their poster*

In presenting the posters, students were trying to promote difficult topic to easy ones. Here, they shared their idea and what they wrote on the poster. Therefore the students can develop their speaking fluency, and improve their presentation skill. Here, the students got oral practice. By taking advantage of students' knowledge in the topics, the poster acts as a way of getting the learners to express that content in their own way. Therefore, it encourages authentic communication.

Here the students tried to listen friends' idea and opinion, read the material, write the result of the discussion, and deliver the result of the research. It can be summed up if visual and auditory learning styles are here.

On the other hand, students develop more their competence, creativity and knowledge in several procedures. Therefore, students got big role in it. The students' autonomy is here. The teacher observe the students in some procedures. so that in the last procedure, they can perform well. The incorrect language can be minimized. Since the students present the posters, so the teacher monitor the students' speech.

## 5 CONCLUSIONS

Evaluation in the Linguistics course is as summative evaluation. It happened at the end of the program. The teacher's and students' roles are very clear. There are 12 topics in Linguistics course syllabus. Beside it, several procedures were applied such as grouping, dividing topics, reading the materials, discussing the content, designing poster, and demonstrating the poster. Here are several situations got from poster in Linguistics course such as:

- (a) Students learn to work together
- (b) Students learn organizational skill
- (c) Students improve reading skill
- (d) Students understand a certain topic in detail
- (e) Students practice the value of English language
- (f) Students improve their research skill
- (g) Students apply English in their discussion and presentation
- (h) Students are more creative
- (i) Students improve their fluency in speaking
- (j) Students improve their presentation skill.
- (k) Teacher as the observer in the class
- (l) Students do more in the class

Based on the situations, they are considered as several benefit of poster such as Some benefits of poster are 1) it facilitates oral practice;2 ) it encourages authentic communication;3) it augments self-confidence;4) it accommodates a variety of learning styles;5) it fosters learner autonomy;6) it minimizes incorrect language;7) it allows teacher to monitor students speech.

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# CONCORD ERRORS FOUND IN THE STUDENTS' WRITING ASSIGNMENTS

Made Detriasmitta Saientisna  
saientisna@gmail.com

Udayana University

## **Abstract**

*This study deals with the concord errors found in the writing assignments made by the students of the Faculty of Economics and Business, Udayana University. It is aimed at finding the types of concord errors found in the students' writing assignments, and analysing the occurrence of concord errors made by the students. The data were taken from the students' writing assignments in two classes. There are 30 writings taken as the data representatives from the two classes. This study uses the qualitative-descriptive method, in which the data were collected through note taking technique and analysed using the theory proposed by Quirk (1986) and Richards (1974). The results show that there are five types of concord errors made by the students, namely subject-verb concord, notional concord, collective noun concord, concord of person, and indefinite pronoun concord. The errors occurred due to the ignorance of rule restrictions and the incomplete applications of rules.*

**Keywords:** *concord, errors, writing assignments*

## **1 INTRODUCTION**

English is one of the courses taught in a university in Indonesia. It becomes an obligatory course that should be taken by university students (undergraduate studies) either in one semester or two semesters, depends on the needs. Talking about the needs of learning English, nowadays, not all students are taught what is called basic English or general English. Teaching English for Specific Purposes (ESP) is one of the methods applied by lecturers to fulfil the specific needs of students. For example, the students who study in Economics and Business Faculty, Udayana University learn ESP. They learn the four English skills and grammar with more specific terms about economics to achieve certain purposes. According to Paltridge dan Starfield (2013), English for Specific Purposes is related to teaching and learning English as a foreign or a second language in order to make the learners understand English in certain domain.

There are many difficulties found by the students in learning ESP because it is a foreign/second language in Indonesia, especially for the students of the Economics and Business, Udayana University. It is because they only learn and practice it in schools/campuses, but after that they rarely speak English to their family and friends or even write in English. They often produce errors in grammar or tenses either spoken or written. The analysis of the errors made by the students becomes interesting to be conducted. There are English receptive skills and productive skills that should be learned.

Receptive skills cover listening and reading, then productive skills cover speaking and writing. All skills are important to be mastered by the students, but to achieve the specific purposes, it is more important that they should be able to speak and write good English in the end of the lecture.

Since this study deals with the analysis of the errors made by the students in the Economics and Business Faculty, Udayana University, the writing assignments are taken as the data. Therefore, the aims of this study are:

- 1) To find the types of concord errors in the students' writing assignments.
- 2) To analyse the occurrence of concord errors made by the students.

## 2 METHODS

The Undergraduate Program in the Economics and Business Faculty, Udayana University has three departments, those are Accounting Department, Management Department, and Development Economics Department. All students in three departments should take English Course namely *Bahasa Inggris II* in the second semester. There are ten classes in the second semester, academic year 2014/2015. Each class consists of around 40 – 55 students. One class usually consists of the students from one department, or can be from two or three departments, because the numbers of student in each department are not equal. The data were taken from the students' argumentative writing assignments in two classes. There are 52 students in the morning class and 43 students in the afternoon class. For the samples of the data, it was taken approximately 30% of the total students in two classes. So, 30 students' writing assignments were taken to be analysed. The assignment given to them was the argumentative writing with free topics.

This study uses the qualitative-descriptive method, in which the data were collected through note taking technique and analysed descriptively using the theory proposed by Quirk (1986) in order to find the types of concord errors made by the students, and Richards (1974) regarding the occurrence of the errors.

### 2.1 English Concord

Concord is the agreement between words in gender, number, case, person, or any other grammatical category which affects the forms of the words (Hornby, 2000). Moreover, Quirk (1986) divided the English concord into eight categories. Those are as the following.

#### 2.1.1 Subject-Verb Concord

This category shows the concord of number between subject and verb. For example:

The window is open. (\*The window are open.)

The windows are open. (\*The windows is open)

#### 2.1.2 Notional Concord and Proximity

Notional concord is the agreement of verb with subject according to the idea of number rather than the actual presence of the grammatical marker for that idea.

Example:

*The government have broken all their promises.*

Proximity concord denotes agreement of the verb with whatever noun or pronoun closely precedes it, sometimes in preference to agreement with the headword of the subject.



Examples:

*No one except his own supporters agree with him.*

*One in ten take drugs.*

### 2.1.3 Collective Nouns

Collective nouns are notionally plural but grammatically singular.

Examples:

*The public are tired of demonstrations.*

*The audience were enjoying every minute of it.*

### 2.1.4 Coordinated Subject

When a subject consists of two or more noun phrases coordinated by ‘and’, a distinction has to be made between appositional and non-appositional coordination. In non-appositional coordination, we include cases that can be treated as an implied reduction of two clauses (these have a verb in the plural form).

Examples:

*Tom and Mary are now ready. (Tom is now ready and Mary is now ready.)*

*What I say and what I think are my own affair. (What I say is ... and what I think is ....)*

With the less common appositional coordination, however, no such reduction is possible at all, for the coordinated structures refer to the same thing (a singular verb is used).

Example:

*This temple of ugliness and memorial to Victorian bad taste was erected at the Queen's express wish.*

### 2.1.5 Indefinite Expression of Amount

Another area of ambivalence is that of indefinite and negative expressions of amount.

Examples:

*I've ordered the shrubs, but none (of them) have/has yet arrived.*

Grammatical concord would suggest that ‘none’ is singular, but notional concord (we might paraphrase as ‘they have not arrived’) invites a plural verb.

### 2.1.6 Concord of Person

Concord of person relates the subject and the verb.

Example:

*I am your friend.*

(1<sup>st</sup> person singular concord)

*He is ready.*

*He knows you.*

(3<sup>rd</sup> person singular concord)

*Neither you, nor I, nor anyone else knows the answer.*

*Either my wife or I am going.*

(The use of either...or, neither...nor)

### **2.1.7 Indefinite Pronoun Concord (Other Types of Concord)**

The indefinite pronouns everyone, everybody, someone, somebody, anyone, anybody, no one, and nobody are grammatically singular.

Example:

*Everyone thinks they have the answer.*

*Has anybody brought their camera?*

*No one could have blamed themselves for that.*

### **2.1.8 The Vocative**

A vocative is a nominal element added to a sentence or clause optionally. Denoting the one or more people to whom it is addressed, and signalling the fact that is addressed to them.

Example:

*John, I want you.* (voc S V Od)

*It's a lovely day, Mrs. Johnson.* (S V Cs voc)

*You, my friend, will have to work harder.* (S voc V A)

## **2.2 Intralingual Errors**

Richards (1974) describes that the intralingual errors can be divided into four parts.

### **2.2.1 Over-generalization**

It is associated with redundancy reduction. It usually involves the creation of one deviant structure in place of two regular structures. It may cause by the student reducing his/her linguistic burden. If the suffix –s for the third person singular is omitted, the over-generalization removes the necessity for concord. For example when a student is asked to change the sentence “She walks quickly” into the continuous form, then he/she makes “She is walks quickly”, it can be described as the over-learning of a structure.

### **2.2.2 Ignorance of Rule Restrictions**

This category is related to the failure to observe the restrictions of the existing structures. In other words, the application of rules are not applied. For example:

### **2.2.3 Incomplete Application of Rules**

This deals with errors in developing the sentence structures. This type of intralingual error corresponds to what is often referred to as an error of transitional competence. For example: the interrogative sentence “*you like apples?*” is the incomplete application of rule. It should be “*Do you like apples?*”.

### **2.2.4 False Concepts Hypothesized**

It occurs because the learners do not fully understand a distinction in the target language and they fail to comprehend the concepts.

### 3 FINDINGS AND ANALYSIS

There are 16 sentence errors found in the data. The errors and their analyses are as follows.

#### 3.1 Errors of subject-verb concord

As mentioned by Quirk, subject-verb concord shows the concord of number between subject and verb. There are six errors found in the data regarding the miss-use of subject-verb concord.

- 1)     *Next, housewife become stressful.*

The word *housewife* in the first data is singular, and the verb after it should be added with suffix *-s*. However, the verb *become* was written without suffix *-s*.

- 2)     *Various diseases also is not likely to come.*

The error in the second data is the use of the verb *is*. It should be replaced by the auxiliary verb *do* because the subject *various diseases* is plural and there exist the verb *come*.

- 3)     *The increase of fuel price in Indonesia make the people of Indonesia restless.*

The complex subject in data 3 *the increase of fuel price in Indonesia* is in the singular form. When it is followed by a verb, it must be added with suffix *-s*. So the verb *make* should be replaced by *makes*.

- 4)     *I agree about cigarette have so many negative effects.*

The subject *cigarette* is a countable noun and it is singular. The error is the form of the verb *have*. It should be changed into *has* to get the correct subject-verb concord for the simple present tense.

- 5)     *One pack consist of 20 cigarettes and the price of one pack is RP. 18.000,00.*

The subject *One pack* in data 5 is singular, therefore, the following verb should be with suffix *-s*. However, the verb *consist* was not added by suffix *-s*, and it becomes an error of subject-verb concord in simple present tense.

- 6)     *Smoker have a habit smoking in the morning.*

Data 6 is ambiguous, because it has two possibilities. The first one is the subject should be in the plural form, that is *smokers*, and followed by the verb *have* to make a correct subject-verb concord. The second one is that the subject is in the singular form *A smoker*, then followed by the verb *has*. Despite the error of subject-verb concord, the object of this sentence *a habit smoking* also has incorrect word order.

#### 3.2 Error of notional concord

Notional concord is defined as the agreement of verb with subject according to the idea of number rather than the actual presence of the grammatical marker for that idea. As the example given by Quirk, the word *government* as a subject can be followed by the verb

without suffix –s due to the reason of the idea of number as in “*The government have broken all their promises*”.

Data 7 below shows the error of notional concord, in which the subject *cigarettes production* cannot be considered having the same rule as the word *government* since the word *production* is countable and should not be followed by the verb *have*.

- 7) *Cigarettes production have a positive impact for the Indonesian government and unemployment.*

The subject *production* should be added with suffix –s, so that it can be followed by the verb *have*, and therefore, it cannot be considered as having the notional concord.

### 3.3 Errors of collective noun concord

In the English grammar, there are collective nouns. They are notionally plural but grammatically singular. There are three data found with the errors of collective nouns.

- 8) *Young people not to think hard to find money where parents work hard to earn money to meet the needs of life.*
- 9) *People smokes when she or he want to find inspiration, sleepy, tired, even when broken heart.*
- 10) *Many people have been the victims of smoking cigarettes.*

The word *people* as the subject in data (8), (9), and (10) is an uncountable noun that is notionally plural but grammatically singular. There is not a verb after the subject *young people* in data (8), the suitable verb can be *do*. Then, suffix –s verb in data (9) should be deleted. In data (10), the word *people* is already plural, so it does not need the plural marker –s.

### 3.4 Errors of concord of person

This type of concord relates the subject and the verb. There are four errors found in the data.

- 11) *In the other reason, person who likes smoking because of his personality or his environment situation is not good enough, so he influenced to smoke also.*

*He* is the third person singular that can be followed by *is* (present) or *was* (past). Based on the context of situation in data (11), the suitable verb is the present form. So, it will be *he is influenced*.

- 12) *From that, we know that a day he spend his money about Rp. 54.000,00 for three packs of cigarettes.*
- 13) *He never think about the money that he should spend to buy a cigar.*
- 14) *When she or he get health problem of course they should spend their money for the hospital.*

The subjects in data (12), (13), and (14) are also the third person singular *he/she*, the same as data (11), and followed by the verbs *spend*, *think*, and *get*. All the verbs should be added by suffix –s to have the correct relationship between the subjects and verbs in terms of concord of persons.

### 3.5 Errors of indefinite pronoun concord (Other type of concord)

Quirk explains that the other type of concord covers the indefinite pronouns *everyone*, *everybody*, *someone*, *somebody*, *anyone*, *anybody*, *no one*, and *nobody* which are grammatically singular. Therefore, if one of them is used as the subject in a sentence, it has to be followed by a verb with suffix –s in simple present tense. Two errors were found in the data, those are as follows.

- 15) *If someone spend two packs a day, in a month they spend 60 packs.*
- 16) *Because not everyone have a lot of income.*

The verb *spend* after the subject *someone* in data (15) should be added by suffix –s, meanwhile the verb *have* after the subject *everyone* in data (16) should be replaced by *has*. Based on the context of situation in both sentences, the tense used is the simple present, therefore, the indefinite pronouns as the subjects have to be followed by the verb with suffix –s.

The students have studied more about English grammar and tenses in *Bahasa Inggris I* course, before they get *Bahasa Inggris II* that focusing on writing. Therefore, they should comprehend the rules of concord in English as one of the grammar parts. The errors found in their writing assignment shows that there exist the ignorance of rule restrictions due to the students' failures in observing the restriction of the existing structures of concord, and the incomplete applications of rules in which the students fail to develop the subject-verb agreements in English sentence structures. It seems that the students were confused when they had to write sentences with various types of subject and had to determine the suitable concords.

#### 4 CONCLUSION

The results show that there are five types of concord errors made by the students in their argumentative writing assignments, namely subject-verb concord, notional concord, collective noun concord, concord of person, and indefinite pronoun concord. The errors occurred due to the ignorance of rule restrictions and the incomplete applications of rules.

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# LEGAL ENGLISH:APPLYING A COMPETENCY-BASED CURRICULUM IN AN ESP CLASS

**Slamet Wiyono**

wiyon.slamet@gmail.com

THE NATIONAL LAND INSTITUTE, YOGYAKARTA, INDONESIA

Jl. Tata Bumi No.KodePos 55293 YOGYAKARTA, INDONESIA

## **Abstract**

*There is a swift shift in pedagogic paradigm in the 21<sup>st</sup> century – that is the directional change from teacher-centered to learner-centered learning process. This is generally termed as competency-based education. This would imply that it is the learners who have a more active role and not the teacher anymore. The above learning process is also applied in the National Land Institute (NLI), Yogyakarta. English, one of the compulsory subjects, is also presented using the competency-based strategy. The NLI is the only Higher Education Institution, in Indonesia, that deals with Land and/or Agrarian affairs. Its missions are among others: running the excellent education which integrates technical, legal, and administrative and leadership knowledge on land affairs. Therefore, English is considered as belonging to an English for Specific Purposes (ESP) as this may be used in the learners' work since they are all coming from the same land office and will be doing similar things. Seen from the above missions, legal English plays an important role to be taught. As a matter of fact, there are many types of legal sciences such as civil law, criminal law, business law, land law and so forth. In this context, the students of the above institute are taught more on land law rather than other types of laws. In the competency-based education, the teacher will not be the only source but he or she is just one of the sources as the students may learn from other resources, such as newspaper, books as well as from social media.*

**Keywords:** *legal English, competency-based education*

## **1 INTRODUCTION**

The shift of pedagogic paradigm has taken place in the 21<sup>st</sup> century<sup>1</sup>). The change moves from the teacher- centered to learners-centered learning process. The idea is that it is the learners who take a more active role in the teaching-learning process than that of the teacher. The competency-based education is also called direct assessment by the U.S Department of Education (CAEL 2013: 13) This is true as the teacher can directly assess through monitoring informally during the teaching-learning process by the involvement of both the teacher himself and the learners (Nunan: 1988). This will also means that the evaluation can be directly done by the teacher with the involvement of the students participating in class while it is still in progress. The above statement moves in similar line with the recommendation of the Directorate General of Higher Education -- Competency-based Curriculum.

The involvement of the learners in participating in the class progress does not merely means that the teacher does not do anything or passively does nothing. However, the teacher actively designs the teaching-learning strategy, designs the type of evaluation that suits the learners' competency, actively guide the class discussion. Moreover, he or she is expected to be able give solutions to the problems the learners face at the current class time. Due to the development of legal problems, especially related to lands and other cases, such as disputes, and so forth, legal English is taught and trained in the form of class discussion.

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<sup>1</sup>)Buku Panduan Pengembangan Kurikulum Berbasis Kompetensi Pendidikan Tinggi (BPPKBKPT): Sebuah Alternative Penyusunan Kurikulum. 2008. Direktorat Akademik : Direktorat Jendral Pendidikan Tinggi. Jakarta

## 2 REVIEW OF RELATED LITERATURE

Asmentioned above, the National Land Institute, Yogyakarta is the only Institute of Higher Education, in Indonesia, dealing with land and /or agrarian affairs bearing the missions of holding the educational excellence integrating technical, legal, and administrative and leadership knowledge on land and /or agrarian affairs. Legal English,in the National Land Institute, therefore, is included in English for Specific Purposes (ESP) as this is needed in the learners' work place (Robinson, 1991)

As an ESP, it has characteristic as King (163)<sup>2</sup>) considers 'sub-technical' vocabulary focusing on certain nouns which have a text-structuring and cohesive function (Robinson, 1991: 28).Based on the above criteria, legal English shares the similar characteristics especially vocabulary related to certain nouns such as *land ownership (kepemilikan tanah)*, *right of ownership (hak milik)*, *right of use (hak pakai)*, *right of building (hak guna bangunan)*, *right of exploitation (hak guna usaha)*, *land use (tata guna tanah)*, *land utilization (pemanfaatan tanah)*, *lend tenure( penguasaan tanah)*, *land law (hukum pertanahan)*, *Basic Agrarian Law (Undang-undang Pokok Agraria or UUPA)*, and so forth. Those terms or list of words are badly required and well known in the learners' work places and they are accustomed to using them in their work sites.

The legal English mentioned above is presented using a competency-based syllabus, under the competency-based curriculum, as what is now applied at the National Land Institute, Yogyakarta. As a matter of fact, before talking further about competency-based, Indonesia has undergone curriculum changes so many times. However, in a higher education level UNESCO (1998) proposes four pillars in the educational field. The above four pillars are: learning to know, learning to do, learning to live together and learning to be (BPPKBKPT, 2008)

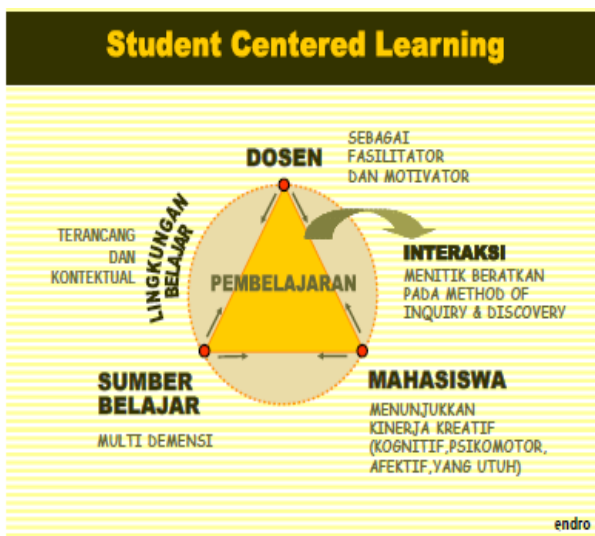
In a university level it is noted that there are two land marks in The acurriculum development, in a tertiary or higher education level, there are two curriculum concepts. The one was the National Curriculum Concept of 1994. The above curriculum was called content- based curriculum. The other curriculum was called competency-based curriculum. The latter would imply what competencies the graduates ought to master. The competencies are intended to fulfil the societies' needs (BPPKBKPT, 2008: 6-7)

As mentioned above, the competency-based curriculum is the curriculum designed for learners- centred or student-centred teaching – learning process in which the learners or students take a more active role in the learning process. To be exact, let us consider the following definition written in (BPPKBKPT, 2008: 21) as expressed in *Kepmendinas No. 232/U/ 2000*:

*“Kurikulum pendidikan tinggi adalah sepernagkat rencana dan pengaturan mengenai isi maupun bahan kajian dan pelajaran serta cara penilaian yang digunakan sebagai pedoman penyelenggaraan kegiatan belajar-mengajar di perguruan tinggi.”*

<sup>2)</sup> A journal written by King, P (1989) ‘The uncommon core: Some discourse features of student writing’, System, vol.17, 1, pp13-20, listed no. 163 in Robinson (1991:115)

Moreover, (Nunan:1998: 2) states that “...the key difference between the learner-centred and traditional development is that ,in the former, the curriculum is a collaborative effort between teachers and learners, since learners are closely involved in decision-making process regarding the content of the curriculum and how it is taught.” However, this does not necessarily mean that the teacher is passive and does nothing. The teacher is then functioning as a motivator and a facilitator. See the diagram below.



**Figure 1** The diagram showing the student centred learning taken from (BPPKKBKPT, 2008: 25)

From the above diagram, the role of the teacher can be illustrated as follows. As holding the position of a facilitator and or a motivator, the teacher ought to be able to decide what competencies the learners have to gain at the end of the course. Besides, he or she is expected to be able to design the learning strategy in order for the learners to be active and achieve the intended competency. Moreover, he

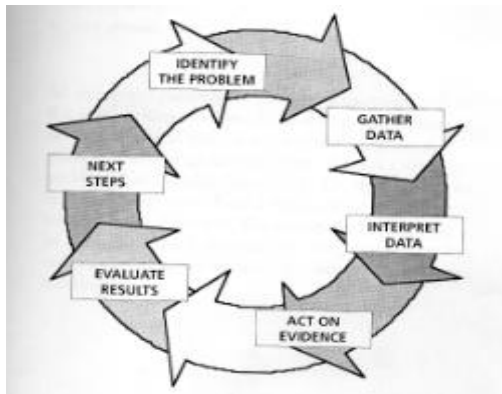
or she ought to help the learners access information useful for them to solve the problems and ought to be able to design the evaluation patterns relevant to their competencies. The teacher, in the diagram, will not be the only source, yet, he or she is only one of the learning resources. The similar statement is stated by Suparno (2004).

The following is, then, the illustration of the role of the learners or students. The role of the learners is attentively observing and studying the competencies proposed by the teacher. Furthermore, accurately students or learners should study the learning strategy offered by the teacher, plan the lessons they are or will be learning. They should also take an active role in the discussion, listen, read as well as take notes on important minutes of the class.

### 3 METHOD

As the research took place in the classroom, the classroom action research was chosen. This a two - cycled classroom action research. The type used was the one used by Ferrance (2000: 9) with the steps such as: identify the problem, gather data, and interpret data, action evidence, evaluative results, and next steps. See the cycle below





**Figure 2 Action Research Cycle**

The students were grouped into four in the discussion. Each group represented 1) Local people, 2) Mining company, 3) Government Leaders and 4) Legal regulation holders. The topic of the discussion was *The Establishment of a Cement Factory*. The local people may consists of people occupying the area and its surroundings, the local prominent figures such as teacher, an

head of RT, a representation of a village youth and so on. The ones representing the Mining company can be a manager, a director, or other position holders in the company, the government leaders can be a *lurah*, a *camat*, a regent, or a governor and so forth, and those representing the legal regulation holders were the ones who would consider the regulations dealing with lands, such as, Article 33, par. 3 of the 1945 Constitution, Basic Agrarian Law, Right of Exploitation, Environmental Law and so on.

#### **Cycle I**

As seen in the *Rencana Pembelajaran* (Lesson Plan), Legal English is presented from Week 9 to Week 16. This means that the students have 8 times class hours. Each group has two times presentation.

(Week 9). After group 1 (Local people) presented his paper in the discussion. In the discussion the group got suggestions, denials, opposing arguments from different group. At the end of the discussion, the group gave the paper to the teacher for further error and grammatical correction. Week 10 is for group 2 (Mining company) the same process was also applied to this group. Week 11 is for group 3 (Government Leader) got the same experience as the other presenter, so is the case with group 4 (Legal Regulation holders).

#### **Cycle II.**

In cycle II the process was similar to that of happening in cycle 1, yet, there was betterment in their paper after their first presentations. At the end of their presentation they all gave their paper for printing.

**RANCANGAN PEMBELAJARAN <sup>3)</sup>**

**Nama Mata Kuliah : BAHASA INGGRIS**  
**Program Studi : D IV PERTANAHAN**  
**Fakultas :**

**SKS : 1**

**KOMPETENSI MATA KULIAH :**

**HARD SKILLS:** Menulis deskripsi, prosedur penggunaan alat ukur dan Legal English  
 Use bahasa Inggris dan ekspresi lisan

**SOFT SKILLS:** teliti,...kreatif dsb.....

**Matriks Pembelajaran :**

Minggu	Kemampuan akhir yang diharapkan	Materi/Pokok Bahasan	Referensi	Strategi Pembelajaran	Latihan yang dilakukan	Kriteria Penilaian (Indikator)	Bobot
1	2	3	4	5	6	7	8
9-12	Menjelaskan Land Ownership <b>SOFT SKILLS:</b> Komunikasi; kreativitas; daya juang	Land Ownership  Legal Vocabulary	Business Law Agrarian Law BAL	Discovery Collaboratif	- Mengutip istilah-istilah dalam legal English - Mengucapkan istilah dalam Legal English	Ketepatan penggunaan legal English secara lisan	20%
13-15	Menuliskan Legal English <b>SOFT SKILLS:</b> Komunikasi; kreativitas; daya juang	Case based Diperoleh dari pen, strategis	Business law Agrarian Law BAL Indonesian Constitution	Tugas Collaborative learning	Membuat laporan tertulis ttg bahan diskusi dan diberikan pada klpk sebelum diskusi	Fluency, good grammar pronunciation	25%
16	Menulis legal English  Komunikasi;	Case-based	Business Law Agrarian Law BAL Indonesi	Individual learning	Membuat tulisan tentang English in relation to Lands	Kebenaran tata bahasa  Daya juang	20%

	kreativitas; daya juang		an Constitution		(Ownership)		
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#### 4 CONCLUSIONS AND SUGGESTIONS

Teaching Legal English using a competency-based curriculum or syllabus can be challenging. They learners were encouraged enough in the discussion. They were well prepared as they were given enough time to prepare and given some technical and sub technical words to be written and to be memorized for the sake of the discussion. Each group produced written group reports. The report were collected and kept as their files. It seems that the approach—the strategy and techniques of teaching applied got positive responses from the students as they can be actively participating in the discussion.

During the teaching-learning process, there were found weaknesses. They were *inter alia* The class size was too big as there were forty students in each class. This made the teacher get difficulty in observing individual learners so that the class hours seemed to run very shortly. Besides, some technical terms did not seem familiar to students as they were synonymous and have more than one meaning.

<sup>3)</sup>The example of Lesson Plan above has also been written at Lia International Conference Journal Volume 8 Number 1, 2015. Legal English is presented from week 9 to 16 of the semester

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# DEVELOPING AUTHENTIC ASSESSMENT IN ESP FOR ENGINEERING STUDENTS

**Desi Tri Cahyaningati, S.S, M.Pd**  
dtricahyaningati@yahoo.com

*Politeknik Perkapalan Negeri Surabaya*  
Jl.Teknik Kimia ITS, Sukolilo Surabaya

## **Abstract**

*As a vocational institution, Politeknik Perkapalan Negeri Surabaya (PPNS) should consider to suit a specific need of profession in teaching English. The students should master certain skills in English that meet their background of study as engineer. Thus the ESP approach provides opportunities to the students to acquire their specific purposes.*

*One of the factors relating with the standard quality of vocational education is the effectivity of teaching learning process covering the assessment of students learning outcomes. The learning outcomes is an indicator about the vocational education as the source of work market. Thus the learning outcomes should be measured not only the students' skills but also their cognitif, attitude and characters during the learning process at school.*

*However, in reality English teachers in PPNS are still using the traditional written assessment forms that only focus on students' knowledge about English. This condition becomes a factor of the low level of relevance of vocational education graduation competence with the demands of employment. Thus the writer believes that the solution to overcome the problem of the relevance of vocational education on learning outcomes aspect is the development of authentic assessment. In this paper, the writer will discuss the importance of authentic assessment (Authentic Assessment) to measure PPNS students learning outcomes in ESP. Moreover it will also discuss the suitable authentic test in ESP for PPNS students.*

**Keywords:** *ESP, Vocational Education, Learning Outcomes, authentic assessment*

## **1 INTRODUCTION**

As a vocational institution, Politeknik Perkapalan Negeri Surabaya (PPNS) should consider to suit a specific need of profession in teaching English. The students should master certain skills in English that meet their background of study as engineer. Thus the ESP approach provides opportunities to the students to acquire their specific purposes.

English for specific purposes (ESP) is an approach that has grown to become an important part of English language teaching. This approach has created a new generation of learners who are aware specifically why they are learning a language; therefore, there is a need for assessing ESP students who need proficiency in both language skills and their area of the study; thus, ESP focuses on the ability to perform particular

communicative tasks. Thereby assessment becomes one of the prominent aspects in ESP approach.

Dudley-Evans and John (1998) argue that assessment occupies a prominent place in the ESP process, giving an ESP teacher a wealth of information on the effectiveness and quality of learning and teaching. Hutchinson and Waters (1987) argue that any language course has needs to assess student performance at strategic point in the course especially in communicative competence, because the ESP approach is concerned with the ability to perform particular communicative tasks. Dudley-Evan and John (1998) mention that assessment is a process of measuring students progress, they mention the reasons for using assessment are giving feedback to the students, the second reason is to improve learning encompasses benefits such as reinforcement and confidence building.

However, in reality English teachers in PPNS are still using the traditional written assessment forms that only focus on students' knowledge about English. Traditional assessment, in this case written test (paper and pencil test), has been widely used in evaluating students competencies throughout Indonesia including PPNS (Politeknik Perkapalan Negeri Surabaya). Thus the result of traditional test becomes very narrow meaning since it is just to get the value and score that is almost entirely based on the results of completed multiple choice tests.

This condition becomes a factor of the low level of relevance of vocational education graduation competence with the demands of employment. Research has shown that there is very little relationship between the students' test scores and the students' learning outcomes in learning English especially in speaking skills. Therefore the written test has been widely criticized for emphasizing only on memory than the real skill.

Thus the writer believed that the solution to overcome the problem of the relevance of vocational education on learning outcomes aspect is the development of authentic assessment. In this paper, the writer discussed the importance of authentic assessment (Authentic Assessment) to measure PPNS students learning outcomes in ESP. Moreover it also discussed the suitable authentic test in ESP for PPNS students.

By developing authentic assessment, we can provide learners with a corrective feedback, so that PPNS students might know their strong and weak points and on the other hand to rank students in an educational institution according to their background of study as engineers. Thus it would be developed in assessing the student's four main linguistic abilities developed by courses; reading, writing, listening and speaking.

## 2 AUTHENTIC ASSESSMENT

Assessment is authentic when we directly examine student performance on worthy intellectual task. Traditional assessment, by contrast, relies on indirect or proxy items—efficient, simplistic substitutes from which we think valid inferences can be made about the student's performance at those valued challenges (Wiggins, 1990)

Assessment is the process of gathering and discussing information from different sources in order to improve the level and the knowledge of the learners. In addition to that, assessment is the process by which an individual's work or performance is judged. Richards and Renandya (2002) argue that assessment has come to be termed alternative assessment, authentic assessment, or informal assessment, all of those varieties of assessment focus on measuring learners' ability to use language in real life situations and it carried out continuously over a period of time. Bachman (2004) describes assessment as the process of collecting information about something that we are interested in. Sarosdy *et al* (2006) argue that assessment focuses on testing, measuring or judging the progress and the achievement or the language proficiency of the learners. Bachman and

Palmer (2010) state that assessment is used to provide a description of the progress of individuals such as language use.

The term authentic assessment describes the multiple forms of assessment that reflect student learning, achievement, motivation and attitudes on instructionally-relevant classroom activities. Examples of authentic assessment include performance assessment, portfolios, and student self-assessment. (O Malley, 1996)

Authentic assessment is assessment that occurs continually in the context of a meaningful learning environment and reflects actual and worthwhile learning experiences that can be documented through observation, anecdotal records, journals, logs, work samples, conferences, portfolios, writing, discussions, experiments, presentations, exhibits, projects, and other methods. Authentic assessment may include individual as well as group tasks. The emphasis is on self-reflection, understanding, and growth rather than on responses based only on the recall of isolated facts.

The intent of authentic assessment is to involve learners in tasks that require them to apply knowledge in real-world experiences. Authentic assessment discourages paper-and pencil tests that are disconnected from the teaching and learning actually taking place. In authentic assessment, there is a personal intent, a reason to engage, and a genuine audience beyond the teacher (Crafton 1991).

Authentic assessment in a task based process setting implies a focus on language mastery (criterion-reference performance) rather than relative performance (norm-referenced performance), a focus which Ames and Archer (1988) found to be highly motivating in the classroom, fostering long-term use of learning strategies and helping students form realistic but challenging goals.

### **3 WHY SHOULD WE DEVELOP AUTHENTIC ASSESSMENT IN ESP?**

There were many reasons why the writer believed that authentic assessment should be developed in evaluating students learning process in ESP. The use of traditional test (paper and pencil test) that has often been used by PPNS English teachers are not relevant with the stake holder's expectation of students learning outcomes. Based on the previous research, the industry (stakeholder) thought that communicating fluently in English is the most important skill in learning foreign language. The stakeholders's expectation cannot be met merely by using traditional tests since the students' speaking competence can't be measured by any written tests or traditional test. Therefore the writer would like to develop the authentic assessment for PPNS students.

Too often the traditional tests mislead the students and teachers about the kinds of work that should be mastered. Students come to believe that learning is cramming; teachers come o believe that tests are after the fact, imposed nuisances composed of contrived questions, irrelevant to their intent and success. Both parties are let to believe that right answers matter more than habits of mind and the justification of one's approach and results.

Thus the writer believed that traditional tests fail to answer the question of "what do we want to measure?". The results of traditional tests only show certain students skills such as grammar, vocabularies, and reading. Furthermore, it can not tell us about students' speaking competence which is desired by stakeholders.

Moreover, Kohonen (1999) offers a list of 13 ways in which authentic assessment can enhance learning, and summarizes how this approach contrasts with standardized testing.

**Table 1. Comparison of standardized testing and authentic assessment (Kohonen, 1999, p.258)**

No	Standardized Testings	Authentic Testing
1	Testing and instruction are regarded as separate activities	Assessment is an integral part of instruction
2	Students are treated in a uniform way	Each learner is treated as a unique person
3	Decisions are based on single sets of data (test scores).	Provide multiple sources of data; a more informative view
4	Emphasis on weakness/failures; what students cannot do	Emphasis on strengths/progress; what students can do
5	One-shot exam	Ongoing assessment
6	Cultural/socio-economic status bias	More cultural-fair
7	Focus on one right answer	Possibility of several perspectives
8	Judgement without suggestions for improvement	Useful information for improving/guiding learning
9	Pressure teachers to narrow teaching to what is tested	Allows teacher to develop meaningful curricula
10	Focus on lower-order knowledge and skills	Emphasis on higher-order learning outcomes and thinking skills
11	Forbids students to interact promote comparison between students (norm reference)	Encourage collaborative learning; compares learners to their own past performances and the aims
12	Intrinsic learning for a grade	Extrinsic learning for its own sake

From the table above, we can conclude that authentic assessment gives more benefit to the teacher in developing meaningful learning process of ESP in the classroom. the authentic assessment could give us more information about our students progress rather than a single set of scores.

#### **4 ISSUES IN DEVELOPING AUTHENTIC ASSESSMENT**

There were some issues faced by the writer in developing authentic assessment for ESP learning in PPNS. The first issue is that authentic assessment could be time-consuming. Since authentic assessment is ongoing process that performed during the teaching learning process. The English teacher should observe and assess their students in the classroom while the learning process is still in progress. Therefore it needs more teachers' time to perform this assessment.

Some of the English teachers would feel that authentic assessment bore bigger burden for them. It is completely different if they only assess the students using written test that would be only performed once in the last time of the students' learning process. By implementing authentic assessment, they have to spend more time in assessing students' competence in using English in the classroom.

The second issue of developing authentic assessment is the objectivity and reliability of judgment-based scores. Some teachers are still arguing the validity and the reliability of authentic assessment since it is not a standardized test. Wiggins (1990) proposed that authentic assessment achieves validity and reliability by emphasizing and standardizing the appropriate criteria for scoring such varied products meanwhile the traditional testing standardizes objective items and hence the one right answer for each.

Inter-rater reliability is important mainly to ensure consistency and fairness (Herman, Aschbacher, and Winters 1992) without reliability, some teachers may give students the impression of “rating hard” while others are “rating easy”. To avoid the subjectivity in assessing the students competencies, teachers should create the standardized criteria of the authentic assessment. Scores can be based on a scoring rubric or a scoring scale that assigns a numerical value to the performance depending on the extent to which it meets pre-designed criteria. Two types of scoring rubrics are holistic rubrics and analytic rubrics.

## **5 ASSESSING PPNS STUDENTS’ WITH AUTHENTIC ASSESSMENT**

In reality, it is difficult to implement the whole authentic assessment during the semester in PPNS. The policy of PPNS management about assessment procedures still demands the teachers including English teachers to assess students in the traditional assessment forms or written tests in middle test and Final Test. Thus to compromise this situation, the writer used those two kind of tests: the written tests and the authentic assessments to assess students’ competence in ESP. The written tests would be performed at the middle and the end of the semester, meanwhile the authentic assessment would be done during the learning process.

There are numerous types of authentic assessment used in classroom today (Feuer and Fulton (1993). Teachers can select from a number of option to meet specific purposes or adapt approaches to meet instructional and students needs. Here, the writer would list some of the authentic assesment types which are suitable for PPNS students.

### **5.1 Speaking**

One of the English skills that should be mastered by students based on stakeholder’ demands is speaking skill. PPNS students should have speaking skill that would support them in gaining better job after they graduate. Therefore, it is necessary to give more concern in this skill. We can not know students’ speaking competence by performing written test. The best way to obtain that information is by performing authentic assessment.

The purpose of oral language assessment in ESP varied greatly depends on the need of students learning outcomes. PPNS students as a shipbuilding engineer are expected to be able to speak about some topics of shipbuilding. Therefore the purpose of oral language given in PPNS is to capture students ability to communicate for both basic communicative and specific purposes.

O Malley (1996) proposed some steps for assessing oral language, including identifying purpose, planning for assessment, developing rubrics and scoring procedures and setting standards. In this case, the writer suggest some authentic assessments that can be used in the classroom during the learning and teaching process.

#### **(a) Oral interviews**

This type of assessment can be done regularly during the learning process. It can be done individually or peer assessment. Teachers can ask some questions to the students and they can respond orally about a range of topics that might include their prior knowledge as a shipbuilding engineer, or activities in the workshop, and other interesting topics.

#### **(b) Storytelling**



In this type of assessment, students read a text , listen or watch a video recording and then retell it in front of the classroom. Here the teacher can evaluate how the students describe the events in the story ( structure), their responds to the story or their language proficiency such as fluency, vocabulary or grammar.

(c) Presentations

Presentations can be performed by students individually or in group. They can present many topics related to the learning outcomes of their department. For example a welding class in PPNS can deliver a presentation about the process of welding machine. They can describe the function, the parts of the machine and how the machine works.

To get the speaking score, the writer used the TSE rating scale (1995) used for measuring the improvement of the students' speaking skill. The writer applied this type of rating scale because TSE can cover all communicative competence: grammatical, sociolinguistic, and strategic and discourse competence. With regard to the rating scale criteria of the TSE test, they in fact include four categories: ability to perform the language function clearly and effectively (functional competence), appropriateness of the response to the designated audience or situation (sociolinguistic competence), coherence of the response and use of cohesive devices (discourse competence), and accuracy in the use of linguistic features (linguistic competence).

However, since the score is given holistically based on the examinee's overall communicative oral language performance, no single area of competence, such as linguistic competence, is over-emphasized. The raters react to the examinee's speech as a whole: they do not think about the individual components of the speaking ability or count the number of errors that the examinee makes. For example, the examinee can get the score of 60 if he communicates effectively regardless of his minor errors. This scoring method encourages the examinee to focus on the overall effectiveness of his communication rather than merely on the accuracy of his language use. It matches the theory of communicative language ability underlying the test.

***Table 2 Test of Spoken English(TSE) Rating Scale  
(Brown, 2004)***

**60 Communication almost always effective: task performed very competently.**

Functions performed clearly and effectively

Appropriate response to audience/situation

Coherent, with effective use of cohesive devices

Use of linguistic features almost always effective; communication not affected by minor errors

**50 Communication generally effective: task performed competently.**

Functions generally performed clearly and effectively

Generally appropriate response to audience/situation

Coherent, with some effective use of cohesive devices

Use of linguistic features generally effective; communication generally not affected by errors

**40 Communication somewhat effective: task performed somewhat competently.**

Functions performed somewhat clearly and effectively

Somewhat appropriate response to audience/situation

Somewhat coherent, with some use of cohesive devices

Use of linguistic features somewhat effective; communication sometimes affected by errors

**30 Communication generally not effective: task generally performed poorly.**

Functions generally performed unclearly and ineffectively

Generally inappropriate response to audience/situation

Generally incoherent, with little use of cohesive devices

Use of linguistic features generally poor; communication often impeded by major errors

**20 No effective communication: no evidence of ability to perform task.**

No evidence that functions were performed

No evidence of ability to respond appropriately to audience/situation

Incoherent, with no use of cohesive devices

Use of linguistic features poor; communication ineffective due to major errors

## 5.2 Reading

In ESP, students read for many purposes. One of the most important of these is reading to learn in the content area. Since PPNS students background of study is shipbuilding engineering, the major topics of their reading text would be about shipbuilding. There are some ways that can be done by the teacher to help students learn to read in the content area (O Malley, 1996), teachers can: (1) activate and assess prior knowledge as well as teach necessary background knowledge, (2) teach students how texts are organized and how to use text structure to increase comprehension, and (3) teach reading strategies that will help students bring meaning to the text.

To perform authentic assessment, teachers should follow some steps including planning and organization. First teachers should identify the purpose of reading assessment match the instructional activities to that purpose. After that, it is important too plan time for assessment, develop rubric score or scoring procedures, set standard, select assessment activities and record teachers observation.

Authentic assessment of reading can be done by various number of activities. Moreover teachers should match the correct activity to the intended purposes.

- (a) To find out the students' reading comprehension, teachers can get the information from the activities such as: retellings, literature responses journals, anecdotal records, literature discussion groups, texts with comprehension questions an etc.
- (b) To find out students' reading skills, teachers can get the information from the activities such as: cloze passages, miscue analysis or running records.

## 5.3 Listening

Another major issue that has been raised as a result of communicative testing development is the concept of "authenticity" in both listening texts and tasks. According to McDonough and Shaw (1993, p. 43), authenticity can be described as "a term which loosely implies as close an approximation as possible to the world outside the classroom, in the selection both of language material and of the activities and methods used". The issue of authenticity has been raised in relation to the need for communicative performance.

The authentic assessment for listening skills can be performed by using authentic materials for listenings that can be provided by the teacher. There are many sources for listening activities from the internet that are suitable with students' learning outcomes. Teacher can download the youtube wuith the suitable topics for PPNS students for

example; how to make fiberglass boats, The Vasco de Gama Bridge, general safety measures/procedures, glass industry: manufacturing design process and etc.

To design appropriate assessment tasks in listening, teachers should begin with the specification of objectives, or criteria. Those objectives may be classified in terms of several types of listening performance. Since listening skill is often implied as a component of speaking, it is rare to find just a listening test. Sometimes teachers integrated the listening assessment with speaking assessment. Thus to assess students listening's comprehension, teachers can use the listening material and create the listening tasks in many forms such as; multiple choice, filling the gap, discussion, retelling etc.

#### 5.4 Writing

In writing the essay, there are four types of knowledges that should be mastered by students: knowledge of the content, procedural knowledge to organize the content, knowledge of convention of writing and procedural knowledge required to apply the three other types of knowledge in composing a written product (Hillock 1987).

In implementing authentic assessment, there are two important components that should be considered: the nature of the task and the scoring criteria. We have to choose the writing task that meets our learning outcomes. Then we formulate the scoring criteria that best assess our students's writing task. the scoring criteria should always be defined before the exercises and assessment procedures are developed. Three types of rating scale generally used in scoring writing are holistic, primary traits and analytic scoring (Cohen 1994).

To assess students' skills of writing, there are many activities that can be done. Furthermore teachers can also have the opportunity to integrate more than one language skills including reading, speaking and writing. For example in Welding class, the students were asked to read an article about safety on welding. The teacher provided the reading material on the topic and asked the students to discuss the text. After that the students were asked to write an essay about safety on welding.

To monitor students' writing progress, teachers can provide process writing checklist that can be filled by the students as self-assessment. This checklist will enable students to reread their essay and review it and finally edit it to make it better.

*Table 3. Writing checklist table*

No	Statements	
1	Did you write on the correct topic?	
2	Did you write the main topic in every paragraph?	
3	Did you define the key words or events related to the topic?	
4	Did you use complete sentences?	
5	Did you check and correct grammatical errors?	
6	Did you check and correct errors in spelling, capitalization, punctuation and usage?	

The students' progress on writing skill can also be monitored by portfolio assessment. Portfolio assessment is a procedure in compiling the information of students' progress in a formal way using specific criteria to assess students. The students' writing tasks would be put on a show to demonstrate development, process of students' learning process. Finally, the students' portfolios becomes the main consideration in deciding students' scores.

## 6 CONCLUSION

The use of traditional test (paper and pencil test) that has often been used by PPNS English teachers are not relevant with the stake holder's expectation of students learning outcomes. Therefore the writer developed authentic assessment in ESP for engineering students. To perform authentic assessment, teachers should follow some steps including planning and organization. In implementing authentic assessment, there are two important components that should be considered: the nature of the task and the scoring criteria. The objectives or learning outcomes should be the first consideration in determining the types of assessment. There are many ways that teachers can perform in authentic assessment.

Based on the study, the writer can conclude that authentic assessment is suitable in assessing PPNS students in learning ESP. However to avoid the subjectivity in assessing the students competencies, teachers should create the scoring criteria. Inter-reliability should be maintained so that some teachers may not give students the impression of "rating hard" while others are "rating easy".

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# LISTENING STRATEGIES AND APPLICATIONS FOR UNIVERSITY STUDENTS

**Ni Wayan Suastini**  
eni\_suastini@yahoo.com

*Stiba Saraswati Denpasar*  
**Komang Dian Puspita Candra**  
miss\_puspita@yahoo.com

*Stiba Saraswati Denpasar*

## ***Abstract***

*The primary language of human being develops from listening and speaking. Listening as a tool for language learning should be considered as important as the other language skills; in other words, it should be taken into account with the same importance in the teaching –learning process of a second or foreign language. Listening and speaking are closely integrated skills as we learn speaking through listening. The teaching of listening skills is vital as it takes priority role not only in the classroom teaching – learning situation but also in the daily life of communication which includes life at the work place. This study aims to provide simple and clear teaching strategies for listening to help students actively comprehend spoken messages, work out implied meanings and develop organized points of view in response in class. This research was carried out to University students of English Department. The population was the second semester students. The relevant activities are proposed for second semester of University students in a large –sized classroom, and encourage students to “listen actively” as they work to organize their ideas within the listening process. Various tasks provide students with opportunities to improve their listening ability, memory retention, and learning motivation. Teacher’s feedback is included to show how students actually responded, and to help other teachers use them more handily. The collected data was analyzed in order to obtain findings that gave answers to the research questions. Those findings were discussed based on what experts have written about the field to support and enlighten the results of the study.*

***Keywords: Listening, Listening skill, teaching strategies***

## **1 INTRODUCTION**

Listening skills plays a vital part in the acquisition of a language. The first stage of learning a new language is by listening with understanding to the smallest units of sound of that new language. Therefore for English language as a second language to be taught successfully the learner must be well equipped with good listening skills to recognize and interpret certain sounds in the language. That could be followed by speaking reading and writing in English language. Through reception, one could internalize linguistic

information without which one could not produce language. It would be wasted energy to focus in the speaking, reading and writing of English language in the classroom if the learners in the same classroom had poor listening skills. It is therefore not surprising that the learning of English language as a second language has had a slow progress over the years. It is for this reason that this study focused on the methodologies used by secondary English teachers to teach listening skills. The teaching of listening skills is vital as it takes priority role not only in the classroom teaching.

In teaching practice, I encounter several difficulties such as classes contain many students, they have different learning styles, ability and diverse needs. Besides that, the use of traditional teaching methods that actually restrain students' listening proficiency. the teacher only used tape recorder for the classroom listening practice, and the students just sit back and listen without thinking. This task prevents students from using physical or visual clues to think actively with their brains. The first one since listening comprehension belongs among the most difficult skills it is crucial for teachers to help their students to learn good listening strategies because without proper understanding people cannot contribute to various discussions and more over listening provide exposure to the target language. The aim of this work is to centre not only on teacher's role during the listening activities and various stages and processes of listening but also on student's role and their personal needs and different learning styles. The main objective is to present listening in the most efficient ways. The main purpose of this investigation is to find out whether applying pre-listening, while-listening and post-listening stages in the teaching practice of English listening is more effective than traditional teaching approach in improving the students' listening comprehension ability.

### **1.1 Students' Learning Problems**

Most students always complain that from four language skills that they have to master, listening is the most complicated one. They usually blame the tape recorder as the only problem in their listening. Underwood (1990: 16-19) shows some potential problems that students may encounter while learning to listen to English:

- (a) Lack of control over the speed at which speakers speak.  
This is the common problem that the learners always complain. Goh (2002) adds that this perception of speed is really due to the students' inability to recognize phonological modification in a stream of speech.
- (b) Not being able to get things repeated.  
This problem is the one that differentiates listening from other subjects. The listener is not always in a position to get the speaker to repeat an utterance.
- (c) The listener's limited vocabulary.  
Due to the choice of vocabulary is in the hands of the speakers, the listeners can only just follow. If they do not know the meaning of a certain word, sometimes they try hard to understand it and they miss the next part.
- (d) failure to recognize the signal  
The familiarity to signals in listening is really important both in audio cassette and in video. Thus, they need to learn the markers that are usually in a discourse.
- (e) Problem of interpretation  
The unfamiliarity to the context will lead the students to the difficulty in interpreting the words. The problem of interpretation not only happens

between speakers who have different background of culture but also those who are from the same culture.

- (f) inability to concentrate  
Concentration is something crucial in listening; even the shortest break in attention can seriously impair comprehension. The interest toward the topic will influence the concentration. In addition, the bad quality of recording and a poor inferior machine can make it hard for the students.
- (g) established learning habits  
Most students have established learning habits in the sense that they were encouraged to understand everything by listening carefully to teachers who probably speak slowly and clearly. When they fail to understand every word while listening, they stop listening.

From the discussion that the writer always does in class, the students complain these difficulties. Although not all problems are experienced by all of them, they consider that listening is complicated.

## **1.2 The teacher's role**

Dealing with the difficulties that the students pose in their listening, it is the role of the teacher to facilitate their learning. It is better to provide opportunities for them to consider the problems they encounter and to support them in their attempts so that they are likely to become better at listening. Richards (2002: 236) adds that teacher is not simply to check answer but rather to actively guide learners through the processes of listening, monitoring listening difficulties, and reshaping classroom tasks to provide maximum opportunities for learner involvement and to develop a better awareness of how to listen. In addition, in performing his task, teacher is required to accomplish some following objectives (Underwood, 1990: 21-22):

- (a) Exposing students to a range of listening experiences
- (b) making listening purposeful for the students
- (c) helping the students understand what listening entails and how they might approach it
- (d) building up students' confidence in their own listening ability

Meanwhile, Wilson (2007) assumes the teacher's role as eight metaphors, eight jobs. They are as a tailor who always knows what is fit for their students, as a doctor who can diagnose what his students want, as a storyteller who is the best source for his students, as a sleuth who always ask whether his students will understand or not, as an engineer who needs a basic knowledge of the way in which the equipment works, and more pertinently, the way in which the equipment sometimes doesn't work, as a spy who always try to know what his students do, as a firefighter who always try to get his students out of the trouble, and as a tour guide who will show his students which are interesting or not.

## **1.3 Theoretical Framework**

Underwood (1990) There are three main procedures in teaching listening. They are pre-listening stage, while-listening stage, and post-listening stage.

The pre-listening stage allows the students do the activities before they listen to the text. Underwood (1990) states that it is unfair to plunge the students straight into the listening text, even when testing rather than teaching listening comprehension, as this makes it extremely difficult for them to use the natural listening skills of matching what

they hear with what they expect to hear and using their previous knowledge to make sense of it (Underwood, 1990:30). Underwood, 1990:45 states that The while-listening stage is a stage where the students are asked to do some activities during the time that the students are listening to the text. The purpose of the while listening activities is to help the learners develop the skills of eliciting messages from the spoken language. Good while-listening activities help learners find their way through the listening text and build upon the expectation raised by pre-listening activities. The post-listening stage is the activity related to a particular listening text, which is done after the listening is completed. Some post-listening activities are extensions of the work done at the pre-listening and while-listening stages and some relate only loosely to the listening text itself. Post-listening activities can be much longer than while-listening activities because at this stage the students have time to think, to discuss and to write.

#### **1.4 Application of stages**

The pedagogical sequence of pre-listening, while-listening and post-listening stages use to improve reasonably and effectively college English listening teaching.

##### **(a) Pre listening stage**

Pre-listening stage is necessary phase, which turns the students' passive state of mind into an active one and prepares the students for the while-listening with a purpose, a high motivation, anticipation as well as some necessary listening skills.

##### **1) Establishing a purpose for listening**

There is an association between expectation, purpose and comprehension, therefore a purpose should be given to the learners. Listening purposes vary according to whether learners are involved in listening as a component of social interaction, listening for information, academic listening, listening for pleasure, or for some other reasons. By the same token, listening tasks may vary according to whether they require global comprehension or partial comprehension.

##### **2) Activating existing knowledge**

Teachers should give students the questions before they listen to the target text. By reading the questions, students may build their own expectations about the coming information, and also by trying to find answers to these questions, their prior knowledge on the topic can be activated. If we ask the students to read the questions carefully, they will know what the main idea of the passage is, and the speaker will mainly talk about the benefits of social recognition of the affair. It can make the understanding of the listening materials become easier.

##### **3) Brainstorming**

Brainstorming is "a technique whose purpose is to initiate some sort of thinking process, which involves students in a rapid-fire, free association listing of concepts or ideas or facts or feelings relevant to some topic or context (Brown, 2001:181).

##### **4) Providing necessary cultural background information**

At the pre-listening stage the teacher should provide students with much more cultural background knowledge concerned with the listening material. Listeners who are not



familiar with the culture may have considerable difficulty in interpreting the words that they hear even if they can understand their surface meaning.

**(b) While-listening activities**

Teacher intervention during this phase is virtually impossible, because of the ephemeral nature of listening. In listening, especially, transactional listening, the hearer may not always have the opportunity to stop the speaker. Instead, the stream of speech will continue to flow. Bradley (1988) found that people listen and think at approximately four times the normal speaking rate. Simply speaking, one can think faster than the speaker can talk. Therefore, students are encouraged to use the “rate gap” to actively process the message, or decide whether the ongoing interpretation is consistent with their predictions, or summarize frequently in their minds what has been said, or identify the main points and the speaker’s organization pattern. In conclusion, an effective listener should constantly check their understanding of message by making predictions, confirming predictions, making inferences, evaluating and reflecting. Besides, according to listening purpose, they should know whether and where close or cursory listening is required. And sometimes, if students listen to a comparatively long passage and are allowed to take notes, they are expected to be flexible note-takers instead of rigid ones who try to get every word down.

**(c) Post- Listening Activities**

Well planned post-listening activities are just as important as those before and during the listening practice. In this stage, students should be encouraged to act upon what they have heard to clarify meaning and extend their thinking. Students can summarize the listening material orally, in writing, or as an outline. Having students retell or summarize the content of recording is proved a useful way of checking comprehension. In addition, to the traditional outline format, students could use time lines, flow charts, diagrams, webs or maps. Firstly, these activities strengthen students’ understanding about information having been heard and help them store new information prepared for listening comprehension next time. If students are asked to take notes during listening, then in this stage, students can also review their notes and add information that they do not have an opportunity to take down during the speech. Post –listening activities will help the learners to transfer the listening skill to the world beyond the listening classroom, for example, integrate listening with the other language skills, such as acting out dialogue, reading related text or writing. Students can also be urged to use whatever information they gather from the listening material to have an extended discussion in this stage.

## **2 METHODOLOGY**

The present study included pre-test, post-test and experimental group design. The research paper started with the need analysis of the listening teaching method for undergraduate students. It was carried out by English Department students of Stiba Saraswati Denpasar lecturers and students. To collect the data of this study, the listening part of proficiency test was employed. Moreover, a post test was designed to measure the impact of the activities on the learner’s listening ability.

### **2.1 Procedure**

In order to make the result more reliable and get a better understanding of students’ listening comprehension level, a pre-test was conducted at the beginning of the

experiment. After that, their performance was scored and the scores are analyzed. A three-month experiment was carried out in the experimental class and the control class. In the control class, the author taught mainly in the traditional way, focusing on the acquisition of linguistic knowledge and explanation of linguistic phenomenon. In the experimental class, a pre-listening, while – listening and post-listening stages of teaching was conducted which emphasis on activating the students. After that, a final test was conducted to all students. Then, the papers are also scored and analyzed.

## 2.2 Treatment

In the beginning meetings, the author taught mainly in the traditional way, focusing on the acquisition of linguistic knowledge and explanation of linguistic phenomenon. The traditional approach was carried out in this way:

- 1) pre-teaching of new words and expressions;
- 2) intensive listening; detailed questions for the students to answer; detailed explanation of the text step by step, analyzing the sentence structures and translating some difficult sentences into Indonesian, even the repetition of the original sentence once the students come across difficulties in sound recognition;
- 3) extensive listening; questions about general context to check whether the students have understood the text or not;
- 4) examination of vocabularies or exponents of grammar to check the students' performance. As to the experimental class, the pre-listening, while-listening and post-listening stages of teaching was conducted. This activity was emphasized by employing the classroom activities which were prepared in light of schema theory. At the beginning of the listening class, pre-listening activities were emphasized. Lesson 8 is used as one example, the topic is about “What can I do here” in *Real Listening and Speaking 2* is chosen as an example to show the application of the activity into listening teaching in the experimental class. The sample lesson is conducted in the following steps:
  - Step 1: Before listening, arouse students’ interest by giving warm- up questions: What kinds of activities that u can do in a tourism object?
  - Step 2: Help students with prediction as a top- down processing skill by giving the direction that Calum has just arrived in Auckland so he visits the Tourist Information Centre and talks to Amy, the Tourist Information Officer. The teacher divided students into groups then to brainstorm what are some activities people can do in a tourism object. Elicit answers from a few students.
  - Step 3: After the first extensive listening with audio only, check prediction results. To build up a general activity, then define “leisure activities” orally and specifically according to Amy’s own description.
  - Step 4: Play the audio again for another extensive listening. Then inject the pictures of different types of leisure activities: visit an aquarium, go skydiving, see dolphins and whales, go bungy jumping, and visit a zoo to build up a specific schema.
  - Step 5: Have students review questions in listening exercise to locate important points which should be paid more attention to. Play the audio again for intensive listening. Ask students finish the exercise.

- Step 6: Introduce new words, phrases and language points to modify students' misunderstanding of linguistic schemata and remind them bottom-up processing skills. Play the audio as a final check. Give students correct answers.
- Step 7: Offer feedback of errors and allow students to listen related recording to consolidate the new schematic knowledge in the follow-up activities.

### 3 RESULTS AND DISCUSSION

Based on the above analysis, some results can be obtained. Firstly, pre-listening, while-listening and post-listening stages teaching mode can improve students' listening ability. Secondly, the pre-listening, while listening and post listening stages-based teaching mode of English Listening is more efficient than traditional one in improving students' listening comprehension ability. During the experiment, the teaching of every lesson was organized and carried out according to the teaching mode in the listening class. In the pre-listening phase, some activities were carried out to help students to find out the aim of listening and provide the necessary background information. These pre-listening activities turned the students' passive state of mind into an active one and prepared students for the while-listening with a purpose. While-listening, the students were trained to use some strategies consciously to activate and use their background knowledge and to achieve better understanding. After listening, some post-listening activities were carried out. Some of these activities were the extensions of those carried out at pre-listening and while-listening work, but some were not related to them at all and present a totally independent part of the listening session. These activities strengthened students' understanding of information having been heard and helped them store new information which, in turn, serving as background knowledge, prepared them for listening comprehension next time. After the three-months experiment, students' ability in listening comprehension enriched and strengthened. And with the implementation of the Schema Theory-based teaching mode in the listening class, the majority of students in the Listening Class had become more and more interested in English listening than ever before; and they had developed their awareness of using listening strategies, thus enhancing second language learning. Meanwhile, students had formed a good habit of listening and even they had more confident in class now. So in the post-test, they did much better than in the pre-test.

The traditional teaching mode also had evident improvement in the past three months. But it is much lower than the active listening activities. The reasons may be as follows:

- 1) Students spent much time in practicing their listening ability in their daily language learning, and after three months learning in the university, students' language ability which includes listening ability developed.
- 2) In the traditional listening teaching, most of the teachers and learners only put emphasis on basic language points but not the background knowledge. Lack of such kind of knowledge will not only result in the obstacle of communication but also the failure of simple listening. This is also a fatal weakness of the traditional listening teaching and learning.
- 3) Lack of linguistic competence will undoubtedly hinder students to obtain accurate comprehension. However, it is sometimes the case that students do not have any problems with the passage at the linguistic level, but

they still fail to catch what the speakers want to express, which indicates that an effective listening comprehension requires more than the knowledge of the words and grammatical structures. That is why it is not always the case that the more vocabulary and grammar a listener masters, the better listening comprehension he can obtain. More often than not, the failure of comprehension is resulted from problems of insufficient background knowledge, and a large proportion of learner difficulties can be traced to insufficient general knowledge or pragmatic knowledge.

Therefore, in the traditional listening teaching mode, with no activation of background in their mind before listening, students come to the while-listening phase immediately, which caused them feel anxiety and nervous because they know nothing about the listening materials. These psychological and emotional factors will become obstacles in listening and make comprehension more difficult. And with no background activation, students can only use bottom-up processing model which focuses on deriving the meaning of the message based on the incoming language data, from sounds, to words, to grammatical relationships, to meaning. This is a passive and static process and it is always misleading by understanding the word in isolation. In the traditional teaching mode, listening skills and strategies are seldom introduced to students while listening and the post-listening activities are totally neglected. All these can benefit students neither on their language knowledge accumulation nor their improvement of language comprehension. So after three-months learning, the students' listening comprehension in the Listening Class were not developed so much.

From the above discussion, we can see that the new teaching mode which based on the pre-listening, while-listening and post-listening pay due attention not only to the linguistic knowledge but to the background knowledge as well. It helps students obtain background activation before listening and use both bottom-up and top-down processing models to achieve better understanding while listening. So the Schema Theory-based teaching mode can help students improve their listening comprehension. It is effective and applicable.

### **3.2 Learning outcome**

Through observation of the teacher and feedback from the students, the following points can be described.

- (a) The implementation of pre-listening, while-listening and post – listening activities in the class is an effective ways in teaching listening. The activities help the listening practices run effectively during the learning process. These activities increase students enthusiasms. A lot of positive things happened during the process of learning to listen, especially in terms of participation, understanding, and active discussion.
- (b) Using the pre – listening, while-listening and post-listening activities turned out to increase the student participation to support the teaching learning process.
- (c) Using these kinds of activities in teaching also enhance students' understanding of the subject. It is due to wide opportunity for students to learn through the stages.
- (d) The stages seem motivate the students to have active discussions on a given topic

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# USING LOCAL-BASED CHARACTERS AND VALUES IN LITERATURE COURSE (POETRY AND PROSE FICTION)

**Kadek Sonia Piscayanti**

sonia\_pisca@yahoo.com

Ganesha University of Education  
Singaraja Bali

## **Abstract**

*The main purpose of education is to build character. In the same way, literature has its main purpose to build character. In its direct and indirect effect, literature has power to build character and values. Literature in many forms (poetry and prose fiction) give not only knowledge but also real experience and involvement. Literature allows students to feel the character, appreciate and analyze the character and reflect it on themselves. The richness aspects on literature builds the wide range of life values. In the teaching of english literature (poetry and prose fiction) in the classroom, in English Education Department, Ganesha University of Education, however, the materials used are often those western literature from western authors. There are problems faced by students such as the culture gap between students' culture and author's culture include the issues, the values, and the characters gap. These could influence the students' mastery and competency level in literature course. Characters development based on local characters and local values are needed. These problems could be solved by one solution, that is to use learning materials with local-based characters and local-based values in the literature course. Local-based characters are those characters which were inspired by real local people with local issues, local conflicts and local values of life. By using local-based characters and values, the goal of literature learning, that is to build comprehension and characters, can be achieved.*

**Keywords :** *literature, local-based characters, local values, poetry and prose fiction*

## **1 INTRODUCTION**

Literature is the reflection of life. Literature builds within itself at least two things, namely character and culture values. Character is the subject of story while culture values is the vision and the voice of the story. As the character is built, the story runs through the conflicts and goes to a resolution that involves culture values. By reading literature, the reader can be drawn into character and culture presented then take action. In taking action, the reader is the doer of newly built concept born from the character and culture values shared by the story.

The first challenge that I should face is to introduce local-based characters and values in english literature context. The local-based character and values here means a character and values based on Balinese context. Some values have been inserted to the

learning process. A learning model and the design of learning material have been developed. Therefore, in 2013 I also started to write materials as to publish script anthology "The Story of A Tree" (Piscayanti, 2013) for literature 2 (Drama) course. The characters used are local-based with local values. The scripts have been performed in 2013. There is a very positive feedback that was gained from the performances. In 2014, I also published a learning material based on the new approach of exploring things around the students "The Art of Drama, The Art of Life" (Piscayanti, 2014) for the literature 2 (drama course). In 2015, I will focus on the art of literature (poetry and prose fiction) based on local-characters and values.

This paper will talk about the concept of literature, local-based characters and values in literature, and the use of local-based characters and values in poetry and prose fiction.

## **2 THE CONCEPT OF LITERATURE**

Literature is a verbal work of art. Since it is a verbal work, it involves language as the main point. Language is known as the material substance of all the literary works (Basuki, 1988). According to Tzvetan Todorov (in Basuki, 1988), literature is a kind of extension and application of certain properties of language. Since it is an extension and application of certain properties of language, the most fundamental asset of literature is that it provides the spoken and written story of human experience, the record of present and past, a paradigm on which to record the future (Sorensen and Lehman, 1995). The use of literature is to address a problem or issue, or stimulate thinking about values. Literature has a power to motivate the students to read, since it provides the stories of lives, or make up stories that builds the students' curiosity. Everyone has their own story, so does the children. By reading literature or stories, they can feel the experience that the literature presented and they draw a line between the experience in the story and the experience in their lives. Moreover, by reading literature or stories, their emotion or feeling is managed because they can feel what the characters in the stories feel.

Literature is the most appropriate means to construct meaning in literacy. Literature is the core material in literacy teaching. Lynch Brown and Tomlinson (2005 in Oktaviani, 2007) stated some of the values of using literature in classroom.

- 1) Enjoyment - Children who have strong imagination and creativity will enjoy the learning by using literature since it develops their curiosity and motivation. Story can be funny, sad, or touching so that it can make them laugh, cry, or just smile.
- 2) Imagination and inspiration – Imagination and inspiration are two basic factors that will lead the students to the enjoyment of the story.
- 3) Heritage –Literature is a precious heritage that should be preserved by the young generation. The life values and moral values in literature could give the best lesson for the young generation.

It is clear that literature promotes characters and culture values. Most importantly, by reading literature, the students reflect themselves through the story. They can get inspiration and motivation from the literature. As the character and culture values are shared, the new character and culture has been born from the new perspectives, from the student's perspective. This will enrich the students' understanding and comprehension on literature.

### 3 LOCAL-BASED CHARACTERS AND VALUES IN LITERATURE

Local-based literature can be defined as literature which is based on local characters and local values. Locality means a specific setting, a specific space in which it turns characters into shapes. In physics, the *principle of locality* states that an object is only directly influenced by its immediate surroundings. Alike the physics principle, in real life situation, character is an object that is directly influenced by its immediate surroundings or locality. When locality is brought to literature, locality refers not only to the space, locus, or place, but whole culture. Mahayana (2010) states that locality is not an abstract concept of space or places in a structured texts, but a cultural space which keeps a social portrait and ideology represented through their characters interaction. It also a cultural space which is dynamic in terms of exploring and keeping the humanity values which live in the living society. Therefore, locality in literature can be referred to as the meaning construction on textual and contextual aspects, in which it is born. The example of local-based literature is poetry or prose fiction in which the characters are Balinese people with real life values.

In cultural context, locality is dynamic, flexible and open. The locality lives within the society and grows, developing the new forms from time to time. Rais (2009) said that local-based literature is the root of national literature. The local-based literature is the product of local genius that has universal values. Universal values that are shared are humanity, togetherness, honesty and kindness. But in a local context such Balinese context, the philosophy or way of life is more specific on the three relationships which are known as Tri Hita Karana such as relationship between God and human, human to human, human and nature relationship. Balinese people believe that to be able to live in peace, they have to make a balance relationship with the three elements; God, human, nature. Another living principal is the nature of cause-effect relationship or Karma Phala. It is believed that a good deed will result in a good life, in contrary the bad deed will result in bad life.

In relation to literature, the local-based characters and values are appearing as the soul of the work of art, as the vision and voice of the literature. Vision is the perspective, the new point of view to perceive issues, while the voice is the value itself. Without vision and voice, the literature will be pointless and worthless. Therefore, before setting a vision and voice for the literature, it is important then to identify the local-based characters and values in Balinese context. Firstly, local-based characters are those which represent Balinese characters (people) with certain values as follows: spiritual, sociable, responsible, humble, grateful and thankful.

### 4 THE USE OF LOCAL-BASED CHARACTERS AND VALUES IN POETRY AND PROSE FICTION

The principal of poetry is to bring about the vision and voice of the poet. In this following poetry we will read the vision and voice of a Balinese woman.

#### **If You Are Born To Be A Woman**

Kadek Sonia Piscayanti

*if you are born to be a woman*

*you are the goddess of life*

*you are born with such a beauty*

*you are equipped with brilliance and elegance*



*you are blessed with brightness and uniqueness*  
*therefore you are precious for the nature of life*  
*as you are the keeper of the birth*  
*and the keeper of the faith*  
*you should never be sad*  
*for whatever reason*  
*because you deserve to be as happy as can be*  
*because you deserve the sweetest gift*  
*for this life to run and to take care of*  
*those who happen to make women sad or cry*  
*are those who never will be happy nor peace*  
*and forever they will be...*

The poetry above can be seen as the reflection of Balinese woman's life. The vision of the poetry is to acknowledge the power of Balinese woman and to celebrate the beauty of woman's life. Some metaphors that are used here "you are the goddess of life.../ as you are the keeper of the birth/ and the keeper of the faith/...

As we can see that the beauty of the poetry is arranged in such a way to impress the reader. The local-based values are Balinese women's life. The characters are also Balinese women. In Bali, the concept of women as the keeper of birth and keeper of faith is related to Dewi Sri as preserver or keeper of life. Balinese knows three manifestation of God, one of the manifestation is God in Visnu manifestation as preserver. The power or "sakti" of Visnu is Sri as the keeper of birth. This symbol is very identical to Balinese philosophy.

This is a reflection of the real life of Balinese woman. The values shared here are many, which can be interpreted in so many ways. Literature reflects, analyzes, criticizes, and inspires the real society as always. It helps us understand humanity better, it helps us understand life better. This writing is a conceptual thought to promote the power of local-based characters and values literature towards the empowerment of society.

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# THE RHETORICAL STRUCTURE AND LANGUAGE FEATURES OF ABSTRACTS IN COLLEGE STUDENTS' FINAL PROJECTS

**Lilik Handayani**  
lily9.handayani@gmail.com

*Politeknik Perkapalan Negeri Surabaya*  
Jl. Teknik Kimia Kampus ITS Sukolilo Surabaya

## ***Abstract***

*The abstract of final research project is the main reflection of the value of the research. The readers can obtain the major extract information about the final research project through a well written abstract. This paper reports on the rhetorical structure and language features of abstracts in college students' final project by conducting a genre analysis to explore a situated linguistic behaviour in institutionalized academic settings. The college students participated in this research are students of Shipbuilding Institute of Polytechnic Surabaya comprising of seven classes from Diploma 3 Programs within 30 students in each class. Regarding the large amount of the population, the sample is selected by using stratified random sampling to accommodate the whole characteristics and majors of participants. The source of data is abstracts of the final projects of 2013 graduations from those D3 classes. The findings reveal that the rhetorical structure of college students' abstracts includes introduction, method and conclusion in term of result of analysis or calculation. The sentence pattern of language features is similar by using passive and active sentences within impersonal language. The technical terms are quite diverse depending on the majors or fields of study. Therefore as a pedagogical implication, the English teacher should train and design assessment task to develop students' writing macro-skills by providing adequate knowledge of the rhetorical structure as well as language features dealing with the correct sentence patterns and appropriate technical terms in writing a good and effective abstract.*

***Keywords: rhetorical structure, language features, abstract of final projects.***

## **1 INTRODUCTION**

Writing in scientific learning can not be separated from academic learning target for the college students due to the graduation requirement imposes them to write the final research project within English written abstract. College students who study in D3 program at Shipbuilding Institute of Polytechnic Surabaya (SHIPS) are demanded to write abstract of their final project either in Indonesian language or English. As a novice student writers, writing in English as a foreign language is great challenging.

The difficulties and challenges in academic writing can be overcome by giving explicit writing instruction through genre analysis to students of SHIPS while they are

taking English II lecture at the second semester. Nevertheless, the implementation of such kind of instruction within integrated genre analysis in teaching writing in English for specific purposes should be begun with the genre analysis of abstract in graduations' final project at the preliminary stage. This preliminary study is essential to obtain a comprehensive overview of students' discourse in writing abstract of their final projects.

A Comparison Study on the Rhetorical Moves of Abstracts in Published Research Articles and Master's Foreign-language Theses has been conducted by Hongwei Ren and Yuying Li (2011). By examining the rhetorical moves in the abstracts of Chinese Master's English theses and published research articles in applied linguistics, this research compared the practices of student writers and expert writers in fulfilling the rhetorical goal of abstracts to shed light on the degree to which students appropriate to the practices of their own discipline and to provide relevant ESP materials for both teachers and student writers of applied linguistics, especially those who write in English as a foreign language. The set of 25 abstracts from expert writers published in 5 applied linguistics journals are compared to the other set of 25 abstracts of Chinese master's theses written in English which are chosen randomly from five different universities.

The rhetorical moves (introduction, purpose, method, product, and conclusion) analyzed on the basis of Hyland's classification. Though the five rhetorical moves identified by Hyland (2000) are commonly used in the abstracts of both published research articles and Master theses, differences in the way of employing the moves are revealed in the data. By comparing the rhetorical moves in the abstracts of Chinese Master's English theses and published Research Articles in applied linguistics, this study examines the different practices of student writers and expert writers in fulfilling the rhetorical goal of their abstracts in this discipline.

Regarding the significant roles of abstract in representing the content of research based on a particular genre within the rhetorical structure as well certain language features to persuade and convince the readers, this study is conducted to support the findings of different rhetorical moves of abstracts. Nevertheless, the present study is different from the previous study. Since in this study, the researcher wants to investigate not only the rhetorical structure but also language features of abstract written by college students in their final projects majoring in engineering. Thus, it concerns with the English used in academic settings by D3 college graduates for specific purposes whereas the previous research focused on the abstract written by the professional and graduates of higher level of education majoring in applied linguistics. The present study is beneficial practically for college students, advisors, and English teacher in coaching students to write an effective abstract and find out the language features in abstracts for pedagogical implications.

## **2 RESEARCH METHODOLOGY**

### **2.1 Research Design**

This study applies descriptive qualitative method of study by using genre analysis as an approach to the abstracts as texts. This approach is selected because genre analysis is the study of situated linguistic behaviour in institutionalized academic or professional settings (Bhatia, 2002: 22). According to Hyland (2009: 26), genres are often associated with recurring rhetorical contexts as we draw on familiar resources to address routine communication needs. The genres of the academy represent an enormous assortment which Swales (2004) refers to as a 'constellation' of academic discourse.

## 2.2 Participants

The college students participated in this research are students of Shipbuilding Institute of Polytechnic Surabaya (SHIPS) comprising of seven classes from Diploma 3 (D3) Programs within 30 students in each class, thus the total of participants are 210 students who wrote abstracts of their final projects in English and graduated in September 2013. They were majoring in Design and Construction Engineering (DC 60 graduates), Shipbuilding Engineering (SB 30 graduates), Marine Engineering (ME 60 graduates) and Marine Electrical Engineering (MEE 60 graduates).

## 2.3 Source of Data and Data

The source of data is media text in the form of written abstracts of college students' final projects as graduation requirements from SHIPS with various kinds of topics related to their background knowledge and diverse majors.

The data supposed to find out are *the rhetorical structure* and *language features* including *the sentence pattern* and *the vocabularies or technical terms* commonly used and written in the abstracts of college students' final projects.

## 2.4 Sample

Regarding the large amount of the population, the sample is selected by using stratified random sampling to accommodate the whole characteristics and majors of participants. The population is divided into smaller homogeneous group or strata by some characteristic and from each of these strata at random members are selected. In descriptive qualitative method, when the total of population is relatively large amount, minimal 10% of population is taken for sample (L.R. Gay, 2000).

Determining the sample of each stratum or classes is done by using this formula from L.R. Gay (2000) to select at least 10% of the population (210), i.e. 21 graduates are taken as a sample. Thus for each classes DC, ME, and MEE which consist of 60 graduates will be represented by 6 graduates (i.e. 10% of 60 equals 6), meanwhile the sample representing SB class is 3 graduates.

## 2.5 Instrument for Data Collection

Since this research is supposed to figure out the rhetorical structure and language features of abstracts in college students' final projects, thus the data are collected by using written documents of final pro. To triangulate the data, the personal accounts namely interviews with the graduates or abstract writers and the project advisors are conducted to clarify and confirm in interpreting the abstracts.

## 2.6 Data Analysis

In analyzing the data, coding and categorization are used to classify the data based on Hyland's (2000) classification of rhetorical moves or structure. Whereas, the language features are focusing on the sentence patterns and the technical terms written in abstracts of college students' final projects. The difference or varied data in rhetorical structure as well as language features are also analyzed to figure out the particular patterns commonly written in the final projects.

### 3 FINDINGS AND DISCUSSION

#### 3.1 Finding

##### 3.1.1 The Result of Rhetorical Structure

The rhetorical structure identified in this study are presented in the following table:

*Table 1 The Rhetorical Structure of DC - SB graduates' Abstracts*

No	Topic	Rhetorical Structure
1	Comparison Analysis Between material of Rudder Stock in the SPOB and the Material Based on Class ABS	a. Description of rudder stock b. Calculation & planning process c. Result of calculation & analysis
2	Technical Observation Due to Changes of Ship Building From Full Launching Becomes Partial Launching	a. Description of ship building b. Observation & interview c. Result of observation and analysis
3	The Effect of Time Interval Variation to Adhesive of Coating	a. Description of time interval in plate blasting b. DFT & adhesive test c. Result of analysis

As it is depicted in table 1, the most dominant rhetorical structure used by DC - SB graduates in writing abstracts of their final projects is Introduction, Method, and Conclusion since all abstracts comprises of three paragraphs.

*Table 2 The Rhetorical Structure of ME - MEE graduates' Abstracts*

No	Topic	Rhetorical Structure
1	Analysis of Effect Diesel Gen Set Overhaul and CB Fuel Injection Pump to The Power of Auxiliary Engine	a. Specification of the ship b. Process & purpose c. Cause Indication, and Impact (effect)
2	Design of the Duct Hole Coolant and Coolant Tank Filter Tool on a Lathe	a. Problem & proposed solution to cope b. Designing process c. Result of design
3	Installation Analysis of Radar Far on Tanker Ship (Case Studies in PT. Palka Sarana Utama)	a. International standard of radar b. Specification of radar & how it works c. The urgency of proper installation

In ME - MEE graduates' abstracts, the rhetorical structure is also the same consisting of Introduction, Method and Conclusion.

##### 3.1.2 The Result of Language Features

###### 3.1.2.1 The Sentence Patterns

The most commonly used sentence patterns in abstracts of college students' final projects are passive sentences and also active sentences within impersonal language. Passive sentences are used in explaining the method or procedures of the research in the second paragraph as well as the result of the study or conclusion in the third paragraph. Whereas active sentence are written to describe or identify the company or the specification of engine at the first paragraph of introduction. The language used by researcher is

impersonal by mentioning the variable or topic in term of subject and avoid mentioning the word 'researcher, I, the writer' in their abstracts of final project. Thus, the formality in abstracts as a product in academic settings is reflected by the use of impersonal language.

### 3.1.2.2 *The Vocabularies and Technical Terms*

Most abstracts often use vocabularies dealing with operational research for examples: analysis, determine, calculation, design (v, n), review (v, n), method, technical observation, obtain, data, and case study. While the diversity of technical terms used by each major will be shown in the table below:

**Table 3 The Technical Terms of College Students' Abstracts**

No	Class	Technical Terms
1	DC	rudder stock, material, SPOB, ABS, center line, crank shaft, barge, cargo, drafting, manufacture, fabrication, girder dimension, stretch, blasting, hull, etc.
2	SB	plate, blasting, adhesive of coating, interval time, ship building block, DFT, protection, anode system,, classification rules, corrosion,etc.
3	ME	diesel, genset, auxiliary engine, manufacturer, overheating, lubrication, vibration, hydraulic system, repowering, main engine, maintenance, etc.
4	MEE	radar, navigation, ship operator, sensor, piston, PLC, rectifier, battery, signal, GSM, AC, DC, converter, devices, utilities, protection, short circuit, GMDSS, etc.

From technical terms listed in the table 6, it can be concluded that the technical terms are quite diverse when the majors or the field of study are different. DC abstracts tend to use technical terms dealing with design and construction of ship. While, SB abstracts use terms related to ship building. Otherwise, technical terms commonly used in ME abstracts are dealing with mechanical and marine engineering. Whereas technical terms often used in MEE abstracts are related to marine electrical engineering or power.

## 3.2 Discussion

The findings reveal that the most dominant rhetorical structure employed by the college students of SHIPS in writing abstracts of their final projects is introduction, method and result. In this case, that rhetorical structure is represented and reflected in three paragraphs. The first paragraph involve introduction in which the graduates provide description and specify problem and sometime give background of the company and its problem. Meanwhile in the second paragraph, they discuss about the method of the study which varied in accordance to the appropriate procedures in handling the problem. In the third paragraph of conclusion, they explain result of analysis and calculation in term of solution and effect of the system proposed.

This rhetorical structure is partially support the five classifications of rhetorical moves proposed by Hyland (2000). However, the rhetorical structure of abstracts written by college students of SHIPS are not completely following the whole five classifications of Hyland's rhetorical moves (introduction, purpose, method, product, and conclusion). Only some aspects such as introduction, method and conclusion are commonly used and followed in writing abstracts of college students at SHIPS. Nevertheless, the content of each part for example introduction covers different points to discuss among those different majors or field of study. For instances, in MEE abstracts, the first paragraph

tends to describe and identify the background of company and its problem, whereas DC and ME abstracts, the introduction usually identify the problem and specify the engine.

The difference between the rhetorical structure of college students' abstract in their final project and the five classification of Hyland's rhetorical structure can be identified and further analyzed because of the different academic settings in Indonesia compared to the United States of American universities academic system. Since the graduates of college students have to follow the rules of academic and abstract writing standard determined by the education institution namely Shipbuilding Institute of Polytechnic Surabaya (SHIPS).

The language features including the sentence pattern and vocabularies or technical terms commonly used in college students' abstract in their final projects have a unique characteristic. The sentence patterns used by graduates in writing abstracts reflects formality of research reports in academic setting. Thus, the most often sentence pattern are nuanced within impersonal language in passive sentences in both second and third paragraphs. Meanwhile, active sentences are sometimes used in the first paragraph of introduction to describe the background of company and its problem as well as identify and specify the research problem as topic of the research.

The vocabularies in college students' abstract are mostly related to the operational research terms for example: analysis, determine, calculation, design (v, n), review (v, n), method, technical observation, interviews, result, obtain, data, case study, etc. Whereas technical terms are usually dealing with the specific majors and field of study, therefore the terms used are quite diverse highlighting the specialized technical terms for each major.

Nevertheless some technical terms are similar when the terms refer to the international rule or regulations such as IMO, BKI, SOLAS as a standard reference for ship and maritime regulation. Since the core knowledge of maritime studies is regulated in those references.

#### **4 CONCLUSION**

Based on the review, the conclusion comes out emphasizing the rhetorical structure of abstracts of college students' final projects at Shipbuilding Institute of Polytechnic Surabaya (SHIPS) namely introduction, method and result. This rhetorical structure is reflected and represented in the three paragraphs of college students' abstracts. It is quite different from the five classifications of Hyland's (2000) rhetorical moves (introduction, purpose, method, product, and conclusion). Thus, it follows partially the three aspects introduction, method, and conclusion in term of result. Whereas the two aspects namely purpose and product are not mentioned explicitly in abstracts of college students' final projects. The diverse academic settings might be a factor that influence the differences of the rhetorical structure applied by graduates since they have to follow the standard rules of writing abstracts in their educational institution.

The language features including sentence pattern and vocabularies or technical terms are sometimes quite similar in a certain contexts and different in other particular parts. The sentence patterns are the same since passive sentences within impersonal language are mostly used in writing the second and third paragraphs, meanwhile active sentences are identified in the first paragraph of abstracts for introduction by identifying the background of the company and its problem. Technical terms are quite diverse depending on the majors and fields of study, only few words or vocabularies dealing with operational research terms are similar.



The pedagogical implications of this research can be beneficial to encourage students, English teacher and final project advisor to apply and follow the rhetorical structure of writing abstracts. English teachers are then recommended to teach and design assessment task to develop students' writing macro-skills. Thus, they can write a good and effective abstract employing the rhetorical structure as well as language features dealing with the correct sentence patterns and appropriate technical terms.

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# STUDENTS' PERCEPTION TOWARD THE IMPLEMENTATION OF BLENDED LEARNING

**Nina Sofiana**

ninasofiana86@gmail.com

*Islamic University of Nahdlatul Ulama (UNISNU) Jepara*  
Taman Siswa Street (Pekeng) TahunanJepara

## **Abstract**

*The objective of the study was to describe students' perception toward the implementation of blended learning in extensive listening course. The participants were students of English Department. The data were obtained from questionnaire and interview. The result indicates that the students perceived the model positively. The interaction with other students and instructor was increased in this extensive listening course compared to other courses. It was because they could not only talk about the issues related to the lecture material in the classroom, but they could also discuss the lesson in the online learning. Thus, the learning process is not bound by space and time. Then, the students were satisfied with this implementation of blended learning since this model facilitated them in understanding the learning material that could be accessed anytime and anywhere. The students also felt that blended learning model offered a greater flexibility to do the tasks given by the lecturer. Having to learn online made it really accessible to do the tasks that they had to get done. In conclusion, blended learning model is an effective technique to be applied in extensive listening course. The effectiveness of learning is due to the utilization of the recent technology that is used as a medium of learning.*

**Keywords:** *perception, blended learning, extensive listening*

## **1 INTRODUCTION**

The development of information and communication technology has an impact in education, especially in the learning process. One indication of this phenomenon is the shift in the learning process in which the interaction between educators and learners is not only conducted through face-to-face interaction, but also performed with the media such as computers, internet, and so on. Therefore, it raises a new learning approach, which blends face-to-face instruction with various kinds of technology-mediated learning, called as blended learning.

Blended learning is a learning model that combines face-to-face learning in the classroom (traditional learning) with online learning (e-learning). The reason for implementing this model is to blend the advantages of these two models. In traditional learning, the students meet the lecturers in face-to-face meeting. Therefore, social interaction is ensured in face-to-face education class where the students will need guidance for learning (Akkoyunlu & Soylu, 2006). Moreover, students are free to access the experts, their lecturers and their mates, involved in discussion and questions, social

interaction and learn from others. While, e-learning provide the learners a longer period of time to learn. It allows education for seven days and twenty four hours; it reaches more number of learners; and it ensures a learning environment which is independent of time and place(Akkoyunlu & Soylu, 2008). Material can also be accessed frequently if something is forgotten(Hameed, Badii, & Cullen, 2008). In other words, blended learning is an approach that mixes different learning environments through the use of technology in and out of the classroom in order to provide the best learning experience to the learners.

Implementing blended learning, therefore, is very crucial, in view of its advantages. A study of the implementation of blended learning proved to be successful in showing that blended courses produce a stronger sense of community among students than either traditional or fully online courses(Rovai & Jordan, 2004). In addition, a study of the effect of blended learning was also conducted by (Sjukur, 2012). The result shows that there is an improvement in learning motivation and achievement due to the blended learning implementation. Another research shows the practice of blended listening has proved to be beneficial in the ESP classes(Kavaliauskienė, 2011). Two streams of the students, the 1<sup>st</sup> and 2<sup>nd</sup> year, found blended listening equally useful in improving their listening skills.

For blended learning is to be effective, English Education Department of the Islamic University of Nahdlatul Ulama Jember (hereby EED UNISNU) has started to move with applying blended learning. For lecturers of EED UNISNU, it is imperative that they need to deliver all lectures using a blend of online and face-to-face method with the hope to provide professional English teachers. For the students, they need to know this interactive model to improve their English skills easily. This is not only because of their urgent ongoing needs to pass the exams, or for study purposes, but also because they are prospective teachers, whose one of their future tasks will be how to make their future students so.

Among the four skills of English, EED UNISNU gives more attention to the listening skills by adding an extra subject namely extensive listening. The students get the same as 10 extra credits every day to improve their listening skill. The reasons for adding this course is because listening is the language skill which learners usually find the most difficult(Cabrera & Bazo, 2002). According to the department, listening skill is the basis for all further learning. When we learn a language, we usually learn to listen first, then to speak, then to read, and finally to write. In other words, the learners will have good speaking, reading and writing skill if they have good listening skill.

In implementing blended learning in extensive listening course, the lecturer blends conventional learning (face to face) and online learning. In the online lecture, students should access the listening material derived from some android and iOS applications, such as the BBC, iTunes U, iBooks, Podcasts, TED, Learn English (British Council), Course Pad and others. The materials are adapted to the material to be learned in face to face sessions. The lecturer asks the students individually to make notes as detailed as possible related to what they listen, then the results will be discussed in the group in face to face learning. In this online lecture, the lecturer also provides a discussion forum involving the use of internet-based social networks, especially Facebook Group. Facebook account, 'Fun Learning English with UNISNU Jember', is used as a question and answer forum concerning the listening materials. It is also used to upload the assignments given by lecturer. After online lecture, the lesson is carried out in the class to make the students to get feedback from their lecturer. All the activities are focused on the content and vocabulary building. The lecturer starts the lesson by asking some questions related to the content of listening materials. The students, then, have to answer for each

question. The students are also asked to review the vocabularies that they got. With the lecturer, they discussed the meaning of each word. They are asked to practice writing a sentence for each that shows the meaning of the word. After the lecturer play back the materials, the students retell the story to the whole class. While the department perceives this to be a move in the right direction, there is no empirical evidence on how the students feel toward the implementation of this.

Due to the condition mention above, the present study attempts to explore the perceptions of blended learning implementation in extensive listening course in the level of college students. In this study, the setting of the research will be carried out in EFL setting where the students' English skills are mixed. After getting the result, we can get some information about the student's perceptions toward the implementation of this.

## 2 METHOD

The research can be included into descriptive one which uses qualitative and quantitative method in which its objective is to describe students' perceptions toward the implementation of blended learning in extensive listening course. The subject of the research was all students taking Extensive Listening course in EED UNISNU. To determine the perceptions of the students toward the implementation of blended learning, the instrument used was in the type of questionnaire and interview. The questionnaire used was structured or closed form which contains the questions and alternative answers to the students. It focused on the amount of interaction experienced with students and instructors in other courses, the quality of interaction experienced with students and instructors in other courses, the students' satisfaction, the flexibility in doing the tasks, and the effectiveness of blended learning model in the learning process. The students were also asked to give comments to some questions on the interview: "How does this course differ from other course?", "What was the most effective aspect of this course?", "What was the least effective aspect of this course?", "What advice would you give to a student considering a blended learning course for the first time?", and "What suggestions can you provide to help strengthen this course?".

## 3 FINDINGS AND DISCUSSION

Based on questionnaire result, each respondent had the answers of the questions related to the implementation of blended learning in extensive listening course. The results are showed in the following table.

*Table 1. Students' perception*

Statement	Agreed (%)	No Difference (%)	Disagreed (%)
The quantity of interaction with other students was increased in this extensive listening course compared to other courses.	100	0	0
The quantity of interaction with the lecturer was increased in this extensive listening course compared to other courses.	73.7	11.5	15.4
The quality of interaction with other students	88.5	7.7	3.8

was increased in this extensive listening course compared to other courses.			
The quality of interaction with the lecturer was increased in this extensive listening course compared to other courses.	73.1	11.5	15.4
You were satisfied with this extensive listening course.	96.2	3.8	0
The workload in this extensive listening course offer greater flexibility compared to other courses.	76.9	0	23.1
The online and in class learning is effective to implement in extensive listening course.	100	0	0

From the above table, all respondents agreed that the quantity of interaction with other students in the extensive listening course using blended learning model was increased compared to other courses. According to the students, by using this model they can discuss everything not only in the classroom. They can discuss the learning material using their own digital device via online. Thus, the learning process is not bound by space and time.

Furthermore, 73.1% of respondents considered that the quantity of interaction between the students and the lecturer was also increased. The increase of interaction between the students and the lecturer is because the lecturer not only interacted with students in the classroom, but they could also interact with the lecturer through the activities carried by the lecturer using digital devices, such as Skype, Facebook and other online learning activities. Thus, the students have more control over time, place, pace of learning, and learning methods. However, 11.5% of respondents considered that there was no difference between the quantities of interaction with the lecturer compared with other courses that did not use this model. In fact, there were also respondents who revealed that the interaction with their lecturer was decreased. It was because they thought that the learning process was happened in the class room and the online activity discussing the course material was not the learning process. However, based on the responses in the interview, all respondents considered that learning by using a model of blended learning in the extensive listening course improved the quantity of the interaction with the lecturer.

The results from this study also showed that the quality of interaction with other students in extensive listening course using blended learning model was increased. It can be seen from their perception which showed that 88.5% of students stated that there was an increase in the quality of interaction between the students. According to the students, more students preferred to discuss the lecture material rather than the others. So, online activities were more used by the students to talk about the issues related to the lecture material. Then, the rest is only 7.7% of students who claimed that there is no difference, and 3.8% said that the quality of interaction with other students was decreased. This was due to their different view about the definition of learning process. They supposed that it was about the activities that happened in the classroom. They did not think that the process of learning can happen every time and everywhere.

These results were also in line with the quality of interaction between the lecturer and the students. Most students (73%) feel that the quality of interaction with the lecturer was increased. This was because the students could more easily access the information from the lecturer. Students could communicate directly with the lecturer if there were some problems in learning through online devices. However, 11.5% of students thought

that there was no difference in the quality of learning interactions using this blended learning models. They assumed that in the classroom the lecturer only delivered the materials and assignments. In addition, 15.4% of students felt that there was a decrease in the quality of the learning interaction. It is because the lecturer in face-to-face learning did not maximize the time to interact with students.

Related to the students' satisfaction toward the learning process, in this study almost all students (96.2%) are satisfied with the implementation of blended learning in extensive listening course. Yet, there was one student who is doubtful with the effectiveness of this model because of inadequate facilities. The students' satisfaction was generally expressed because this model facilitated students in understanding the learning material more. They were also satisfied with the learning resources that can be accessed anytime and anywhere. They did not have to wait for the presence of the lecturer in the classroom to obtain learning materials because they could interact with the lecturer or the other students without being bound by time. The students were delighted joining the course and they were confident with their understanding as well. In general, the students gave a positive response to this learning model and expected that this model was also applied in other courses. Additionally, the students' satisfaction was because they felt that the learning process was effective in facilitating student learning and motivating students to learn.

In the extensive listening course, students should be able to understand spoken discourse both monologues and dialogues relating to the functions of English in language use. Therefore, every student had to be actively listening to various oral discourses from various resources. From all respondents, 76.9% stated that the workload in this extensive listening course offered greater flexibility compared to other courses. Online activities make the students easy to access the tasks that they had to get done. If there were some problems in doing the tasks given by the lecturer, they could directly ask to the lecturer or discuss them with the other students in the discussion forum provided. For the discussion held online, the communication between the lecturer and the students is open and everyone can benefit from it because everyone can view the responses sent by the lecturer. So, blended learning model allows the students the flexibility with their time to do their tasks anytime and anywhere until a meeting with the lecturer comes. However, 23.1% respondents stated that the workload in this course was heavy. The emergence of these opinions was due to the lack of adequate network connection. The students who live in rural area got difficulty in gaining the internet connection. In addition, the most fundamental constraint is associated with the ownership of the hardware. There were some students who do not have the hardware to support online discussions. They could only take advantage of the hardware while they were at campus because it was provided 7 tablets that can be used by the student. Therefore, the students got difficulty to have the independent learning via online because they are not supported with facilities that are required in blended learning. Whereas, the implementation of blended will run smoothly if it is supported with facilities needed.

The last result from this study indicated that blended learning model is effectively implemented in extensive listening course. This can be seen with the perception of students who showed that all respondents agreed with the statement in the questionnaire. The effectiveness of learning by using blended learning is due to the utilization of the recent technology that is used as a medium of learning. Students can take advantage of the applications provided. They were easier to access the medium of learning from their own communication. In addition, students felt that face-to-face and online learning created a beneficial climate for learning. This is in line with the objectives of blended learning that is to solve the problems in conventional learning. The lecturer who usually has limited time

to give feedback to the students because the course is only in the class room, by using this blended learning model, the lecturer can discuss the learning material with the students every time and everywhere. Besides, it also improves the online learning where in this learning model there is no learning process in the classroom. It is important because the existence of the lecturer is still much needed to give feedback to the students.

Based on all results, it can be summarized that the students positively perceived the implementation of blended learning in extensive listening course. Online learning allows the students to listen the learning materials given by the lecturer to outside of the class. They can also review all the materials at their convenience anywhere and anytime. Face to face learning then is used for discussion, working through problems, developing team projects, or other collaborative activities. Though the students give positive responses, there are still some basic constraints related to the infrastructure provided. Few students still found difficult internet connection. Thus, the institution should provide required computer laboratory, including an adequate internet access.

#### 4 CONCLUSIONS AND SUGGESTIONS

Due to the implementation of blended learning in the extensive listening course, students had a positive perception of this learning model. The quantity and quality of interaction with other students and with the lecturer in the extensive listening course was increased. The increase was due to the effective learning process. The interaction was not only in the classroom, but it was also through online activities that were provided by the lecturer. The students and the lecturer could discuss the problems related to the materials anytime and anywhere. The students were also satisfied with the implementation of blended learning in extensive listening course. The students' satisfaction was generally expressed because they did not have to wait for the presence of the lecturer in the classroom to get explanation about the lecture material. They can access the learning resources without being bound by time. The students, then, felt that there was a greater flexibility in doing the tasks given by the lecturer because of online activities. The discussion forum helped them to do the task that they had to get done. In conclusion, blended learning model is an effective technique to apply in extensive listening course because it used some modern technologies as a medium of learning.

From those results, the researcher can suggest as follows: (1) the blended learning model provides a positive influence in improving the quality of learning. Therefore, it is recommended that all courses can be taught using this model in order to produce a good quality of learning; (2) one of the key successes of learning by using blended learning is the availability of adequate facilities. Therefore, the policymakers should provide them to support the learning success; (3) the scope of this study only examined the implementation of blended learning in the extensive listening course. Thus, for other researchers can conduct similar research with a wider scope in terms of both variable and subject of research.

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# 21<sup>ST</sup> CENTURY LANGUAGE AND COMMUNICATION SKILLS: INTERCULTURAL ENGLISH TEACHING

**Yulia Hapsari**  
**Devinta Puspita Ratri**  
hapsari.yulia@ub.ac.id

devinta@ub.ac.id

*Fakultas Ilmu Budaya*  
*Universita Brawijaya, Malang*

## **Abstract**

*Teaching and learning English as a Foreign Language in the 21<sup>st</sup> century is full of challenge and opportunity. As the world grows smaller through communication, the coexistence of people from diverse cultures, languages, and social circumstances has become the rule rather than the exception, demanding new levels of tolerance, understanding, and patience. Into this field of challenge and change, teachers should provide foundation on which all students must build competence and flexibility needed for success in the 21<sup>st</sup> century through intercultural language learning - the inseparability of language and culture to build intercultural communication in an increasingly multicultural world. Intercultural communicative competence refers to the skill to understand and interact with people with their complex identities and their individuality (Byram, Gribkova & Starkey, 2002, p. 10). Today, English teachers have a lot of choices in terms of textbooks, yet many of them still rely on textbooks that focus students' attention on grammatical structures, and on practice in isolation while the teaching of English should consider both language and its culture. McKay (2000) identifies three types of cultural materials: target culture materials, learners' own culture materials and international target culture materials. International target language materials cover a variety of knowledge from different cultures all over the world using the target language (McKay, pp. 9-10). Yet, students' own culture should be discussed integratedly with target culture. However, teachers should keep in mind that English is an international language, and culture is an aid to motivate our students rather than something to be taught.*

**Keywords:** *21st century TEFL, Intercultural language learning, types of cultural materials*

## **1 INTRODUCTION**

As the world is going global, EFL classrooms become more demanding as they are forced to equip learners with English that enables them to keep up with the increasingly more complex interlocutors coming from almost every single part of the world. It is also becoming more and more common in Indonesia that many English classes are

international classes in an understanding that the class participants consist of people coming from some countries other than Indonesia. As a consequence, every member of the class needs to gain an understanding of the many ways in which language and society interact to be able to communicate better.

Multicultural EFL classrooms reflect a rich diversity of linguistic backgrounds in themselves when students of the class bring to the classroom not only other languages but also different varieties of English and culturally learned ways of using English. Miscommunication often happens among students in International classroom. Varying cultures and inappropriate language have been the source of the misunderstanding (Alfaruqy, 2014:49). He further suggests that each language user in the classroom needs to have pragmatic competence to minimize the misunderstanding. He believes that once the participants of the class understand and use language that is appropriate to the situations in which one is functioning, miscommunication can be avoided. Yet, to determine whether or not the language used is appropriate cannot be seen only from one point of view. It cannot be said that second language users are people who are insensitive, rude, or inept (Thomas, 1983) only because they express things different from the way native speakers do.

Teaching English as a Foreign or Other Languages in this 21st century has come to a point of teaching English as *lingua franca* in which communication may equally be between non-native speakers from different cultural backgrounds as between native speakers and non-native speakers. Pauwels (2000) criticises the current approach which sees communication as being necessarily between learners and native speakers. For Pauwels the communicative and cultural needs of such learners are different from native speaker targets. There is evidence, for example, that some verbal behaviours produced by native speakers are not considered appropriate for non-native speakers (Valdmann, 1992). These considerations mean that there is a need for language teaching to take into account norms related to bilingualism and intercultural issues rather than an exclusive focus on the native speaker as the target language norm.

Intercultural is an interrelationship between language and culture. It means that once someone studies a language, (s)he also (in)directly learns about the culture. Krashen (2009:58) implied that culture is one aspect that affects second language learners' success in acquiring and using a target language by stating that learners have to "live in the country" in order to achieve any real proficiency in a second language, and that the informal real world environment is always superior to the classroom, or formal environment. He added that the range of discourse that the student can be exposed to in a second language classroom is quite limited. There is simply no way the classroom can match the variety of the outside world. It can be inferred from the statements that a success of a second language learner does not only depend on his/her competence in linguistics systems of the target language, but real exposure of how the language is used in its real society –which later becomes one aspect to construct the culture- also plays an important role.

Bringing intercultural understanding into the world of teaching, intercultural language learning is defined as a stance on language teaching and learning that emphasizes the interdependence of language and culture and the importance of intercultural understanding as a goal of language education (Ho, 2009:63). It involves developing with learners an understanding of their own language(s) and culture(s) in relation to an additional language and culture (Liddicoat, A.J. et al., 2003:1).

In light with the arguments above, EFL teachers are also required to keep up with the demand. It is somehow not a happy phenomenon to see when many of EFL teachers still rely on textbooks that focus students' attention on grammatical structures, and on

practice in isolation whereas the teaching of English should consider both language and its culture content to promote understanding as equality among the English users. However, careful selection of teaching materials that look like to contain culture materials is also needed. Inequality of race, nationality and culture representation should not be shown in any teaching materials. Pictures and other media represented as teaching materials should not only come from inner circle of English (USA, UK, Ireland, Australia, and Canada). The outer circle of English-speaking nationalities and expanding English-speaking nationalities should also have equal portion of discussion. Feminism and gender roles are also issues that need to be paid attention to as well. Thus, language can function as a neutral tool toward transmitting and exchanging information (Priyanti, 2014:165).

## 2 COMMUNICATION IN 21ST CENTURY

Goal of TEFL should move forward to keep in pace with the role of English as a global language, especially in this 21st century when people from all around the world are more and more interconnected one another for many reasons. Approaches in TEFL should equip learners with ability to not only master the linguistics aspects of the language, but also to fluently communicate with different people with different background in the real world. The use of communicative approach requires practitioners in TEFL to move beyond grammatical and discourse elements in communication. They need to seek the nature of social, cultural, and pragmatic features of language (Brown, 2000:43). He added that EFL classroom goals are focused on all the components of communicative competence. Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts. Therefore students are encouraged to construct meaning through genuine linguistic interaction with others.

However, it must be noted that English does not necessarily mean British English or American English. There are a number of standard Englishes for there are several English-speaking countries in each of which there is Standard English peculiar to that country (Verma S.K., 1982:175). The need for identity has been making new Englishes increasingly dissimilar from British English (Crystal D, 2003:178). This phenomenon may emerge a challenge when EFL learners of a multicultural communicative class need to use their English to construct meaning. Every member of the class may have their own standard English that may be understood differently by other members.

EFL learners and practitioners should understand that communication is 'based in sociocultural interpersonal interaction, to involve unpredictability and creativity, to take place in a discourse and sociocultural context, to be purposive behaviour, to be carried out under performance constraints, to involve use of authentic ... language, and to be judged as successful or not on the basis of behavioural outcomes.' (Canale & Swain, 1981: 29). Therefore, TEFL should equip learners with communicative competence that minimally made up of grammatical competence, sociolinguistic competence, and strategic competence. Sociolinguistic competence includes sociocultural rules and discourse rules and underlies the ability to determine the social meaning of an utterance. It deals with the issue of the appropriateness of language in a given sociocultural context. Bachman (1990) further elaborates sociolinguistics competence into sensitivity to dialectal variety, sensitivity to register, sensitivity to naturalness, and cultural references and figures of speech.

This sociolinguistic competence as one of the competences that constructs communicative competence underlies a principle that is the inseparability of language and culture; that language cannot be separated from its social and cultural contexts of use is a

critical dimension of understanding language in use. Language and culture have an inextricable and interdependent relationship. Mitchell and Myles (2004:235) argue that “language and culture are not separate, but are acquired together, with each providing support for the development of the other”.

Motivation for including cultural knowledge in language programs affects the use of approaches to culture used in language teaching. There are four broad groupings of approaches to teaching culture in language (Crozet & Liddicoat, 2000; Crozet, Liddicoat, & Lo Bianco, 1999 in Liddicoat A.J. et al., 2003 ) namely high culture, area studies, culture as societal norm, and culture as practice. As a common motivation to include cultural knowledge in language program is to capture students’ interest in learning the target language (Liddicoat A.J. et al., 2003), the culture as area studies and culture as societal norm approaches are usually put into practice.

Culture as Area studies sees sociocultural learning as learning about the history, geography, and institutions of the target language country. Cultural competence in this case comes to be viewed as a body of knowledge about the country. Area knowledge is seen as background for understanding language and society. However, this paradigm implicitly seems to view contact with another culture as a matter of observation, in which the learner knows about the country but remains external to it. The relationship between language and culture remains tenuous in such a view, and language here is primarily used for naming events, institutions, people, and places.

Culture as societal norms seeks to describe cultures in terms of the practices and values which typify them. In this approach, cultures are seen as favouring ‘direct’ or ‘indirect’ ways of speaking, as organising texts in particular valued ways. Within this paradigm cultural competence is knowing about what people from a given cultural group are likely to do and understanding the cultural values placed upon certain ways of acting or upon certain beliefs. This view of cultural competence is a problem for language learning, because it leaves the learner primarily within his/her own cultural paradigm, observing and interpreting the words and actions of an interlocutor from another cultural paradigm.

As a consequence, the communicative norm is the native speaker interacting with another native speaker in which the EFL learners are merely as the observers who seek to model proficiency in terms of the demands of and knowledge involved in such interactions. At the same time, the knowledge, identities and attitudes developed as part of L1 experiences are excluded from the model. This is a particularly problem for the sociocultural dimension involved in the models as they all ignore the interculturality that is necessarily a part of any communication involving a second language speaker. This communicative norm often have an element of exoticism which emphasises cultural difference rather than presenting cultural differences and cultural similarities as part of a legitimate cultural comparison.

Culture as practice as one of approaches to culture in language teaching proposed by Liddicoat A.J., et.al. (2003) offers another point of view. This approach sees cultural competence as the ability to interact in the target culture in informed ways. The target for the language learner is to develop an intercultural perspective in which the native culture and language is made apparent alongside the target culture. This approach allows learners to develop intercultural communicative competence, that is the “ability to ensure a shared understanding by people of different social identities, and [the] ability to interact with people as complex human beings with multiple identities and their own individuality” (Byram, Gribkova & Starkey, 2002, p. 10). With this knowledge the learner needs to develop an intercultural position, which can form a basis for ongoing development of intercultural communicative skills.

### 3 WAYS OF TEACHING INTERCULTURAL IN EFL CONTEXT

The challenge in globalization has provoked to urge English as foreign language learners to be aware of intercultural competence to promote the ability to interact with people from other cultural group appropriately. Since, nowadays, English serves as *Lingua Franca*, we should keep a level of regard for all cultural and communication differences from other languages and for that reason we need to adjust our negotiations (Suchankova, 2014). In teaching intercultural language learning, it is hoped that the students can master intercultural communicative competence. Brunet, (2010) mentions some components in intercultural communicative competency, they are appropriateness, effectiveness, anxiety and uncertainty reduction, adaptation, face honouring, and protection. Spencer and Franklin (2009) further stated their views in the intercultural interaction competence which refers to the competence that is not only know how to communicate and how to behave with people from other cultural group properly but also know how to deal with psychological demands and dynamic outcomes that is caused from such exchange. Suchankova (2014) argues that intercultural communicative competence can be defined as the skill to respond sufficiently, appropriately, and efficiently in intercultural context and situation to fulfill the expected communicative purpose.

To reach the purpose of intercultural communicative competence, it should be designed steps on how to teach intercultural language learning. Suchankova (2014) suggests some steps to develop intercultural competence in students as follows:

- 1) Providing information concerning different cultures
- 2) Identifying cultural differences
- 3) Informing about possible communication barriers
- 4) Eliciting conventional taboos and controversial topics
- 5) Practising negotiations in different context and roles
- 6) Developing awareness of different communicative norms and rules
- 7) Training expectations – possible behaviour and attitudes of the counterparts
- 8) Getting feedback – watching recordings of the evaluation by spectators

In order to teach culture into set of practices, intercultural approaches to language teaching have established four main activities as a core set of principles for cultures learning (Liddicoat et al, 2003):

- 1) Acquisition about cultures
- 2) Comparing cultures
- 3) Exploring cultures
- 4) Finding one's own 'third place' between cultures

In teaching intercultural language learning, Paige and Stringer (1997) identify a five-element model for such learning:

- 1) learning about the self as a cultural being;
- 2) learning about culture and its impact on human language, behaviour, and identity;
- 3) culture-general learning, focusing on universal intercultural phenomena including cultural adjustment;
- 4) culture-specific learning, with a focus on a particular language and culture;
- 5) learning how to learn about language and culture.

In Indonesia setting, teaching intercultural language learning can be inserted in scientific approach as it is applied in 2013 curriculum. In inserting intercultural language learning, the steps and elements proposed by some experts above is adapted as follows:

1) Observing and questioning about cultures

In this stage, learners are given chance to explore their own cultural dimensions and others. Ho (2009) argues that intercultural language learning involves learners in the process of discovering their own cultural dimensions and other cultural dimensions and self-reflecting on the influence of their own culture on their language use when students interact with people from other cultures in order to develop cultural awareness. Consequently, cultural awareness will increase and help learners to open their mind and increase tolerance (Tomlinson, 2001) and achieve cultural empathy and sensitivity (Tomlinson & Masuhara, 2004).

To explore learners' own and other cultures, cultural images of their own and the target cultures can arouse learners' interest, motivation and curiosity (Ho, 2009). Learners can observe the pictures provided and ask questions on the similarities, differences, or anything they desire to ask to fulfill their curiosity. For example, teachers and learners can bring photos of breakfast menu and habit in different cultures including Indonesia.

This technique is known as the *culture island* (Hughes, 1986) which aims at "attracting student attention, eliciting questions and comments" for cul-ture learning.

Other way to arouse students' motivation in intercultural language learning is watching video. Learners can observe behaviours and interaction among people of the target culture. With a critical eye, learners can increase their awareness of observable features of the target culture for reflections and language production (Ho, 2009). For example, a video about an Australian family having breakfast can show the learners what menu usually they have for breakfast, what topic they discuss, what interaction they do. Further, learners can reflect and compare with their own culture and then identify and discuss the similarities and differences with friends and teacher. By observing cultural behaviours of people from the target culture, learners will "become aware of the ways in which their own cultural back-ground influences their own behaviour, and develop a tolerance for behaviour patterns that are different from their own" (Tomalin & Stempleski, 1993).

2) Collecting information about cultures

After observing dan exploring self culture dan target cultures, students can compare cultures in intercultural language learning. In this stage students are encouraged to obtain information from pictures or video they have watch on to find cultural similarities and differences with the target culture in comparison with their own culture. By comparing the learners' culture with others' cultures can enhance students' cultural knowledge and beliefs and it leads to better tolerance, acceptance, and understanding (Ho, 2009).

In addition, students can conduct interviews with nativespeakers of the target language to cillcet more information about the culture. This can be done outside the classroom or with native speakers invited to the class. As Bateman (2004) argues, learners engaging in ethnographic interviews enhance not only their attitudes towards the speakers and the target culture, but also their communication com-petence with people from other cultures and awareness of the influence of their own culture in their lives. By having interviews, students can clarify the knowledge they have got in observing stage to native speaker of the target language.

### 3) Associating and exploring cultures

In this stage, learners can engage in problem-solving activities as a way to mediate between cultures. These problem-solving activities involve cultural dilemmas that can increase learners' awareness and sensitivity to cultural differences and encourage them to participate in discussions about the potential outcomes of their suggested solutions. For example, students can discuss dilemmas about loudly slurping while eating in Japan is considered as a satisfaction with the food while in Indonesia it is considered not polite to make a noise while eating. In the other situation, it is a good manner to bring souvenir like fruits or households stuff to a house warming in Indonesia whereas it is not a custom for British people. These cultural differences encourage learners to bridge between learners' own culture and the target culture to attain an intercultural position, or a 'third place', where their points of view can be identified, mediated and accepted (Liddicoat et al., 2003). In other words, in facing such cultural dilemmas, they can step aside and look the situation from other's perspective and adapt their behaviors to the certain context. From such situations, learners can establish an understanding of cultural differences between their home and the target culture, develop an ability to look at themselves from the other's perspective and adapt their own behaviours to the specific context. Consequently, learners can develop their tolerance and empathy towards the behaviours of people from other cultures and intercultural misunderstanding can be solved.

### 4) Communicating and practicing negotiations in different context and role

In this stage, students communicate or practice the cultural knowledge that they have learnt previously. To practice the cultural knowledge in the context, teachers can create cultural simulations for learners to explore the target culture in the classroom (Ho, 2009). For instance, teacher can invite native speaker from the target culture to have a small simulation on house warming. Teachers and students are invited to native's house of the target culture to experience of house warming simulation. Students can come into contact with the semi-real interaction with people from different cultural group. It also can help students to practice the cultural knowledge they have obtained in class on how to behave appropriately and how to handle cultural difference.

Another simulation can also be done by inviting some native speakers to the classroom. Taking this good opportunity, learners can participate in an *afternoon tea* organized by the teacher for socializing with some native English speakers invited to the classroom. The students can be divided into some groups and they involve in such opportunity to have conversation to native speaker from the target language. Students can experience the real afternoon tea and explore the culture from native speakers. Accordingly, this can help students to increase their understanding of the target culture.

If it is impossible to invite native speakers to classroom, teacher can create artificial activities to communicate and practice negotiation in different cultures through role-play. Classes involve role playing and training activities, wherein a tutor acts as a facilitator who coordinates the studying process and creates a good psychological atmosphere while role playing is being practiced (Nazarenko, 2015). Here, some students can play role as people from their own culture and others can play role as people from the target culture. In such situations, groups of learners can take turns to perform their role-plays in front of the class. Other groups then discuss what kinds of misunderstanding that may happened between people of different cultures and propose their solutions to the problems.

As alternative activity in communicating stage, the students can do a presentation on their findings after observing culture, collectiong information, and associating culture.

Students present their understanding after exploring the target culture and get feedback from peers.

#### **4 CONTENT AND TOPIC FOR INTERCULTURAL LANGUAGE LEARNING**

In teaching intercultural language learning, the topic should be broad exploring many cultures. Suchankova (2014) suggests to include global topics, with the purpose of opening people's eyes and minds to a better understanding of reality in a global sense in order to enhance learners cultural awareness and increase their tolerance. Further, she also mentioned that the objectives of global education are defined as follows: "to evoke a feeling of responsibility, for people and the world, to motivate an active approach to the solution of local problems, to provoke interest in problems, to support sustainable development, to understand the situation of people in the midst of a difficult life situation and to ascertain causes and results of global problems".

The topic that is given to intercultural language learners in Indonesia can follow the topics given in established curriculum nowadays. For instance, inserting the knowledge of intercultural language learning in the first unit presented in English book "When English Rings the Bell" for VII grade students. The first unit of the book discusses "How are you?" which is talking about greeting, introducing self, and taking leave. To promote intercultural language learning and to fulfill the objective of global education as stated above, it is proposed to present different greeting and taking leave from many countries and their body gestures when people from the target cultures do greeting and taking leave.

In encouraging the success of intercultural language learning objective, the support and guidance of teacher is highly needed. Byram (1997) argues that classroom learning maintains the great advantage of learning systematic and structured knowledge and skill under the guidance of a teacher. The teachers' cultural experience and intercultural interest are generally assumed to have a strong affect on the implementation of intercultural topics (Paige, 1993). Therefore, teachers' positive attitude toward intercultural topics is considered important to transfer the intercultural interest. It is crucial that teachers know well about the knowledge of the target cultures, general cultural phenomena, and their students' cultural background (Damen, 1987) so that the teacher can deliver the message of intercultural language learning. The result of Gobel and Helmke (2010) study comparing less and more interculturally experienced teachers showed that more interculturally experienced teacher gave more opportunity to students to share ideas and experience related to cultural topics. In contrast, less interculturally experienced teachers relied did not explicitly deal with an intercultural topic at all. In short, the presence of teacher to support the process intercultural language learning is essential in the aim of reaching the objective of intercultural communicative competence.

#### **5 CONCLUSION**

Today's globalization requires language learners to develop not only their linguistic competence but also their intercultural communicative competence to solve cultural gap between people from other cultures. It also increases cultural awareness to broaden learners' mind to enhance cultural understanding and tolerance. To deliver the value of intercultural language learning in Indonesia, it is proposed some steps integrated in scientific approach used in 2013 curriculum. Further, the content and topic given is global topics which can be integrated to topics which already set in 2013 curriculum. To deliver



the content and topic in intercultural language learning, teachers' attitude toward the issue play a great role to enhance students' interest and motivation to fulfill the objective of intercultural communicative competence.

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# ERRORS IN WRITING A THESIS STATEMENT MADE BY STUDENTS OF ENGLISH DEPARTMENT UDAYANA UNIVERSITY

**Ni Ketut Sri Rahayuni**  
ketutsrirahayuni@gmail.com

*English Department, Udayana University*  
Jl. Pulau Nias no 13, Sanglah Denpasar

## ***Abstract***

*A good thesis statement for an essay fulfills some requirements. Those requirements are: it is a complete sentence, it is limited to one clear idea, it expresses an attitude or an opinion, and it is a statement that can be argued. Formulating a good thesis statement is still hard to do, especially for the students. The teacher needs to find out the best way to guide them in making a good one. The purpose of this study is to find out the best way in teaching how to write thesis statement for students of English Department, Udayana University and to find out what are the common errors occurs in their thesis statement writing. The theories applied in this research were Error Analysis by Jack. C. Richards (1974) and Thesis Statement by Emily Hutchinson (2013). From data analysis it was found that from four points need to be fulfilled in a thesis statement, most of the students already wrote it in a complete sentence. Their statements already start with a capital letter and end with a period. Those statements already consist of a subject, a predicate, an object or a complement. These components make the statement is a complete thought. But most of them consist of many ideas. The thesis statement written by students expresses opinion or attitude. It categorized an opinion because there are no empirical evidences or facts in the statement. By giving their opinion, those thesis statements can also be argued. The errors made by the students in terms of points in writing thesis statement is mostly because they think that they can propose many ideas in one thesis statement. This can cause too much information in the essay read by the readers. Third conclusion is that some students made grammatical errors which categorized as intralingual errors occur because of incomplete application of rules, faulty generalization and failure to learn conditions under which rules apply.*

***Keywords: Thesis Statement, Error Analysis, Essay***

## **1 INTRODUCTION**

Writing in college often takes the form of persuasion—convincing others that you have an interesting, logical point of view on the subject you are studying. In college, course assignments often ask you to make a persuasive case in writing. You are asked to convince your reader of your point of view. This form of persuasion, often called academic argument, follows a predictable pattern in writing. After a brief introduction of

your topic, you state your point of view on the topic directly and often in one sentence. This sentence is the thesis statement, and it serves as a summary of the argument you'll make in the rest of your paper.

There is one problem can be formulated related to that background. Formulating a good thesis statement is still hard to do, especially for the students. The teacher needs to find out the best way to guide them in making a good one. Some errors still occur in student's writing related to thesis statement. The definition of error analysis is given by Brown (as cited in Ridha, 2012, p. 26). He defined error analysis as "the process to observe, analyze, and classify the deviations of the rules of the second languages and then to reveal the systems operated by learner". Many scholars have stressed the significance of second language learners' errors. Corder (1967), for instance, in his influential article, remarks that "they are significant in three different ways. First, to the teacher, in that they show how far towards the goal the learner has progressed. Second, they provide to the researcher evidence of how a language is acquired, what strategies the learner is employing in his learning of a language. Thirdly, they are indisputable to the learner himself because we can regard the making of errors as a device the learner uses in order to learn" (p. 161). The scope of this study is error analysis on how the students of English Department formulating a thesis statement.

The purpose of this study is to find out the best way in teaching how to write thesis statement for students of English Department, Udayana University and to find out what are the common errors occurs in their thesis statement writing.

## **2 METHOD**

The data in this study was taken from expository writing assignment of English Department students. There were 15 writing assignments from 30 students of English Department, Udayana University used in this data. The students were in their first year or 2nd semester in this university, both regular class and non regular class. From 15 data, there were only 6 chosen as samples for analysis of this study. The type of this study is a research study because we want to analyze the errors made by students in their writing assignment. Research method of this study can be divided into method of collecting data and method of analyzing data. In collecting the data, there were no specific reasons or considerations in selecting which assignment was chosen. From two classes of expository writing taught by the writer, 15 assignments were taken as the data. Then there were only 6 data selected as the samples to be analyzed. The data was collected by note taking technique. In analyzing the data, qualitative method were chosen. In analyzing the data qualitatively, the writer analyze each thesis statement from one student related to the points should be informed in a good thesis statement.

## **3 FINDINGS AND DISCUSSIONS**

A good thesis statement for an essay fulfils the following requirements that are stated by Hutchinson (2013).

- (a) A thesis statement is a complete sentence.
- (b) A thesis statement is limited to one clear idea.
- (c) A thesis statement expresses an attitude or an opinion
- (d) A thesis statement is a statement that can be argued.

Analysis of data:

#### **Data 1**

Patricia Y. Bangsawan

Thesis Statement:

**Having a career in a metropolitan city like New York can lead you to many possibilities and euphoric paths to success and happiness.**

<u>Having a career in a metropolitan city like New York</u>	<u>can lead</u>	<u>you</u>
S	P	O
<u>to many possibilities and euphoric paths to success and happiness.</u>		
C		

Analysis:

From data 2, it can be analyzed that the student already wrote it in a form of complete sentence. This statement starts with a capital letter and ends with a period. It consists of a subject, a predicate and an object which makes it a complete thought. The subject of the sentence is a noun phrase which consists of some elements.

The second point that should be fulfilled is it has to be one clear idea. On this statement, the student can explain the idea clearly. She already mentioned the effects of having a career in a metropolitan city. On the other hand, she did not mention one idea only. She explained about two effects (lead to many possibilities and lead to euphoric paths. It can cause too much information given to support this idea about this idea.

The third point in a good thesis statement is it expresses an attitude or an opinion. This data shows that it is an opinion. Patricia as the writer already fulfills this criteria because she wrote what she thinks about the effects of having a career in a metropolitan city like New York.

The fourth point should be fulfilled in a good thesis statement is that it can be argued. This means both the writer and the reader of the essay can give their opinion to support the idea or to argue it. If the writer of the essay gives one clear idea that she/he explains in details after the thesis statement, then she/he can also give the argumentation on that essay.

This student wrote her thesis statement correctly in terms of grammatical. Even when she proposed more than one idea in a thesis statement, she could arrange it in proper order.

#### **Data 2**

Reinhard Leonardo

Thesis Statement:

**The concept of mall in big cities is developing so fast, not only sell and service, people interested to enjoy the concert, conference, and other events**

**in the mall. Mall should be keeping the development to be perfect, so a lot job will filled by many people.**

The concept of mall in big cities is                      developing so fast,

S

P

C

not only sell and service, people interested to enjoy the concert, conference, and other events in the mall. Mall should be keeping the development to be perfect, so a lot job will filled by many people.

C

Analysis:

From data 3, the thesis statement is a complete sentence. Reinhard as the writer also wrote 2 sentences for a thesis statement. Both the subject and complement of the sentence consists of some elements and makes it very complex.

The second point that should be fulfilled is it has to be one clear idea. From this data, it can be analyzed that this statement is not explaining one clear idea. There is too much information on this statement. The writer gives too many points about the development of mall in big cities. He explained not just about the functions and benefits of the mall, but also about the writer's opinion and hope on keeping its development to be perfect.

This statement expresses an opinion of the writer. He already fulfills these criteria by writing his opinion about the development of malls in big cities. This opinion can also cause an argumentation from other people. By fulfilling this fourth criterion, then this thesis statement is an arguable one. Both the writer and the reader of the essay can give their opinion to support the idea or to argue it. If the writer of the essay gives one clear idea that she/he explains in details after the thesis statement, then she/he can also give the argumentation on that essay. With this argumentation, then the reader can be agree or disagree about it.

In those sentences, there was one grammatical error made by the student. He failed in constructing passive form.

.....*people interested in* ..... There should be a to-be (are) to support the verb in constructing passive form in the sentence. The correct form is .....*people are interested in*.....

This grammatical error is categorized as intralingual error which reflects the learner's competence at a particular stage and illustrates some of the general characteristics of language acquisition (Richards, 1974: 173). The lack of to-be (are) in this sentence to make the passive form indicates that the student could not apply the rules of passive form perfectly. This is also stated by Richards (1974) about one of the causes of intralingual errors is incomplete application of rules.

### Data 3

I Gde Yudhi Argangga Khrisnantara

Thesis Statement:

**Indonesian should eliminate the regular consumption of fast food because the fast food diet leads to preventable and expensive health issues, such as diabetes, obesity, and heart disease.**

Indonesian      should eliminate      the regular consumption of fast food  
S                                  P                                  O  
because the fast food diet leads to preventable and expensive health issues, such  
as diabetes, obesity, and heart disease.  
Adv

Analysis:

This statement is a complete sentence because it has a subject, a predicate and an object. The object of the sentence is a noun phrase and there is also a cause explained by using word *because*.

On this statement, the student can explain the idea clearly. He wrote about elimination of regular consumption of fast food. The writer also gave the reason of his opinion. Actually, he can only write about the elimination without giving the reason. He can support the thesis statement with some reasons after that, not in the same statement as a thesis statement.

A good thesis statement is it expresses an attitude or an opinion. This data shows that it is an opinion. The writer gave his opinion that Indonesia should eliminate the regular consumption of fast food. He supported this opinion by giving some reasons and effects of that elimination. The last point should be fulfilled in a good thesis statement is that it can be argued. This means both the writer and the reader of the essay can give their opinion to support the idea or to argue it. This statement is definitely can be argued by other people. They can just agree with Yudhi's opinion that the fast food consumption should be eliminated or they can just disagree with that idea. Other people can just think that there are other ways to prevent those diseases than just eliminate fast food consumption.

This student wrote the statement correctly in terms of grammatical. There are no grammatical errors occur in this thesis statement.

#### **Data 4**

Gusti Ayu Putu Paramitha Dewi

Thesis Statement:

**Soda machines should be replace with healthy alternatives beverage.**

Soda machines   should be replace      with healthy alternatives beverage.  
S                                  P                                  C

Analysis:

From data 5, it can be analyzed that the student already wrote it in a form of complete sentence. The writer wrote it in form of passive sentence. The second point that should be fulfilled is it has to be one clear idea. On this statement, the student can explain the idea clearly. She already mentioned her idea about replacing soda machine with healthy alternatives beverage.

The third point in a good thesis statement is it expresses an attitude or an opinion. This data shows that it is an opinion. Paramitha already fulfills this criterion because she wrote her suggestion on replacing soda machine with healthy beverage.

The fourth point should be fulfilled in a good thesis statement is that it can be argued. This means both the writer and the reader of the essay can give their opinion to support the idea or to argue it. If the writer of the essay gives one clear idea that she/he explains in details after the thesis statement, then she/he can also give the argumentation on that essay. With this argumentation, then the reader can be agree or disagree about it.

This student made one grammatical error in her sentence. The same as previous student's error, Paramitha also made incorrect form of passive sentence.

.....*should be replace with*.....*should be written* .....*should be replaced*.....

This error is categorized as intralingual one. Intralingual error reflects the learner's competence at a particular stage and illustrates some of the general characteristics of language acquisition (Richards, 1974: 173).

### Data 5

Apri Dita Rusanti

Thesis Statement:

**Big city is just appropriate place for young people**

Big city is                      just appropriate place for young people

S                                      P                                      C

Analysis:

This thesis statement is a complete sentence. The sentence starts with a capital letter and ends with a period. It consists of a subject, a predicate and a complement which makes it a complete thought.

On this statement, the student can explain the idea clearly. He wrote about the appropriateness of big city for young people.

A good thesis statement is it expresses an attitude or an opinion. This data shows that it is an opinion. The writer thinks that big city is the appropriate place for young people. This statement does not show a fact or empirical evidence and consequently it can also be argued by anyone. By giving this opinion, anyone can agree or disagree with this statement.

This data has a grammatical error in terms of the use of articles in a noun phrase. The data written was *Big city is just appropriate place for young people*. Since the student wants to write a noun phrase in the sentence, she should put an article, such as *an*, *the*. The correct form is *Big city is just the/an appropriate place for young people*.

This grammatical error is categorized as intralingual error which reflects the learner's competence at a particular stage and illustrates some of the general characteristics of language acquisition (Richards, 1974: 173). The lack of an article (the/an) in this sentence to make the correct noun phrase indicates that the student could not apply the rules noun phrase perfectly. This is also stated by Richards (1974) about one of the causes of intralingual errors is incomplete application of rules.

### Data 6

Ni Kade Lita Adiyanti

Thesis Statement:

**The big city life is more crowded than the villagers.**

The big city life is                      more crowded than the villagers.

S                                      P                                      C

Analysis:

From data 7, it can be analyzed that the student already wrote it in a form of complete sentence. It begins with capital letter and ends with a period. This sentence has a



complete thought which is also a criterion of a complete sentence. On the other hand, there is also one error in this student's writing. Since the sentence is a comparison statement, when the subject describe about the big city life (inanimate), she compared it with villagers (animate). This different kind of noun phrase to be compared makes this statement is not correct.

The second point should be fulfilled is it has to be one clear idea. On this statement, the student can explain the idea clearly. She already mentioned the comparison between the life in big city and the life as villagers. The idea that she thinks a big city life is more crowded can be supported by some supporting or argumentative sentences after that.

The third point in a good thesis statement is it expresses an attitude or an opinion. This data is definitely an opinion. When the student wrote that the big city life is more crowded than the village life without giving empirical evidences, then it can be considered as her opinion.

The fourth point should be fulfilled in a good thesis statement is that it can be argued. Since the statement is about the writer's opinion that big city life is more crowded than village's life, it opens a chance to argue this statement. Anyone can agree with this opinion, while the other can disagree with it based on their perspectives.

This thesis statement has an error in terms of the noun phrase to be compared in a sentence. Since the sentence is a comparison statement, when the subject describes about the big city life (inanimate), she compared it with villagers (animate). This different kind of noun phrase to be compared makes this statement is not correct. The correct statement is *The big city life is more crowded than the village life*.

This grammatical error is categorized as intralingual error which reflects the learner's competence at a particular stage and illustrates some of the general characteristics of language acquisition (Richards, 1974: 173). Errors in the choice of words in this sentence shows that the student needs to learn more about the differences between the inanimate word (village) and animate (villager). This is also stated by Richards (1974) about the causes of intralingual errors are faulty generalization and failure to learn conditions under which rules apply.

#### **4 CONCLUSIONS AND SUGGESTIONS**

From data analysis above, there are some conclusions.

First, from four points need to be fulfilled in a thesis statement, most of the students already wrote it in a complete sentence. Their statements already start with a capital letter and end with a period. Those statements already consist of a subject, a predicate, an object or a complement. These components make the statement is a complete thought. But most of them consist of many ideas. The students put more than one idea about each subject in one thesis statement. The second conclusion is that most of thesis statements written by students already express opinion or attitude. They give their opinion because their statements contain no empirical evidences or facts. By giving their opinion, those thesis statements can also be argued. Those errors made by the students in terms of points in writing thesis statement is mostly because they think that they can propose many ideas in one thesis statement. This can cause too much information in the essay read by the readers. Third conclusion is that some students made grammatical errors which categorized as intralingual errors occur because of incomplete application of rules, faulty generalization and failure to learn conditions under which rules apply.

From the analysis of data, some suggestions can be proposed:

The teacher should give a brief explanation about each point that should be fulfilled in a thesis statement before students write their statements. The teacher should inform the students that they need to emphasize one clear idea in one thesis statement. This will make the reader understand their essay easily.

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# BRINGING 21<sup>ST</sup> CENTURY SKILLS INTO THE YOUNG ENGLISH LEARNER'S CLASSROOM

**Frances Treloar**

frances.treloar@frantreloar.plus.com

*Marshall Cavendish Education*  
Singapore

## ***Abstract***

*In our globalized world, English is more important than ever. However, young people need more than just language skills to enable them to succeed in later life. They need to be prepared for the future and to learn to be confident, articulate and informed citizens of the world. This presentation aims to demonstrate how 21st century skills such as communication, collaboration, critical thinking, creativity and global awareness can be infused into English lessons developed for young learners.*

## **1 INTRODUCTION**

It is not surprising that defining '21st Century skills' is no easy task, since their importance is recognized by such a wide and varied range of interest groups, from politicians, through academics and teachers, to employers. It may be a difficult term to define, and yet it is probably true to say that most people have ideas about what they *should* be.

In the workshop, the broad range of skills seen as necessary 21st Century skills will be briefly explored, before moving on to concentrate on a narrower range for the remainder of the session. This more selective range of skills will focus on 21st Century skills that can be brought into the classroom of primary-school-age learners of English, whilst keeping language learning as the main objective.

## **2 COMMUNICATION**

Clearly, everything about teaching and learning a new language should increase the learner's communication skills, and there is nothing particularly '21st Century' about that. However, the ability to use the constantly-evolving methods of communication in the digital age does demand new skills. These include understanding new terminology, choosing the most appropriate medium of communication, reading and evaluating messages, listening effectively, turn-taking, following conventions in writing and speaking, communicating messages clearly and accurately and so on. Examples will be given of how course materials can promote communication skills in a way that is accessible to the target age group whilst they learn English.

### **3 GLOBAL AWARENESS**

Increasing understanding of other peoples and their lives, customs and attitudes is generally accepted as a valuable part of any education, not only on a global scale to help improve international relations, but also to enable individuals to succeed in an increasingly transnational workplace. One of the positive aspects of language learning has always been that it involves more than simply mastering another tongue. It inevitably gives the learner insights into other cultures and other ways of thinking. Extending this to a global context for the 21<sup>st</sup> Century enhances language learning still further. Examples will be given of how course materials can promote global awareness in a way that is accessible to the target age group whilst they learn English.

### **4 CRITICAL THINKING**

A good broad definition of ‘critical thinking’ is ‘focused, careful analysis’. Some people might call this a ‘left brain’ function. Critical thinking is increasingly recognised as a vital skill both for learning and for success in the workplace. In response to past criticism from employers and higher education institutions that school leavers lacked critical thinking skills, it is now taught in some contexts (for example in British secondary schools) as a separate subject. But there are critical thinking skills that can be readily taught as part of an English course, too. These include problem solving, tracking cause and effect, comparing and contrasting, describing, explaining, evaluating and classifying. Examples will be given of how course materials can promote such critical thinking skills in a way that is accessible to the target age group whilst they learn English.

### **5 CREATIVITY**

Creative skills are what some might call ‘right brain’ skills such as design, innovation, invention, using the imagination, entertaining others through music, drama and dance, producing original art or written work, questioning, and pushing the boundaries of possibilities. As well as enriching an individual’s personal, educational and social lives, these skills are particularly useful in fostering enterprise and innovation in business. While many of these skills are taught as stand-alone subjects (art or drama for example), there are many activities that can bring them into the English classroom too. Examples will be given of how course materials can promote creative skills whilst learning English in a way that is accessible to the target age group.

### **6 COLLABORATION**

If collaboration is defined as ‘working with others to achieve a shared goal’, we can all recognise the importance of this skill in most aspects of learning, working and social living. It might be argued that this skill has always been important in most spheres of life, but in the 21<sup>st</sup> Century, the use of social media and instant feedback has made the ability to negotiate, avoid conflict, resolve conflict, empathize, be a leader, make decisions and delegate, have become ever more necessary. Examples will be given of how course materials can promote collaboration in a way that is accessible to the target age group whilst they learn English.

# THE IMPLEMENTATION OF ESP FOR ECONOMICS STUDENTS: INCONGRUENCY BETWEEN THEORY AND PRACTICE

**Ika Puspitasari**  
**Hajar Anisa Perdana**  
h.annisaperdana@gmail.com

puspitasari.ika1@gmail.com

Universitas Brawijaya, Malang  
Fakultas Ilmu Budaya  
JL. Veteran, Malang 65145. Telp +62-341-575875

## **Abstract**

*To comprehend the current practice of English for Specific Purposes (ESP), many parties are expected to provide the information on what type of ESP needed from the Faculty, alumni and end-users, as well as for materials designing and teaching. Since many parties are involved, there might be some misunderstandings among them. The discrepancy might be caused by the faculty's unawareness on the current situation. When incongruency transpires, it causes difficulties on the teachers during classroom activities as precise information is very crucial for the ESP to run well, especially in the practice of teaching, materials selection, and development. Aside from the aforementioned issue, the classroom input become another setback of the implementation of ESP. Ideally, this course is aimed for the students who have mastered general English so that the English offered will truly be for specific purposes. Yet, the reality shows there are many low-skilled students. Consequently, the applications of ESP need to be revisited in order to have a clear comprehension for future betterment. It is in line with Tsou and Chen (2104) who think that Evaluation of the implementation of ESP courses is greatly needed. Then, this study is aimed at disclosing on some of the major aspects of ESP for Economics students to reach a better understanding of the issues raised above. This study occupies descriptive qualitative methodology employing interview, questionnaire distribution and classroom observation. The result is then expected to give benefits as it would assist English teachers in providing the correct practice of ESP.*

**Keywords:**ESP, English for Economics, Incongruency

## **1 INTRODUCTION**

The rapid growth of international cooperation and globalization, especially in the Economics sector, made English language a necessary skill for future specialists to obtain a well-paid job. It is also considered to be the means for further professional development and the required condition for professional world-wide. In order to be prepared for that

condition, the future professionals should be trained excellently well earlier during their studies in university. taking all these factors into account we set the following range of questions to be answered while preparing the material for the English for Specific Purposes (ESP) course: (a) What are the needs of my students? (b) What type of syllabus should we apply? (c) How to select authentic materials needed for this course? (d) How to assess the course? (e) How to evaluate the course? This article is the result of our reflections over these issues.

This research on language learning strategies has long focused on the significance of theory and practice in hand with the development in English as a second language instruction as part of the development of language competence and preparing students for their academic study. One of the recent studies is Peacock and Ho's (2003) study of 1,006 ESP students' language learning strategies across eight disciplines: Building, Business, Computing, Engineering, English, Maths, Primary Education, and Science. In particular, with regard to its influence on English Language Teaching, ESP movement has moved the focus away from structural to topical and thematic orientation. For all these reasons, some authorities feel that ESP is in essence communicative (e.g. Brumfit, 1977). However, the content used in such courses is sometimes an issue because of the heterogeneity of students' disciplines and institutional limitations in providing discipline-specific ESP instruction. Therefore, the study reported in this paper looked into how teachers mediated by the use of content, materials, tasks and activities, assessment and evaluation, in order to prepare for students to undertake requirements in their academic study, in this case in Management Department, Faculty of Economics and Business. The issue of concern is how much students employ what we teach them in ESP classes in their academic study and their personal expectation. From above rationalization, the stated research problem can be: How could ESP courses mediate students' use of language communicatively for their academic success? And what are the students' expectations toward the ESP course?

Dudley-Evans (1997) offered a modified definition for ESP. The revised definition Dudley-Evans and St. John postulate is the extension of the definition proposed by Strevens (1988) in terms of absolute and variable characteristics. According to Dudley-Evans and St. John (1988), in terms of absolute characteristics, ESP is defined to meet specific needs of the learners, makes use of the underlying methodology and activities of the discipline it serves, and is centered on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities. In terms of the variable characteristics, ESP may be related to or designed for specific disciplines, may use, in specific teaching situations, a different methodology from that of general English, is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation, and could also be for learners at secondary school level, is generally designed for intermediate or advanced students, assume some basic knowledge of the language system, and can be used with beginners.

## **2 METHOD**

The method chosen for this study is descriptive qualitative in order to provide the information needed to answer the previously formulated research problems. Two instruments, namely questionnaire and interview, were employed to collect the data. Questionnaire was developed to be distributed to students of Management Department, Economic and Business Faculty, Universitas Brawijaya. 30 students were employed and were randomly chosen. Those students have joined ESP class so that they were the appropriate subjects for the data collection required for this study. The questionnaire

consisted of some questions asking whether or not the ESP class they joined in was inline with the theory formulated. Among others are the questions on the materials discussed in the teaching and learning sessions, the topics discussed, the difficulties they have in learning English for Specific Purposes, and whether or not traces of General English can still be found.

Another instrument employed for this study is interview which were conducted to the lecturers of English for Specific Purposes in Management Department of the Faculty of Economic and Business. For the ESP teaching in that faculty, and almost in the entire university, the lecturers are taken from both English Literature and English Language Education study programs who belong to the Faculty of Cultural Studies. For the need of this research, 8 lecturers became the subjects of this study. No specific criteria was set in choosing which lecturers were for the interview. Instead, it was decided only based on their time availability. Several questions were given to them with the intention of investigating whether or not they have been implementing ESP in the teaching of English in the Management Department, and the problems they have been dealing with during the teaching and learning processes. Semi-structured interview was utilized in order to gain more information on the subject discussed and to make sure that important information which might be beneficial for the research can still be treasured.

### **3 FINDINGS AND DISCUSSION**

From the interview, it was found that there were several beliefs the lecturers regarding with the objectives they set for the ESP teaching and learning process. Among those objectives are to equip students with vocabulary mastery, expressions, and reading materials related to the students' field of study, teaching all four language skills which are writing, speaking, reading, listening. The other aims set for ESP teaching and learning are to provide the students with the communication skills so that they will be able to actively participate in the discussions or communication on their field of study using English.

In regards with the questions addressing the existence of syllabus to guide the lecturers during the teaching and learning process, the lecturers answers vary. Some of them mentioned that syllabus was employed while the rest stated that no syllabus was employed. The fact was that no syllabus was available from the faculty since the appointment of the lecturers teaching in that particular department usually came in such a short notice. Therefore, lecturers found other ways to collect information on what to do and what to teach. Some distributed questionnaire to investigate what the students need to learn English for, while the rest seek help from the lecturers who previously taught the subjects. The faculty itself did not provide information on what they expect from the teaching and learning process of ESP so that lecturers had to make the decisions without the involvement from the faculty.

As for the teaching and learning materials, teachers had different references. Some of them compiled the materials from many sources available on the market for purchase. Meanwhile, others simply used the handout compiled by other lecturers for their classes previously. Besides, sometimes the lecturers also equipped the students with some materials for vocabulary enrichment and also some articles for reading purposely selected to adjust with their reading ability. So far, a handout is available yet it is perceived to be no longer suitable to be used for the recent ESP class for the reason that the content is no longer suitable with the needs of the students identified from the questionnaires distributed at the beginning of the semester.

It is necessary to mention here that the ESP classes are usually big, consisting of approximately 35-50 students in each class. With the so many students in each class, the

students proficiency of English varies as well. Many skills are integratedly presented during the teaching and learning processes. However, among those four skills, reading, writing and speaking are given more emphasizes. Since information regarding the expected learning outcome from the department is currently unable being accessed, lecturers have their own perspective on which skills of language are more accentuated. Some highlighted the reading skills, and some on the speaking. Their reasons are somewhat based on the information attained from the questionnaire and the theories of ESP and English Language teaching and learning they have faith in. Writing skill is inserted in between the topics with the conviction that Management students will one day need the know-how to write business letters. As for the topics, lecturers chose the ones which were still in the area of their field of study. In regards with the topics selection, some lecturers designed a specific questions on what the students had learned in the previous semester, what subjects were taken at that time being and what topics the students would have to deal with during their study ahead. The topics, among others, are companies, management, human resources and others. Sometimes, the topics chosen did not specifically related with management. Instead, the topics on Economics, in general, were also used due to the unavailability of the specific material on management.

Lecturers used different teaching techniques such as discussion, task-based, games, presentation. It is necessary to know that some of the techniques were chosen in order to make the class easy to handle and to ensure that each and every student participate in the class activities considering that they taught big classes for language class. As for the assessment, lecturers employed performance and product assessments.

Teaching ESP in this department was not easy for several reasons. A big number of students in the class, students' low motivation, and heterogenous students' background that affect students English proficiency became the factors that made teaching ESP challenging. Apart from the previously mentioned problems, low vocabulary mastery became the hurdle the lecturers had to face in ESP teaching and learning process for Management students. Low grammar or language structure mastery became another impediment that put ESP teaching strenuous.

However, from the students point of view, in the written questionnaires and the oral interviews alike, a number of open-ended questions encouraged students to formulate their own ideas on what it takes to learn a language, and whether the necessary conditions were provided by the university context. The qualitative data thus generated is intended to provide in-depth insights into Economics students' cognitions, and to show what kind of perceptions dominate the students. This study has explored learner cognitions in ESP class, especially students' perceptions toward the objective of the ESP class, the methods of the ESP teaching, the material developed for ESP class, and the evaluation.

In the term of the objective of the ESP course, most of the students expected that by the end of the course they can speak fluently using English and can apply their English in every subject relate to Management. Whereas in the terms of teaching methods, most of the students anticipated the collaborative learning such as having discussion, doing role-play and doing presentation in groups. From these answers we can see that the students in ESP class do not like monotonous lecture done by the teacher.

Since careers in Economics and business require good leadership, communication, and negotiation skills, it is likely that Economics students either have or aspire to the prerequisite characters--open, extrovert personalities and a capability for communicating with people. Thus the learner variables outlined above would engender an overriding, discipline-specific preference for communicative, interaction-based learning and teaching, as well as a willingness to exploit opportunities to speak English independently. The results of the survey largely appear to confirm these hypotheses. It



was found that the majority of students do indeed have certain conceptions of learning and beliefs about self in common, which in turn influence both their learning behavior and their evaluation of the learning situation. The quantitative data showed high tolerance of ambiguity and willingness to communicate amongst the sample, with ratings even higher in the group of advanced students, as well as preferences for learning strategies related to a communicative learning style. These findings were mirrored in the open-ended questions and interviews, where students adduced extroversion and the willingness to initiate conversations as essential qualities of the good language learner. Respondents' notions on how languages are best learnt stress the benefits of exposure to the target language, ideally in immersion settings, and learning through oral communication. According to Benson and Lor, such views classify as "qualitative conceptions", with students constructing language as "an environment to which the learner must be responsive to learn" (1999, p.467). The dominant learning style, derived from the analysis of preferred strategies, is communicative (cf. Willing, 1994). These findings are in contrast to a number of belief studies where students' penchant for 'traditional', grammar-based instruction was at odds with their teachers' methodologically more advanced approaches (see e.g. Brown, 2009; Chavez, 2007; Peacock, 2001; Siebert, 2003), and point at context-specificity and durability of beliefs. In accordance with other research inquiring into what learner factors and processes underlie differential success (Gan, Humphreys, & Hamp-Lyons, 2004; Wong & Nunan, 2011), the quantitative results attested to differences between successful (advanced and novice students in this study) and unsuccessful students (repeaters) in terms of strategy use. Further, they indicate how stable some types of beliefs may be, with the advanced/successful cohort holding onto their facilitating beliefs after 4 years in a setting that afforded little opportunity to learn in their preferred way – because paradoxically, at the university in question, the discipline-specificity of beliefs also spelt a mismatch between student preferences and ESP programme. This conflict engendered a range of outcomes. Successful students (the advanced cohort in this study) showed awareness of their own important role in achieving their aims, adopting an active approach and adapting their preferred learning style to suit the occasion. If their goal was effective acquisition of business English, they looked to classes to provide them with the necessary specialised skills and vocabulary, and adapted their learning and practice strategies to suit this domain. In addition, however, they actively searched for opportunities outside the language classes to listen, speak and interact, in accordance with their view of language as a tool for communication. At the other end of the scale we find unsuccessful students, who reacted with disillusionment and the adoption of minimalistic surface approaches. It thus seems that the essence of what separates successful students from others is the openness with which they view the potential of all learning opportunities, implying readiness for style-stretching and autonomy.

#### **4 CONCLUSIONS AND SUGGESTIONS**

ESP has long been practiced yet some of the them still need some reevaluation on ensuring that the practices are on the right track. Since it is heftily subject specific, the ESP practitioners have to maintain its specifity in order that the aims set are achieved. It may begin with the availability of the appropriate syllabus as the guideline and reference for the teaching and learning processes. Besides, it is expected that the presence of EGP in the process is minimized to the the point that it is no longer visible if not eliminate it entirely.

The findings of this study has some implication for several parties. It is for the lecturers to provide the students with the appropriate subject-specific materials. It is also expected that the faculty will be able to provide the needed information or if they are unable to do so, there hould be a discussion with the lecturers initiated to talk on the matter. A carefull consideration shlud also be addressed to the curriculum desugner for previous education to equip the students with good English so that ESP course participants will be the ones who are no longer dealing with basic English or EGP.

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# ENGLISH WRITING PERFORMANCE OF INDONESIAN BUSINESS STUDENTS IN HIGHER EDUCATION

**Dian Inayati**  
dianina@ub.ac.id

*Universitas Brawijaya*

## **Abstract**

*Professional genre-based writing on business has been receiving tremendous attention by ESP (English for Specific Purposes) curriculum designers as well as educators in business English classrooms due to its emerging needs in business settings. Despite its importance, there has been a concern over students' English writing proficiency that might not be sufficient for effective communication. The current study thus aims at (1) identifying the extent to which business students are proficient in English writing for business practices, and (2) analyzing factors influencing their writing proficiency. Fifty-four business students enrolling in a Business Administration Program at an Indonesian public university were randomly chosen as participants. Two instruments were administered to the participants to collect the data: BULATS (Business Language Testing Service) paper-based Writing Test and semi-structured interview. The former is a standardized business English test used to measure the students' writing proficiency, while the latter employed a snowballing technique to capture the factors which might influence their success in writing by identifying the participants' background and experiences in (business) English writing, and their suggestions on how business English writing should be conducted in business English classes. The study reveals that linguistic and non-linguistic errors are among the students' major concerns in business writing tasks despite their efforts and positive attitudes toward business writing. The current study is expected to bring fruitful information for business English curriculum designers as well as educators in revisiting and developing the syllabus that takes students' factors into consideration to help overcoming their problems in writing.*

**Keywords:** *business English, ESP, genre writing*

## **1 INTRODUCTION**

English has been one of the most prominent languages in business domain due to its dominant role as a means of communication in business contexts around the world, including Asia (Bargiela-Chiappini and Zhang, 2014). Rogerson-Revell (2007) regards English as a lingua franca in business, known as Business English as a Lingua Franca (BELF), since it is highly used in international business settings involving not only between non-native English speakers of English, but also non-native and native speakers of English. Thus, it is crucial that business graduates be fluent in English, both in oral and

written communications, to strive in business (Evans, 2010; Kassim and Ali, 2010; Rogerson-Revell, 2007).

One of the English language skills required in business workplace is writing. The fast inventions of technology and overwhelming use of new forms of media in the business world has led to the use of writing as an important form of business communication (Bhatia and Bremner, 2012; Hyland, 2013). Corporate websites, emails, and social media are several common multimedia that have recently been employed to display annual business report or advertisement, all of which require high proficiency in writing. This language skill is particularly important that Karr (2001 (p.1), as cited in Bacha and Bahous, 2008) treats it as a tool to business career development as stated below:

*“Business writing will continue to be valued by recruiters and hiring professionals, who believe a person’s ability to write well can help him or her move up the corporate ladder.”*

In order to be proficient in business writing, students should be familiar with not only the linguistic factors and non-linguistic factors (Rogerson-Revell, 2007; Zhang, 2014), but also with the wide range of professional genres in business writing (Bhatia and Bremner, 2012; Hyland, 2013).

To meet this demand, educational institutions, language courses, and language testing designers have provided future business professionals with Business English Course and/or similar programs and its special assessment tests, namely TOEIC (Test of English in Communication) and BULATS (Business Language Testing Service), designed to measure their English proficiency prior to entering the business world. With regard to writing pedagogy, academics have incorporated professional genre-based business writing into business English syllabi and course outlines. Business writing tasks as in business letters, emails, business reports, and advertisements are some of the common written business genres taught in English business classes (Hyland, 2013; Zhang, 2014). This product-based writing highlights the role of “authentic tasks” as the main focus of learning to facilitate students in using their English writing skills to accomplish authentic business writing tasks.

Despite these efforts, there has been a concern whether students’ English writing performance has met the minimum standard required to strive in business workplace. Zhang’s study (2014), for instance, examined the writing proficiency of business students in China from business professionals’ point of view. It was revealed that accuracy, word connotation, and use of Chinglish were some of the problems found in their writing. Zhang further suggests that factors like linguistic and cultural aspects, formal features, process knowledge, rhetorical purpose, and content need to be taken into consideration in business writing instructions. Meanwhile, Puvenesvary (2003) highlights the different criteria employed by business professionals and academics in assessing students’ business letters. While academics considered students’ linguistic errors as lack of proficiency, business professionals tended to view the same errors as bringing an impact toward the corporate image.

Referring to the findings above, it is thus necessary to identify the extent of students’ writing proficiency in business writing tasks and factors influencing their writing performance so that immediate measures could be taken to help improve business students’ writing performance.

## 2 METHOD

To identify the extent of business students' writing performance, fifty-four students consisting of fifty Juniors and four Seniors majoring in a Business Administration Program of an Indonesian public university participated in this study. All of them have taken Business English Course focusing on business correspondence in the first year of their study. To identify their writing performance on business tasks, BULATS writing test was performed to the participants. BULATS (Business Language Testing Service) is a standardized business English test designed by University of Cambridge to measure students' English proficiency for business purposes in four language skills: listening, reading, writing, and speaking (BULATS, 2015). Since the scope of the study is on students' writing performance, only the writing section of BULATS was employed. The test comprises two parts, the first one deals with writing a business letter (50-60 words) while the other one requires the test takers to choose one of two tasks on a business report (180-200 words).

The results were then tested to measure the reliability of the scores. Inter-rater reliability was employed in this study, since this type of reliability measure is necessary for testing students' productive skills like writing (Brown, 1996; Wang, 2009). Two raters were involved in marking the students' tests, one was the researcher and the other was a colleague who experts in academic writing and ESP. In doing so, routine double-marking was conducted, in which every piece of writing was marked by two different raters who worked independently (Alderson, et al., 1995). The students' work was then marked using two BEC (Business English Certificate) General Mark Schemes for Writing designed by University of Cambridge ESOL team for each of the writing parts. The five-band score schemes refer to holistic writing rubric employed to identify the overall writing performance of the test takers on the two tasks. The scheme for Part 2 (Figure 2) is more comprehensive than that for Part 1 (Figure 1), since the task of Part 2 is longer and more sophisticated, so a different scoring rubric is required. The two sets of scores gained by the two raters were then compared to obtain their reliability coefficient using Spearman-Brown Prophecy formula (Brown, 1996).

<b>BEC Preliminary Summary of General Mark Scheme Part 1</b>	
<b>BAND 5</b>	Very good attempt at task, achieves all content points. No effort is required by the reader.
<b>BAND 4</b>	Good attempt at task, achieves all content points. Only a little effort is required by the reader.
<b>BAND 3</b>	Satisfactory attempt at task, achieves all content points. Some effort is required by the reader OR reasonable attempt at task; achieves two content points.
<b>BAND 2</b>	Inadequate attempt at task, achieving one content point, possibly with noticeable irrelevance; task possibly misunderstood.
<b>BAND 1</b>	Poor attempt at task; no content points achieved, has little relevance.
<b>BAND 0</b>	No relevant response or too little language to assess.

*Figure 1. BEC General Mark Scheme for Writing (Part 1)*

After marking and analyzing the students' written work, some of the test participants were carefully selected for an in-depth interview to collect information regarding factors influencing their writing performance. Through a snowballing technique, five participants were eventually chosen for this purpose. Using semi-structured interview, each of them was interviewed separately on different occasions to collect information on factors influencing their English writing performance, which include their background and experiences in English writing, and their opinions on how writing courses should be conducted in business English classes. The interview data were then coded and classified according to these categories.

<b>BEC Preliminary Summary of General Mark Scheme Part 2</b>	
<b>BAND 5</b>	<p>All four content points achieved.</p> <ul style="list-style-type: none"> <li>• Good range of structure and vocabulary.</li> <li>• Confident control of language; a few non-impeding errors may be present.</li> <li>• Effectively organised, with appropriate cohesion.</li> <li>• Register and format consistently appropriate.</li> </ul> <p>Full realisation of the task set. Very positive effect on the reader.</p>
<b>BAND 4</b>	<p>Three or four content points achieved.</p> <ul style="list-style-type: none"> <li>• More than adequate range of structure and vocabulary.</li> <li>• Some errors, mostly non-impeding.</li> <li>• Generally well-organised, with attention paid to cohesion.</li> <li>• Register and format on the whole appropriate.</li> </ul> <p>Good realisation of the task set. Positive effect on the reader.</p>
<b>BAND 3</b>	<p>Likely maximum for scripts of 25–50 words. Three or four content points achieved.</p> <ul style="list-style-type: none"> <li>• Adequate range of structure and vocabulary.</li> <li>• A number of errors may be present, several of which may be impeding.</li> <li>• Organisation and cohesion is satisfactory, on the whole.</li> <li>• Register and format reasonable, although not entirely successful.</li> </ul> <p>Reasonable achievement of the task set. Satisfactory effect on the reader.</p>
<b>BAND 2</b>	<p>Maximum for scripts of fewer than 25 words. Two or three content points achieved.</p> <ul style="list-style-type: none"> <li>• Limited range of structure and vocabulary.</li> <li>• Numerous errors, several of which impede communication.</li> <li>• Content is not clearly organised or linked, causing some confusion.</li> <li>• Inappropriate register and format.</li> </ul> <p>Inadequate attempt at task/task possibly misunderstood/ response considerably irrelevant. Negative effect on the reader.</p>
<b>BAND 1</b>	<p>Task misunderstood/response largely irrelevant. Up to two content points achieved.</p> <ul style="list-style-type: none"> <li>• Little evidence of structure and vocabulary required by task.</li> <li>• Serious lack of control; frequent basic errors.</li> <li>• Lack of organisation, causing a breakdown in communication.</li> <li>• Little attempt at appropriate register and format.</li> <li>• Poor attempt at the task.</li> </ul> <p>Very negative effect on the reader.</p>
<b>BAND 0</b>	<p>Achieves nothing. Totally irrelevant or illegible.</p>

*Figure 2. BEC General Mark Scheme for Writing (Part 2)*

### 3 FINDINGS AND DISCUSSION

This study is aimed at analysing business students' writing performance and identifying factors influencing their writing performance. The findings for each of them and their discussions are elaborated in two different sub-sections below.

### 3.1 Business Students' Writing Performance

To identify the overall writing performance of the students' writing, it needs to measure the Mean and Standard Deviation (SD) scores of the students' test results. After listing the scores of the test by the two raters, the Mean and SD scores from each of them were tabulated in the following table:

	M Part1	SD Part1	M Part2	SD Part2	M Total	SD Total
<b>Rater 1</b>	3.15	1.072	2.85	1.49	6.0	2.31
<b>Rater 2</b>	3.30	1.072	2.91	1.68	6.2	2.44

*Table 1. Means and Standard Deviations of the BULATS writing test by two raters.*

Using Spearman-Brown Prophecy formula to gain the reliability coefficient, it was then revealed that the reliability coefficient of the marking done by the two raters is 0.93, which means that 93 percent of the test scores are reliable. As seen in the table above, the differences between the scores of Mean and those of SD by the two raters are insignificant. Referring to the Mean scores, it shows that the average writing proficiency of the students in Part 1 was slightly better than that in Part 2. Regardless, the test results marked by the two raters show relatively positive result, since the majority of them managed to reach the band of 3 and above of the 5-band score based on the Mean scores in each of the writing parts. Some of them were even able to gain a perfect bandscore of 5 in both tasks, with very good attempt at task, all content points achieved, and no effort required by the reader.

In Part 1, students were required to reply a letter from a hotel asking them to confirm the booking of the hotel's Conference Centre on 17th November, to mention the number of the attended people, and to explain the lunch arrangements. Some of the part-one excerpts representing the students' perfect work are provided below:

1) Part-one excerpt by Jaya (pseudonym/male):

*Thank you for your kind reply. Based on the information you just gave me, I will be more than happy to have the chance to use the Conference Centre. I would like to book the venue starting from 11 am until 7 pm. I expect around 100 people. For the lunch arrangements, it would be wonderful to have Nasi Tumpeng, as it will fit the theme of the celebration.*

2) Part-one excerpt by Sari (pseudonym/female):

*I would like to confirm the booking of your Conference Centre for 17th November. The number of attendance of the conference will be around one hundred and fifty people. As for the meal requirements, I want it to be arranged in a complete course consist of appetizer, main course, and dessert and will be served to each of the attendance table. As for the beverages, I require tea, coffee, and mineral water. That's all for the lunch arrangement that I require. Please do confirm to me the menu you have for each of the course. Thank you.*

As seen from the excerpts above, the two students were successfully able to deliver the task well with minimum errors. Sari made quite a number of errors on formal

features, such as the dominant use of imperatives and informal expressions, like “just,” “want,” and “that’s all,” all of which should have been avoided in formal letters. A meaningless phrase was also found in Sari’s as in “attendance table,” which might have meant ‘guest’s table.’ Meanwhile for grammar, both of them made almost no significant errors, some of which found were “consist of” and “will be served,” each of which should have been in the form of adjective phrase “consisting of” and “served,” respectively. Despite these errors, their writings are intelligible and relatively acceptable in business contexts.

While the majority of them were subjectively successful in accomplishing the tasks with some technical errors, few of them made an unsuccessful attempt at accomplishing the task by misinterpreting the instruction as seen in the excerpts below:.

3) Part-one excerpt by Fanda (pseudonym/male):

*Thank you for asking my confirmation.*

*I'll receive and confirmation that I using your place. May I have know about many people will attend? And can you explaining lunch arrangements require?*

*Thanks for your attention.*

4) Part-one excerpt by Nurma (pseudonym/male):

*Thank you for your letter. Conference Centre is available on 17<sup>th</sup> November. You can use the conference centre on 17<sup>th</sup> November and 100 people will attend. We require for 100 people. So I confirm you can use conference centre on 17<sup>th</sup> November.*

It is evident from the two excerpts that both of them misinterpreted the instruction. Although Fanda was able to respond to the content point on the booking, he failed to achieve the other two points, since he mistakenly assumed that it was the sender who booked the centre. A similar case is also found in Nurma’s writing which to most extent was relatively more intelligible, rhetorically better, and grammatically error-free than Fanda’s.

As mentioned earlier, Part 2 requires the students to choose one of the two tasks asking them to compose a business report. The business report in Task 1 deals with a report suggesting a training course for selected company staff while a report recommending an office building becomes the topic in Task 2, each of which was equally chosen by the participants. However, the participants were apparently more struggling with the task in this part, since it is longer and requires more knowledge-sharing on business than that in Part 1.

Since the participants’ knowledge on business was required to accomplish this task, quite a range of vocabulary on business was found, particularly, in the writing of Task 1. Such terms as “affiliation,” “Human Resource Development,” “subsidiary,” “Senior Head,” “terms of payment,” “purchasing division,” “CEO,” “logistics,” “supply chain,” “warehousing,” and “finance,” are some of the examples found in their writings. However, although nearly all of the participants were able to achieve the content points requested, a few grammatical errors and problems on organization and cohesion were still reflected from their writing. As found in Part 1, the students’ writings in Part 2 were also struggling with formal registers, which is required in formal business report composition. These problems may explain the slightly lower Mean and SD scores of Part 2 compared to those of Part 1 (see Table 1). Overall, regardless of the errors found, the students’



writings in both parts were relatively intelligible and considerably successful in achieving the content points requested.

### 3.2 Factors Influencing Students' Writing Performance

Through a snowballing technique, five participants were eventually chosen for an in-depth interview. Using a semi-structured interview, they were asked regarding their background and experiences in English writing, and opinions on how business writing instructions should be conducted. Concerning their experiences in studying business correspondence during their Business English course, all of them agreed on and valued its importance due to its dominant role in business contexts, as Jaya and April (pseudonym/female) described below:

*"It's very important, especially in export-import division which I am now interested in. In this division, there are a lot of correspondence and reporting activities involved, which requires me to have excellent proficiency in writing to help readers understand the message being delivered, otherwise it would be fatal." (An excerpt retrieved from Jaya's response on the interview)*

*"It's very important especially in a situation when communication by phone is not supporting (for instance, due to time and signal issues), so writing becomes an alternative means of communication in business." (An excerpt retrieved from April's response on the interview)*

The responses above reveal their positive values and attitudes toward the significant role of writing in business, which may eventually play a role in their efforts and motivation to learn, as in the following responses by Irza (pseudonym/male) and April, respectively:

*"I used to take a private course on business communication, which helps me a lot in improving my oral and written English, since I learned a lot of business terms and how to use them in business contexts." (An excerpt retrieved from Irza's response on the interview)*

*"I read a lot of English articles, news, stories, etc., and translate the difficult vocabulary found by consulting the dictionary. This will enrich my vocabulary. I used to read the grammar section on TOEFL Preparation Book, but not anymore." (An excerpt retrieved from April's response on the interview)*

As seen from the responses above, none of the learning efforts and strategies involved writing, but they argued that these efforts have helped them improve their vocabulary, which is essential in writing. Vocabulary and grammar were emphasized in the students' English learning as all of them admitted that accuracy seems to be their biggest concern in writing. Jaya specifically highlighted the problem on mastering technical business terms, since the Business English course was provided in the first year of their study while he was still struggling with these terms.

Regarding the materials in this course, all of them agreed that the writing topics and materials learned in the course are suitable and applicable with what they would need in the workplace. However, all of them complained that lack of English material varieties, and writing activities in particular, may have hindered them from improving their English for business communication purposes. They requested for more business English courses, especially writing, to be available in almost every semester instead of only six credits (two-semester course).

Nura (pseudonym/female), for instance, suggested that business writing should involve not only business correspondence, but also other business writing tasks, such as business proposals, reports, curriculum vitae, cover letters, and advertisements, which are significant in business contexts. Meanwhile, Jaya and April asserted the focus of writing course not only on professional genre on business, but also on academic genre, such as composing abstracts, academic articles, research proposals, in English which they would need for academic purposes as well as for shaping their writing. A suggestion to integrate business professionals into their academic business English writing course was proposed by Dinda (pseudonym/female) as follows:

*“The Faculty should invite business professionals who are proficient in business writing to explain what writing demands required by companies, so it would help us when working in MNC (multinational companies).” (An excerpt retrieved from Dinda’s response on the interview)*

Dinda’s suggestion addresses the need of the Faculty to involve business professionals into business English instructions to ensure that the demands required by the corporate have been met by the academics as well as business graduates.

### 3.3 Discussion

As revealed in the findings above, issues regarding accuracy, formal features, generic structure, organization, and cohesion seem to be the most common problems emerged. These problems may be due to the focus of writing instruction on product while ignoring process (Hyland, 2013). Since the objective of Business English course in the program is to enable students to write business correspondence in English (Business Administration Department, 2014), the focus of the instruction is thus on producing business letters and emails as the writing products. The various topics on business letters and emails needed to be covered in the course may have ignored academics to concern with the process. Consequently, despite the students’ ability to write business letters, they were still struggling with the way the written messages were delivered contextually and accurately (Zhang, 2014). This is a crucial issue considering business professionals’ view on linguistic errors in business texts as ‘damaging’ the corporate image (Puvanesvary (2003). Thus, an additional course on academic writing, which incorporates process and product, may be appropriately provided for business students considering the needs to improve their writing for academic purposes as well as learn how to write well in a complex diversity of genres, contexts, and practices. Further research investigating the role of process writing, in addition to product, in business English writing classes is also worth conducting.

Furthermore, the struggles faced by the participants while accomplishing the task in Part 2 on a business report apparently expose the limited range of business genres taught in Business English classes. Teaching merely business correspondence is obviously inadequate, since business written tasks comprise not only business letters and emails, but also business proposals, business reports, advertisement, and even memos, all of which require different generic structures, rhetorical features, and diction (Bhatia and Bremner, 2012; Hyland, 2013). Hence, Business English courses addressing various business genres of writing are worth providing to teach students particular kinds of business written tasks valued and expected in the business settings.

The participants’ positive values and attitudes toward writing as shown from the aforementioned responses may have played a role in their writing performance. As in the case of Jaya, his positive attitude and awareness of the importance of writing has led him to perform well in writing. This is in line with Hashemian and Heidari’s (2013) showing a

relationship between business students' positive attitude and their writing skill. The participants' positive attitudes toward business writing are also reflected from their suggestions on how writing instructions should be conducted in Business English classes. The prominent suggestion given by Dinda in particular has shed lights on the importance of a collaboration between business professionals and academics in designing an English for business communication syllabi and materials that meet the demands of the business settings (Bhatia, 2008; Bhatia and Bremner, 2012; Kassim and Ali, 2010; Zhang, 2007). Hence, studies on how professionals and academics collaborate in business English writing syllabus designs should be investigated.

#### 4 CONCLUSIONS AND SUGGESTIONS

Since writing has been receiving an enormous attention in the business contexts, issues on how writing is taught in business classes and whether students have achieved the standard proficiency level of business writing required by corporations have been the concerns of researchers and academics. The extent of the students' writing proficiency level would eventually identify the success of business writing pedagogy. Thus, it is crucial for the academics to take students' factors into account in designing a Business English course which accommodates the students' as well as the business practitioners' needs.

With regard to the findings, some suggestions are provided for the Business Administration Program administrators and academics. Considering the linguistic and generic structure issues faced by the students in business writing, they could take the students' problems and suggestions into account by providing a business writing course that incorporates process and product writing approaches by involving not only the academics but also business professionals. In addition, since the raters involved in the study did not come from the professionals, further studies in the same area may include different views from at least one academic and one professional as the raters to gain more objective and reliable results.

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# WASHBACK EFFECT OF NATIONAL EXAMINATION ON EFL TEACHING

**Sholeh Setiaji**

setia.aji10@yahoo.com

*SMA IT AL Irsyad Al Islamiyyah Purwokerto*  
Purwokerto, Central Java, Indonesia

## **Abstract**

*Though National examination (NE) does not determine the students' graduation any longer, the Indonesian government through the ministry of education still consider administering NE which is used as the standardization of education and the consideration of state universities admission. As a high stake testing which can causes various washback effects, NE in Indonesia has triggered never-ending debates. However, either the proposition or the opposition are not grounded on the basis of research results. This study tries to investigate the phenomenon of washback effects in a secondary school teacher context by conceptualizing a teacher's perceptions of English National Examination. Theoretically relevant concepts were derived from qualitative interviews and classroom observation with an experienced English teacher of a senior high school in Banyumas regency. Iterative data collection and analysis revealed: (1) the dimensions of the washback effect of the NE which are strong, positive and negative, specific and for a short term; (2) the NE influences on the teacher's teaching including the areas of curriculum, teaching method, materials, feeling, and assessment; and (2) a set of local conditions that make the teacher divert language teaching towards preparing students for the NE including teacher's belief, school's expectation, parents' expectation, students' motivation and students' academic competence. The great tendency of the teacher in focusing the teaching on NE seems too strong to be erased. Therefore, it is suggested for the NE administrator to start formulating an examination which can turn the direction of the washback effect to the real goal of EFL teaching that is communication.*

**Keywords:** *Washback Effect, National Examination, Teachers' Teaching.*

## **1 INTRODUCTION**

A high-stake test like national examination (NE) is commonly administered in many countries. In the Indonesian context, NE is used as the measurement of the graduates' competence nationally. As many research findings suggest, such tests will influence the teachers' teaching and students' learning as they should be to prepare students to be successful on the test (Amengual Pizarro, 2010; Munoz & Alvarez, 2010; Kennedy & Lui, 2013; Özmen, 2011; Chang, 2014). This kind of phenomenon is commonly known as "washback" effect of test (Alderson & Wall, 1993; Hughes, 2003). Various explanations of the term 'washback' are stated throughout the published researches and literature on

language testing. Broadly defined, washback is viewed as the effect of test beyond the classroom to the whole stakeholders of education system and society (Ostovar-Namaghi, 2013). The narrower definition suggests that washback refers to the effects of tests on the instruction in terms of the preparation for the tests (Brown & Abeywickrama, 2010). In this study, the narrow definition of washback will be adopted. It is addressed to washback at a micro level within the classroom to investigate NE influence on teacher teaching.

Watanabe (1997b in Cheng, Watanabe, & Curtis, 2004) conceptualizes washback on some dimensions each of which represents one of the various aspects of its nature: (1) *Specificity*: washback may be general or specific. General washback means a type of effect that may be produced by any test. On the other, specific washback refers to a type of washback that relates to only specific aspect of a test or one specific test type. (2) *Intensity*: washback may be strong or weak. If the test has a strong effect, then it will determine everything that happens in the classroom, and will lead all teachers in the same way toward exams. On the other hand, if a test has a weak effect, then it will affect only a part of the classroom events, or only some teachers and students, but not others. (3) *Length*: the influence of exams, if it is found to exist, may last for a short period of time, or for a long time. (4) *Intentionality*: Messick (1989 in Cheng, Watanabe, & Curtis, 2004) implies that there is unintended as well as intended washback when he wrote that judging validity in terms of whether a test does the job it is employed to do...requires evaluation of the intended or unintended social consequences of test interpretation and use. (5) *Value or direction*: examination washback may be positive or negative. Because it is not conceivable that the test writers intend to cause negative washback, intended washback may normally be associated with positive washback, while unintended washback is related to both negative and positive washback. When it comes to the issue of value judgment, the washback research may be regarded as being a part of evaluation studies. The distinction between positive and negative could usefully be made only by referring to the audience.

In the educational practice, washback is deemed to affect some areas. Spratt (2005) shows in detail what areas in teaching and learning considerably affected by washback. The first affected area is the *curriculum*. The results of some studies carried out on washback revealed that examination had a demonstrable effect on the content of language lesson (Alderson & Wall, 1993). This effect was that of the narrowing of the curriculum to those areas most likely to be tested. Moreover, washback is believed to affect *teaching materials*. As the exam getting closer there is greater spending of time working with past paper and exam-related published material (Andrews, Fullilove, & Wong, 2002). At last, *teaching methods* are also considered to be affected by washback. The type and amount of washback on teaching methods appears to vary from context to context and teacher to teacher. It varies from no reported washback to considerable washback.

Despite the big number of researchers' claims on the existence of washback effect, the complexity of this phenomenon remains unclear (Barletta & May, 2009). The findings of washback studies regarding teachers' teaching are disparate and too varied to provide an explicit conclusion. Several empirical studies even show contradictory results regarding the effect of high-stakes test on the EFL classroom. Some evidences from research findings reveal that certain high-stakes tests do not appear to increase the number of teachers teaching to the test (Cheng, 2005; Green 2007; Pan, 2013). Furthermore, in the Indonesian context Sukyadi & Mardiani (2011) states that NE doesn't have any impact for teachers and students of tenth and eleventh grades. This conditions reflects that washback doesn't always emerge and can vary in form of intensity and indicates that there seems to be other factors beside the exam which determine the

existence of washback (Spratt, 2005). Moreover, little attention is given to the factors determining washback. In conclusion, investigating influence of a high-stakes test or exam on EFL teaching and the local conditions shaping the effects is still an area in need of research.

In regard to the intricacy of washback effect, it is essential to propose a qualitative research which can draw this phenomenon in the Indonesian EFL teaching and learning context. This study aims at revealing how an English teacher perceives and acts in accordance with the administration of NE. More specifically, it aims at portraying the teaching and learning activities and uncovering the factors behind the mode of the actions and insights. The findings of this study are expected to enrich the literature on the English Language testing, more specifically about the washback effect of high-stakes tests. Practically, this study is projected to give new insights among EFL practitioners and test NE developers which can result in a better picture on which to base any effort to improve the EFL classroom instruction and the test development. As this study was intended to uncover the washback phenomenon on a single case of teacher, the findings are only true to the respondent involved in it. There is no attempt of generalization; therefore, there might be other interpretation to the issues raised in this study.

## **2 METHOD**

This research employed a case study method which focused on the case of an individual teacher (Malik & Hamied, 2014). The investigation of the washback was targeted to Mrs. Ani (alias), an English teacher of a state high school in Banyumas regency. Mrs. Ani was purposefully and theoretically (Hood, 2009) selected for the subject of the study. "Purposeful sampling is based in the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned" (Merriam, 2009). In other words, she was selected because her thinking and acting as a XII grade teacher held promise for answering the research questions. Her high attention and "extreme" decisions in preparing her students for NE was deemed to have huge potentials to uncover the washback phenomenon.

Teacher's interview and classroom observation were used as the data collecting techniques in this case study to explore the effects of NE on the EFL classroom instruction and the factors influencing the teacher's decisions in related to the preparation of NE. In the development of the interview guideline, the prepared questions were constructed considering the issues pointed in the literature by Watanabe (1997b in Cheng, Watanabe, & Curtis, 2004; Spratt, 2005). To eliminate the potential problem in the use of the interview, the first draft of the interview guideline was then piloted with a teacher who was also experienced in dealing with NE. This aimed at finding out if the questions were yielding the expected data and excluding any questions which were potentially ambiguous and confusing to the interviewee (Nunan, 1992). To ensure the content validity of the instrument, the rate of each question was based on the criteria of the clarity of the meaning of the question and the appropriateness of the question in representing the topic.

The interview was audio-recorded to be transcribed verbatim and meticulously analyzed soon after the interviews were done. The total time for interviewing was 31 minutes. All in all, 6 pages of transcribed interviews and field note were analyzed through coding processes suggested by Malik & Hamied (2014) to derive transient and final concepts and categories. In open coding, the data were initially examined, fractured and eventually collated the data to find transient concepts and categories. In axial coding, the concepts and categories were elaborated by specifying their dimensions and properties

and then finding the interrelationships between concepts and categories. And finally selective coding helped the researcher find the core category that pulled the concepts and categories together into a unified whole. Final concepts and categories were verified through member-checking.

### **3 FINDINGS AND DISCUSSION**

This research is guided by two research questions which were formed as follows: (a) How does NE influence the teacher's practice? and (b) What are the factors causing the mode of action? The first research question is answered by the results of the data analysis on the dimensions of washback and the areas influenced by NE. Furthermore, the second research question is answered by the results of the data analysis on the factors, as the research question suggests.

#### **3.1 The dimensions of the Washback Effect**

To reveal the dimension of washback, the data analysis was based on the theory suggested by Watanabe (1997b in Cheng, Watanabe, & Curtis, 2004). The findings revealed that the dimensions covers specificity, intensity, length, value, and intentionality.

##### **1) Specificity**

In the context of this study, the specificity of the washback effect of NE is specific to certain test types. The data from teachers' interview and classroom observation indicate that the teacher focused the teaching and learning process more on reading and listening skills than on communication skill. The reason why she did this is because reading and listening are the two skills which are tested on NE. The students were drilled with several text genres and questions about general information, specific information, and reference.

##### **2) Intensity**

The intensity of the washback effect of NE in the context of this study is strong. The data from teacher's interview clearly indicate that the teacher strongly committed to reach the success in national examination. The commitment was apparently reflected on the way she made the decision in her classroom. The data from class observation revealed that the teaching and learning process was totally designed and prepared the students for NE. There was no focus but drilling students with reading and listening exercises.

##### **3) Length**

The length of the washback effect in this study is considered lasting for a short period of time. The data from the interview and classroom observation reveal that the effect of national exam started from the beginning of the first semester of XII grade until the national examination has been administered. In other words, the teacher taught as the curriculum and syllabus suggest without any intentional effort to focus on the preparation of NE.

##### **4) Value**

In this study, NE gives both positive and negative impacts. The data from the teacher's interview shows that on one side NE examination can enhance the students' motivation in learning. It decreased the students' absence rate and motivated the students to do their



assignments. The awareness of the students on the importance of NE made the students seriously prepare and do many efforts to achieve the best scores. However, on the other side NE created anxiety among teachers and students. The teacher worried about the students in the NE because she thought that most of her students have low motivation.

#### 5) Intentionality

The data from the interview and class observation indicate that NE has caused intended and unintended washback. The intended washback is indicated by the fact that the materials which are tested in NE are included in the curriculum (Sukyadi & Mardiani, 2011). Whereas, the unintended washback is showed by the fact that the teacher focused their classroom teaching on the NE preparation (p.13)

### 3.2 Areas Affected by Washback

The areas of the teacher's teaching affected by NE are referred to the areas that are suggested by (Spratt, 2005). The results of the data analysis from teacher's interview and classroom observation revealed some areas of teaching that are influenced by the administration of NE as described in the following table:

*Areas Affected by washback*

No	Areas	Aspects
1	Curriculum	<ul style="list-style-type: none"> <li>• Curriculum compression</li> <li>• Time extension</li> </ul>
2	Teaching Method	<ul style="list-style-type: none"> <li>• Heavier use of practice tasks</li> <li>• Explanation of test-taking strategies</li> <li>• NE-oriented Homework</li> <li>• Students' confidence enhancement.</li> <li>• Encouraging students to get the best score in UN.</li> </ul>
3	Materials	<ul style="list-style-type: none"> <li>• Published materials</li> <li>• Past papers</li> </ul>
4	Feeling	<ul style="list-style-type: none"> <li>• Teacher's anxiety</li> </ul>
5	Assessment	<ul style="list-style-type: none"> <li>• Try out</li> </ul>

#### 1) Curriculum

In relation to curriculum, the data from the teacher's interview indicates a significant impact of NE examination. The data shows that in the second semester, the teachers did not teach her students the materials as delineated in the curriculum. The materials which were supposed to be taught in one academic year were all compressed and delivered in the first semester. The second semester was used by the teacher to drill the students with exercises related to the materials that were tested in NE, particularly reading and listening

skills (Bailey, 1999). It was also clear that no attention was given to teaching English for communication. In other words, in the second semester the curriculum was narrowed to those areas most likely to be included in the test (Spratt, 2005; Pizarro, 2010).

Besides the compression of the curriculum, more time was also allocated in regard to the preparation of NE. The teacher gave extensive class which was held after school started from the first semester of XII grade until the administration of NE. Again, that extra time allocation was used to emphasize the materials that are most likely to be tested instead of communication skills.

The results show that in terms of curriculum NE has created a negative tendency on the teacher in making the decision for their teaching practice. Such negative tendency towards focusing reading and listening skills over the others might be tolerated in some context considering the learner needs. However, undermining the other language skills is far from ideal for most of the Indonesian high school graduates.

## 2) Teaching *Method*

In this research, teaching method refers to the teaching approaches or techniques used by the teacher. The findings on this area show that a high tendency on drilling students with exercises was caught from the way the teacher taught the students. The data from the classroom observation reveal that the entire class time was used to ask the students to answer questions and to discuss together. Apart from the heavy use of practice tasks, NE-related homework and test-taking strategies were also become the focus of the teaching and learning process (Spratt, 2005). The findings show how the teacher tended to focus the teaching method on the NE examination preparation by emphasizing students on practicing the test. It strengthens the claim that NE gives negative washback as the teacher will do whatever methodology she considers to be the most appropriate to help her to succeed in the NE (Alderson & Wall, 1993).

In related to the students' motivation, the teachers tried to always enhance the students' confident in facing NE. It was done because her students' motivation is the matter that she always worried about. The data from the classroom observation indicates that a high frequent encouragement to get the high scores was continuously given to the students to boost the students' motivation and confidence (Spratt, 2005).

## 3) Materials

The term 'materials' is used in this study to refer to exam-related textbooks. The findings in this area shows that NE examination has led the teacher to use the materials which is highly exam oriented. The data from the teacher's interview and classroom observation clearly indicate that the teacher spent almost her class time working on published materials of which the contents closely represent the materials which are tested in NE (Andrews, Fullilove, & Wong, 2002). Besides the heavy use of published exam-related material, she also relied on the use of past papers to drill the students (Spratt, 2005). As the exam gets closer, there was heavier use of past papers and commercial exam-related publications. These findings show that NE examination which has changed the focus of language teaching directed the teacher to undermine the importance of the use of various and innovative materials in language classroom. Though the decision in using the materials was in line with the learning objectives, the use of monotonous materials will not be helpful and ideal for the improvement of students' language skills.

#### 4) Teacher's Feeling

This study notes a negative feeling generated by NE though it did not dominate the teacher's physiology. The data from the teacher's interview indicates that the teacher felt anxious if the students' scores of NE are lower than that of School Examination (SE). Despite the fact that the score of NE will no longer determine the graduation, the teachers think that there must be close gap between the score of NE and that of SE. The teacher's anxiety arose because she considers that her students are low motivated. This negative feeling has indirectly influenced her decision in her classroom teaching to actively emphasize test preparation.

#### 5) Assessment

In related to the test preparation, the teacher thinks that it is important to see the students' progress in acquiring materials delineated in the standard of graduate competence. The data from the teacher's interview reports that the assessment of the current performance was conducted in the form of try out tests. The try outs were administered three times in the second semester. This results indicate that NE examination has created the need of simulation to familiarize the students with the real test and to measure the students' readiness in facing the test.

### 3.3 Factors Mediating Washback

The data from the teacher's interview indicates some local conditions that inflict the decisions made by the teacher in her language classroom in related to the preparation of NE. The first factor which dominantly leads the teacher to emphasize teaching to the test is *personal factor*, particularly her belief (Cheng, Watanabe, & Curtis, 2004). She claimed that her priority as the teacher of XII grade level was helping students to succeed in NE. That belief shows the pivotal role played by the teacher in determining the occurrence and the degree of the washback of NE on her teaching.

The second factor inflicting the washback of NE is the *school factor* (Spratt, 2005). The analysis of the teacher's interview indicates that there was an expectation from the school for the success in NE. However, the teacher felt that this factor did not really burden the teacher to do a lot of efforts in related to the NE preparation. She did not feel the pressure coming from the school in making the decisions of what to do in her classroom.

The third factor mediating the washback effect of NE is *macro-context factors*, namely the parents (Cheng, Watanabe, & Curtis, 2004). The findings from the teacher's interview reveal that the students' parents put a high expectation on the teacher to help their children in facing NE. There were no parents who demanded the teacher for helping their children to be able to communicate actively in English. This result describes the parents' lack of awareness of what is actually the main goal of their children in learning language.

The last factor causing the occurrence of washback of NE is *student factor*. Unlike Spratt (2005) who put much emphasize on the role of teachers in causing washback, the finding in this context of study points out that students' motivation and academic competence can determine the teacher's decisions in regard to the upcoming NE. The teacher claimed that if her students were all highly motivated and good at academic competence, she would be glad to use the whole time to teach her students communication skills instead of preparing the students for the upcoming NE. This result shows that the success in NE is considered to be the most feasible and prioritized goal

when the teacher finds that her students are less motivated in learning and have low academic competence.

## **4 CONCLUSION AND SUGGESTIONS**

### **4.1 Conclusion**

In this context of study, NE has influenced the teacher's teaching in some dimensions: 1) Specificity to certain test types, 2) Strong intensity, 3) Short term effect, 4) Positive and negative effect and 4) Intended and unintended effect. The teacher tended to focus the teaching and learning process more on reading and listening skills because NE tests only those two skills. The teaching and learning process was totally designed and prepared the students for NE instead of for communication. Almost all the class time was spent for working on published materials and past papers of which the contents closely represent the materials which are tested in NE.

The areas affected by NE are: 1) Curriculum, 2) Teaching methods, 3) Materials, 4) Assessment, and 5) Teacher's feeling. NE has created a negative tendency on the teacher in making the decision for her teaching practice. The materials which were supposed to be taught in one academic year were all compressed and delivered in the first semester. Besides the compression of the curriculum, more time was also allocated to drill heavy practice tasks taken from published materials and past papers and to administer try out tests which were used as the measurement of the students' current performance.

The existence of the washback was inflicted by some local conditions: 1) Teacher's belief, 2) School expectation, 3) Parents' expectation and 4) Students' motivation and academic competence. All the decisions made by the teachers in related to the preparation of NE were dominantly influenced by the teacher's belief. The teacher claims that NE is her priority as the teacher of XII grade level. She also believes that the success in NE is considered to be the most feasible and prioritized goal when the teacher finds that her students are less motivated in learning and have low academic competence. Moreover, there is also an expectation from the school for the success in NE though she felt that this factor does not really burden her. Besides the school, the students' parents also put a high expectation on the teacher to help their children face NE.

### **4.2 Suggestions**

The teachers' negative reaction to the NE can clearly indicate the misleading conception from the teacher about this high-stakes exam. The context and format of this exam explicitly motivate the teacher to do more test-based exercises in the classroom, and pay insufficient attention to two language skills of speaking and writing. Therefore, the basic changes of this exam can direct all the stakeholders' attention to involving a continuous, integrated use of both productive and receptive skills of English learning. However, this does not necessarily mean that the teacher will embrace the possible changes and transform their teaching approaches.

Though the overall results of this study indicated that the NE has negative effects on the teacher's method of teaching in the classroom, the elimination of this exam would be too controversial and impractical. Hence, the basic revision of the NE format is recommended which can in turn reform teachers' teaching and students' learning activities in high schools. Moreover, further various researches on the NE stakeholders to find out their perceptions and attitudes towards this exam seem needed.

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# THE EFFICACY OF PEER ASSESSMENT IN THE TEACHING OF ENGLISH PRONUNCIATION

Ni Luh Ketut MasIndrawati

Ni Wayan Sukarini

Mas.indrawati@yahoo.com

*Faculty of Letters and Culture, Udayana University*

## **Abstract**

*This paper aims at discussing students' attitudes towards peer-assessment and the efficacy of peer assessment in the teaching of English pronunciation. The research was carried out in the English Phonetics and Phonemics class in the third semester, in the English Department, faculty of Letters and Culture, Udayana University. This study made use of Classroom Action Research (CAR) therefore the observation carried out in this study was done during the action. Peer assessment was applied after the mid-test. After discussing the production and characteristics of the English phonemes through cooperative learning, students were given English texts containing phonemes that do not exist in Indonesian to be transcribed, read and recorded. Both the transcription and recordings were peer-assessed using the check list rubrics provided by the teacher. To find out the attitudes towards peer-assessments, questionnaires were randomly distributed to the students and to investigate the efficacy of peer assessments in the teaching of English pronunciation, the result of the students' mid-tests were used as students' pre-existing ability in English pronunciation and the scores of the final test were used as comparisons and combined with the result of the questionnaires.*

*The result showed that students had positive attitudes towards such assessments and peer assessment was very effective in improving students' pronunciation.*

**Keywords:** *attitude, efficacy, peer assessment, teaching of English pronunciation.*

## **1 INTRODUCTION**

Evaluation is an essential issue which is commonly argued in language teaching. Lewknwicz and Moon (1985) state that criteria applied in general classroom assessment are not commonly elaborated to the students. Hence in some cases the marking scales employed by the teachers in assessing pupils' work are not clear and inconsistent. Alternative assessments have been recently introduced in the classroom, for instance; self assessments and peer assessments (Brown and Hudson, 1998). Alderson (1985) claims that self assessment refers to the achievements in language learning, since learners' involvement in their own learning has attracted educators' attention, therefore peer assessment is a topic of great interest. Topping (1998) defines peer assessments as an

arrangement in which individuals consider the amount, level, value, worth, quality of success of the products or outcomes of learning of peer similar status.

Various studies have shown that peer assessments have many advantages. Alderson (1985) for instance, argues that during the process of peer assessment, the students might develop their awareness of the items by which they themselves are assessed. Peer assessment may assist learners in developing meta linguistic skills which are related to the capability to self assessment and critically monitor themselves. Peer assessment can increase responsibility of the learners in EFL study program (Jafarpur, 1991). McLaughlin and Simpson (2004) find that peer assessment affects students' attitudes. Students are interested in doing the task and don't feel uncomfortable in assessing their peers. Harmer (2007:150) claims that students can be encouraged to give each other feedback. Such peer reviews have extremely positive impact on group cohesion since students are encouraged to monitor each other and therefore help them to become better in self-monitoring. Hedge (in Harmer, 2007) also claims that peer assessment is very beneficial to the teaching learning process since it can encourage learners to enhance their self-confidence on commenting one's work and to develop their objectivity in evaluating it.

Pronunciation recognized as phonology includes the role of individual sounds and sound segments as well as supra segmental features such as stress, rhythm, and intonation. The fact shows that few foreign language learners have capabilities to speak a foreign language without their mother tongue interference. The Approaches to the teaching of pronunciation have changed significantly throughout the recent history of language teaching. Failing to pronounce a word correctly or misplacing the stress will result in misunderstanding or changing the meaning of a word (Harmer, 2007).

Pronunciation is taught in the subject of *English phonetics and phonemics* in the English Department, Faculty of letters and culture, in Udayana University. It is taught in the third semester. This subject was a three-unit credit bearing course. The subject of this study is students in group A, which consists of 25 students, 24 females and one male.

This study made use of Classroom Action Research (CAR) therefore the observation carried out in this study was done during the action. Peer assessment was applied after the mid-test. After discussing the production and characteristics of the English phonemes through cooperative learning, students were given English texts containing phonemes that do not exist in Indonesian to be transcribed, read and recorded. Both the transcription and the recordings were peer-assessed using the check list rubrics provided by the teacher.

The problems intended to be solved are; how are students' attitude towards peer assessment and how effective is peer assessment to be applied in this subject ?

## 2 METHOD

Peer-assessment has been applied to students' works in the subject of *English phonetics and phonemics* in the English Department, Faculty of letters and culture, in Udayana University. This subject is offered in the third semester.

The objective of this subject is to enable students to identify the articulators, to produce and describe the English speech sounds, to identify English sounds and transcribed text using phonemic symbols, to identify the stress and intonation, and apply the knowledge of the English phonology in pronunciation.

Peer-assessment was applied after the mid-test, the teacher scored the mid-test and the result of the students' mid-tests was used as students' pre-existing ability in this subject. Before the final test, students were given some tasks to be peer assessed using



Numerical Score Only (NSO) and Numerical Score with written comments (NSW). The first task to be peer-assessed involves transcribing individual words phonemically and recording their pronunciations. The second task involved transcribing a short text phonemically and then recording the pronunciation. Before peer-assessment the students were trained how to score the tasks. The pronunciation was evaluated using check list rubric involving; clearness of the voice, pronunciation, linkage, and intonation.

Category/ Scores	1 (Very Poor)	2 (poor)	3 (Fair)	4 (good)	5 (excellent)
Clearness of the voice	0 – 10	≥ 12	≥ 14,5	≥ 16	≥ 22
pronunciation	0 – 12	≥ 14	≥ 16,5	≥ 21	≥ 26
linkage	0 – 12	≥ 14	≥ 16,5	≥ 21	≥ 26
intonation	0 – 12	≥ 14	≥ 16,5	≥ 21	≥ 26
<b>Total Scores</b>	<b>0 – 46</b>	<b>47 - 54</b>	<b>55 - 64</b>	<b>65 - 79</b>	<b>80 - 100</b>

To investigate students' attitudes towards such assessments, the teacher distributed questionnaires to 18 students randomly after the final test. The questionnaires consist of 14 questions with four options covering; strongly agree, agree, disagree, and strongly disagree. The questions involved their opinions on: (1) they like being peer-assessed, (2) peer-assessment motivate them to perform better. (3) peer assessment is useful applied to develop their pronunciation, (4) peer-assessment is very effective applied in the subject of English Phonetics and Phonemics and ten questions on nervousness, embarrassment, ease and usefulness of providing and receiving peer assessments using NSO and NSW. The data was collected in the Odd Semester between September- January 2015 and a qualitative analysis was applied in analyzing the data. To find out the efficacy of peer assessment in the teaching of English pronunciation, the result of the students' mid-tests were used as students' pre-existing ability in English pronunciation and the scores of the final test were used as comparisons and combined with the result of the questionnaires.

### 3 FINDING AND DISCUSSION

The findings show that in terms of students' attitudes with regards to ease, nervousness, embarrassment, and usefulness of the peer assessments, most students (more than 60%) agreed that they felt embarrassed receiving feedback from peer and providing feedback for peer with both NSO and NSW. This is perhaps, because an assessor providing negative feedback might worry about the reaction of the receiver, while the receiver might feel embarrassed receiving negative feedback for what he or she had done. Only few students (22.22%) disagreed that they were nervous when receiving and providing feedback. This indicates that most students experienced nervousness when receiving negative feedback and providing negative feedback to their peers and this motivated students to work harder to get better score for the following evaluation.

The findings also lead to the increase in the motivation to perform better that is almost all of them (94.44%) agreed that peer-assessments motivated them to perform better. Most of them (74%) stated that peer-assessment with NSO was easier for them compared to the one with NSW, a possible explanation for this finding is that an evaluator might find it easier to provide feedback with NSO without giving written comment since giving comments can lead to reaction from the receiver.

Only one student (5.56%) disagreed that they like being peer assessed and None disagreed on the usefulness of such assessments to develop their pronunciation. This indicates that most students like peer assessment being applied to score their work and all of them admitted that it was beneficial to their learning process, in addition, this supports Davies (2000) who believes peer-assessment to be beneficial to the learning process. The findings also show students' positive attitudes towards such assessments and are in line to what Chen (2010), and Chang et al. (2012) state that peer-scoring enables learners to examine and evaluate peers' works, follow the strengths and stay away from the weaknesses of other people. They also claim that peer-assessment brings new ideas and supports self-reflection and development.

In relation to the question; how effective is peer assessment in the teaching of English pronunciation, the result of the questionnaire shows that only four students (22.22%) disagreed that peer-assessment is very effective applied in the subject, four students (22.22%) strongly agreed and ten students (55.56%) agreed that it is very effective. The result of the question on the usefulness of peer-assessment applied in this subject also indicates that 9 students (50%) strongly agreed and 9 students (50%) agreed, and none disagreed. This is also supported by the significant difference between the average score of the mid-test in this subject that is 43 (which is very poor) and the average score of the final test, that is 89.6 (which is excellent). The significant difference indicates that peer-assessment applied in this subject is very effective. The students realized that peer-assessment in this subject gave them opportunities to get involved in the evaluation process so that they felt that it encourages their self-reflection and makes them interested and highly motivated in the process. It is reflected in the result of their final test. This supports Topping's (1988) statement that in peer-assessment students learn from each other by means of receiving and providing feedback and students have reported that peer-assessment facilitates their learning (Ballantyne, et al., 2002).

#### 4 CONCLUSION AND SUGGESTION

Based on the discussion on students' attitudes towards peer-assessment and how effective peer-assessment in the teaching of English pronunciation, it can be concluded that most students have positive attitudes towards the application of peer-assessment in this subject and they agreed that it is very effective to be applied in this subject, since it is considered very useful and most students agreed that peer-assessment has advantages in facilitating their learning and this is also strengthened with the significant difference between the average score of their mid-test and final test, that is; 43 (very poor) for the mid-test and 89.6 (excellent) for the final test.

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# MAKING USE OF ICT TO ASSESS THE STUDENTS' ENGLISH VOCABULARY

**Murniati**

ms\_murniati@yahoo.com

Universitas Bunda Mulia  
Jl. Lodan Raya no. 2, Jakarta

## **Abstract**

*The vocabulary assessment in university is usually provided by the lecturers and the students have just to answer the questions. It arises a question whether it is really to test the students' vocabulary or it is just checking the students' understanding based on the lecturer's knowledge. This research aims to provide additional and alternative assessment to assess the students' knowledge of the English vocabulary. In this kind of assessment, the students produce their own texts and the lecturer assesses those texts by using the Information and Communication Technology (ICT). The lecturer can make use of free downloaded program available at <http://www.laurenceanthony.net/software/AntWordprofiler/>. After the texts are being assessed by using the AntWordProfiler program, it can be seen the mastery of the students' production of the English vocabularies especially the academic ones. The Academic Word List (AWL) is one of the templates found in the AntWordProfiler program. Considering that the vocabulary assessed must also be based on the syllabus used, the texts are also analyzed by loading the target vocabularies learned in class into the AntWordProfiler program. The result is in the form of statistics showing how many target vocabularies learned in class used by the students in the text. Moreover, it can also be seen the repetition of words written by the students. Therefore, it can be seen whether the students are using the words in accordance with what is written the syllabus or not. The data is gained from the texts which topic is about global trade written by 29 university students studying in vocabulary class. The results show that the students use only 5.2% of academic words in average and the target words as being learned in class is even smaller to be used in the text. The average is only 4.9 words. In short, this alternative assessment is effective and accurate. It is also proven that the common vocabulary assessment provided by the teacher is not enough to assess the students' mastery of the English vocabulary.*

**Keywords:** *Assessment, Vocabulary, ICT*

## **1 INTRODUCTION**

English as a foreign language is being taught and assessed in Indonesia. Among the English skills and knowledge, vocabulary is also delivered. As a result, the English vocabulary must also be assessed. The assessment itself is usually using a discrete point test, in which the test is delivered independently, apart from other skills and knowledge.

If it is delivered together with other skills, then there must be a part of assessing the vocabulary. The common vocabulary assessment is usually prepared by the lecturer. It means that the lecturer, referring to the syllabus, composes the test. The students just answer the questions. It arises some questions whether the test is really to test the students' vocabulary? If the answer is yes, then, the text to be assessed must be produced by the students. The second question is whether the test is actually about checking the students' knowledge of the lecturer's vocabulary since the assessment is prepared by the lecturer. Ideally, the assessment is about checking the students' mastery of the English vocabulary. The words to be assessed must be produced by the students. At the same time, it must also check the students' mastery of the English language stated in the syllabus. This kind of assessment is prepared by the lecturer. In order to fulfill those two objectives, the Information and Communication Technology (ICT) can help. Nowadays, there have been many programs which are free downloaded which can help the lecturer to assess the students' mastery of the English Vocabulary. One program which can be used is AntWordProfiler. This program helps the lecturer to assess the overall students' vocabulary, whether it is generally based on the academic word list or not.

As mentioned earlier, the test is usually prepared by the lecturer. The students basically just answer the questions. It comes to a question then, is it testing the students' vocabulary? Or testing if the students know the mastery of the English vocabulary of the lecturer? It comes to the research questions as follows.

- 1) How does the AntWordProfiler program assess the students' vocabulary?

It comes to the sub questions as follows:

- 1) How many English vocabularies targeted in the syllabus are used by the students?
- 2) How many words from the Academic Word List (AWL) are mainly used by the students?

This research focuses on using a program, namely AntWordProfiler which can be used to see if the students are using academic word list or not. It can be free downloaded from <http://www.laurenceanthony.net/software/AntWordprofiler/>. There are available references available in the AntWordProfiler program, the General Service List and the Academic Word List (AWL)

The result of this research, specifically, is expected to provide an alternative of vocabulary assessment for university students. In a more general term, adapting ICT such as computer program may also beneficial for other research regarding teaching.

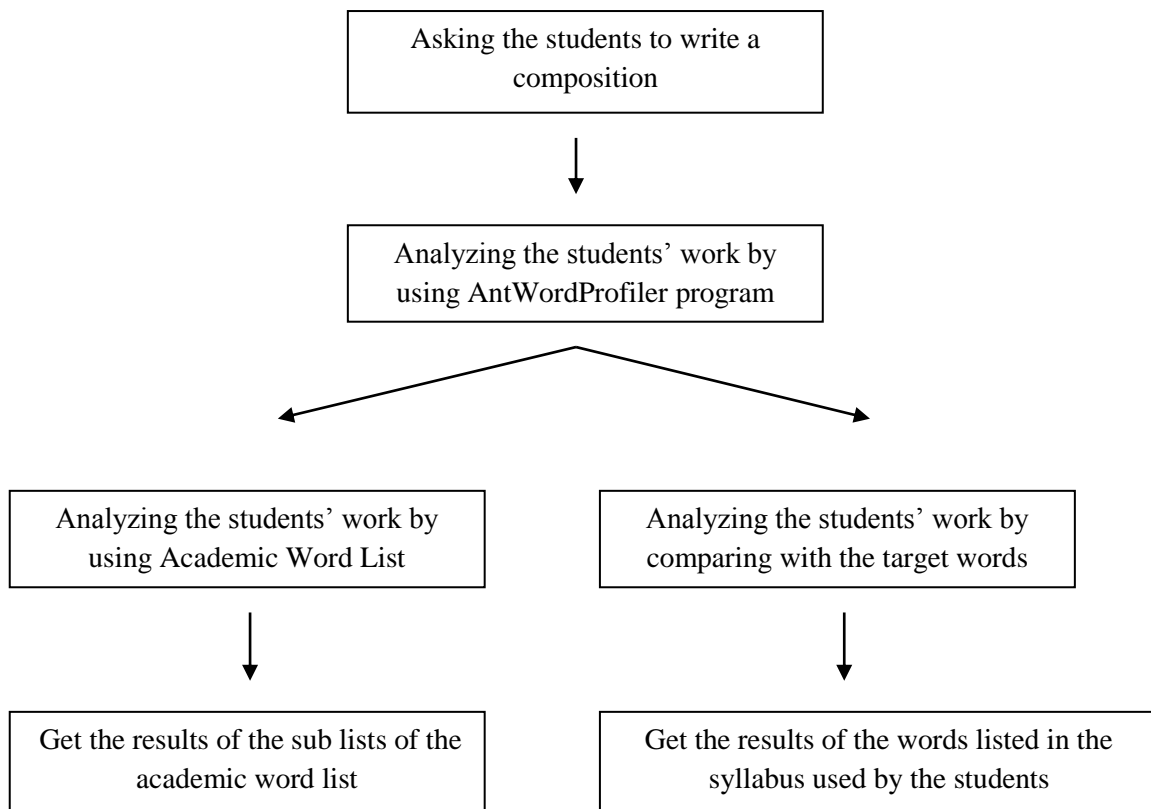
## **2 METHOD**

### **2.1 Data Source**

The object of this research is the second semester students studying at English Department, Bunda Mulia University. They are currently taking Reading and Vocabulary 2 subjects. All of the active students which come on the day when this research is conducted are going to take part in this research. The students are asked to write a text. The topic is taken from the Reading vocabulary 2 syllabus. All students are going to write about the global trade. They have to write a text of about 500 words typed and saved as a plain text.

## 2.2 Data Analysis Procedure

The diagram below summarizes the data analysis procedure of this research.



*Figure 1. Data Analysis Procedure*

## 2.3 Theoretical Framework

Brown (2004) has argued that assessing vocabulary is closely related to assessing reading. It means that the vocabulary being assessed must be put in context. There are two major techniques used to assess the vocabulary (a) defining, (b) using a word in sentence. Hughes (2003) also argues that delivering a vocabulary test in context is recommended since it is beneficial for the students. The students may be able to use the vocabularies in the real life since they learn it in context. Moreover, he also states that the context is a tool used to measure the students' ability, not the lecturer's ability. Read (2011), on the other hand, has pointed that nowadays, vocabulary is assessed by using the discrete-point approach to testing. Furthermore, he also argues that by applying discrete-point approach, the vocabulary is tested independently, apart from other English skills and knowledge. The objectives are that the students are able to know the "word meanings, word forms, sentence patterns, sound contrast, and so on."

In English language teaching, Information and Communication Technology (ICT) is widely used. From the simple one, like computer as the input and output source, until the most recent one which is the free downloaded program run by making use of the internet connection. There are many program used to support a research and to help the teacher during the teaching learning process, especially while assessing the students' mastery of the English language. In this research, a program named AntWordProfiler is being used. As previously mentioned, this program is free downloaded from

[www.laurenceanthony.net/software/AntWordprofiler](http://www.laurenceanthony.net/software/AntWordprofiler). This program can provides statistics about vocabulary –written in the plain text – of the text produces by the students compared with the Academic List by Coxhead (2001) which is a default in the program. . It is important to see the students’ mastery of the AWL since those words are widely used in academic life. Knowing more academic words will surely help the university students while studying.

### 3 FINDINGS AND DISCUSSION

After each student’s text is saved as the plain text, it is loaded to the AntWordProfiler program. First, it is being compared with the Academic Word List (AWL). Each result of the statistics is being copied to a table. The result of all the students’ production of the vocabulary compared with the AWL can be seen in the table below. However, since the non academic words are not being analyzed, it is excluded from the table. The table presents the academic words used by the students presented as the token, type, and group.

	<b>Word s</b>	<b>TOKE N</b>	<b>TOKEN %</b>	<b>TYP E</b>	<b>TYPE %</b>	<b>GROU P</b>	<b>GROUP %</b>
Student 1	746	54	7.24	25	7.91	20	6.43
Student 2	219	17	7.76	11	11.83	11	11.83
Student 3	505	63	12.48	42	18.34	37	16.52
Student 4	191	22	11.52	17	14.78	16	14.04
Student 5	529	45	8.51	31	13.19	25	10.92
Student 6	612	69	11.27	31	33	12.99	12.99
Student 7	523	51	9.75	27	13.11	26	12.68
Student 8	523	42	8.03	22	9.91	21	9.5
Student 9	512	41	8.01	21	9.81	19	8.96
Student 10	477	41	8.6	28	14.36	24	12.57
Student 11	593	49	8.26	30	12	24	9.84
Student 12	521	41	7.87	27	11.02	18	7.63
Student 13	491	45	9.16	18	9.52	16	8.56
Student 14	1024	108	10.55	59	18.15	44	14.19
Student 15	504	49	9.72	30	13.27	27	12.11
Student 16	449	53	11.8	36	13.9	32	12.55
Student 17	644	86	13.35	54	18.06	44	15.22
Student 18	561	59	10.52	30	14.08	26	12.44
Student 19	504	39	7.74	20	10.47	17	9.04
Student	519	50	9.63	35	15.98	28	13.21

20							
Student 21	529	45	8.51	27	12.39	24	11.16
Student 22	493	52	10.55	22	12.09	20	11.11
Student 23	538	62	11.52	44	18.03	37	15.61
Student 24	576	62	10.76	36	13.48	32	12.17
Student 25	519	60	11.56	32	13.11	25	10.55
Student 26	492	52	10.57	43	16.6	32	12.9
Student 27	508	48	9.45	17	8.06	16	7.62
Student 28	532	66	12.41	46	17.97	39	15.66
Student 29	535	38	7.1	20	9.13	18	8.29
<b>Average</b>	<b>529</b>	<b>52</b>	<b>9.8</b>	<b>30</b>	<b>13.9</b>	<b>25.2</b>	<b>11.5</b>

*Table 3. The results of AWL used by all students*

As can be seen above, the left column is about the total words produced by the students in a text. The average is 529. Next, in the column “token” shows the academic word produced by the students. The average is 52 words. The next column which is about the type is exactly the academic word used by the students without repetition. There are only 30 words used out of 570 words as listed in the AWL. It means only 5.2 % academic words used. It cannot say that it is bad, since the AWL itself is taken from all of the words in 28 subjects while the topic subject in the text produced by the students in this research is only one. However, considering that the more academic words mastered as used by the students, the easier the students understand the academic texts which are used during their study; then, the number of the academic words mastered by the students should be increased. It must be more than 5.2%. Even though there is no exact number of the academic words which must be mastered by the students, the lecturer whose students have joined this research has finally decided that the percentage must be increased. Next year it must reach 10%.

As mentioned earlier, the same texts are analyzed by the same program – the AntWordProfiler – but this time, the purpose is to see whether the students are using the vocabulary learned in class or not. The lecturer writes the target vocabularies, which are taken from the syllabus, in the plain text format. There are 24 words learned in the class and used as the target vocabularies in this research. The students’ texts formatted in the plain text together with the target vocabularies are loaded again. It must be loaded one by one so that each student can get the score. All students’ works are analyzed one by one, and then the results are put together in a table. This time, since there is no group of words, it is excluded in the table. Since what have been analyzed are only the words which are listed in the syllabus called as the target vocabulary, only the results of level 1 are included in the table. The overall results can be seen below.



	Total words	TOKEN	TOKEN%	TYPE	TYPE%	Target Words used *
Student 1	746	43	5.76	12	3.8	50%
Student 2	219	11	5.02	5	5.38	21%
Student 3	505	24	4.75	4	1.75	17%
Student 4	191	12	6.28	4	3.48	17%
Student 5	529	22	4.16	6	2.55	25%
Student 6	612	33	5.39	4	1.57	17%
Student 7	523	27	5.16	4	1.94	17%
Student 8	523	19	3.63	3	1.35	13%
Student 9	512	23	4.49	5	2.34	21%
Student 10	477	16	3.35	3	1.54	13%
Student 11	593	16	2.7	2	0.8	8%
Student 12	521	26	4.99	7	2.86	29%
Student 13	491	19	3.87	2	1.06	8%
Student 14	1024	28	2.73	7	2.15	29%
Student 15	504	20	3.97	5	2.21	21%
Student 16	449	21	4.68	8	3.09	33%
Student 17	644	31	4.81	5	1.67	21%
Student 18	561	41	7.31	6	2.82	25%
Student 19	504	20	3.97	7	3.66	29%
Student 20	519	24	4.62	6	2.74	25%
Student 21	529	18	3.4	3	1.38	13%
Student 22	493	20	4.06	2	1.1	8%
Student 23	538	25	4.65	6	2.46	25%
Student 24	576	18	3.13	5	1.87	21%
Student 25	519	25	4.82	5	2.05	21%
Student 26	492	19	3.86	8	3.09	33%
Student 27	508	24	4.72	3	1.42	13%
Student 28	532	8	1.5	4	1.56	17%
Student 29	535	14	2.62	3	1.37	13%
<b>Average</b>		22.3	4.2	4.9	2.2	21%

*Table 5. The results of target words used by all students*

In the column “token” in the table above, it can be seen that from 29 students, all of them have repeated the target vocabularies. The average of the total repeated target words used by the students is 22.3 words. In the column “type”, it can be seen the average of the actual number of target words used by the students without repetition is only 4.9. On the right side of the table, a column is added manually to see the percentage of the target vocabularies used by the students. It is gained by dividing the words used in the type divided by the total target words which is 24 words. The average is only 21%.

When we take a closer look to each result of each student, no one reach more than 57%. It is the lowest score in which the students can pass the subject. It means that all students fail the vocabulary test in this topic. On the contrary, while being cross-checked with the lecturer who previously has already delivered the vocabulary test regarding this topic, all students pass the test. In that test, the lecturer provided the questions in context while the students just answer the questions.

## **4 CONCLUSIONS AND SUGGESTIONS**

### **4.1 Conclusions**

Regarding the academic word list, it can be seen that the students needs to learn and use more academic word list since the average academic words which they use in this research is still 5.2 words. The lecturer, moreover, has to pay extra attention to the students who are using the academic word list below the average usages in the class. Next, from the column ‘token’, it can be concluded that many students has repeated the academic words. Repeating the same words over and over again in a writing text is not really recommended.

Next, in relation to the target words as stated in the syllabus which the students have to master during the teaching learning process, it can be seen that the students only use a small amount of them. The average is only 4.9. Unfortunately, those words are repeated too many times until the average significantly increases to 22.3. Generally, it means that one target word has been repeatedly used for about 4.5 times in average.

In conclusion, it can be said that information technology can help the lecturers to assess the students’ vocabulary. Once again, it might not be used as the main assessment; instead, it is given as the additional test. The additional test should be administered since this research has proven that when the teacher is giving a common test in term that the teacher provides the questions and the students answer them, the result is really good. All of the students pass the minimum score which is 57. On the contrary, while the same words are being assessed in which the students have to produce their own words, no one reach the minimum of 57% usages of the target words. Actually, that students production should be considered as important since the in the real communication, the students should produce their own words while communicating in English. As a result, once again, asking the students to produce text which later is analyzed by using a program is really important.

### **4.2 Suggestions**

It is then can be suggested that this program can be used to help the lecturer to provide a kind of an alternative and additional assessment delivered in class which should be delivered together with the assessment provided by the lecturer. First, the lecturer can deliver a vocabulary assessment by using the test items provided by the lecturer himself, such as giving definition, paraphrasing, and completion in the context. After this, the lecturer can exactly see the real mastery of the students’ vocabulary by asking the students to write a text which topic is being discussed in the class. The AntWordProfiler can be used. Following the steps in the findings and discussion above, the teacher can directly see whether the students have already used the academic words or not which is shown in number of words together with the percentage. Next, the lecturer can also see if the target vocabularies learned in class have already been used by the students or not. If the target words have not yet been used widely according to the target, most probably the lecturer has to repeat explaining and discussing the target vocabularies in class.

The other suggestion is that the next research should try to find a way to analyze whether the vocabulary used by the students have already correct or incorrect in term of meaning and usages. Another program can be adapted, such as the Corpus of Contemporary American English (COCA). It cannot be used directly in assessment since COCA only provides a large amount of vocabulary usages, not providing which one is correct or incorrect. As a result, if it is going to be used as a tool to assess the students' vocabulary, COCA serves as a reference only. The lecturers still have to see word by word written by the students and compared it with the evidence available in COCA.

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# DEVELOPING ESP SYLLABUS FOR DEAF AND HARD-OF-HEARING (D/HH) STUDENTS AT INCLUSIVE HIGHER EDUCATION

**Iswahyuni**

iswahyuni\_iskandar@yahoo.com

*UniversitasBrawijaya*

**AgusGozali**

gozali.agus@gmail.com

*UniversitasBrawijaya*

**Dian NovitaDewi**

dianovita.85@gmail.com

*UniversitasBrawijaya*

## ***Abstract***

*The implementation of inclusive education is done in all level of education, including in universities. As a result, lecturers are trying to develop an English syllabus for inclusive class. This study aims to develop English syllabus in an inclusive class consisting of hearing and non-hearing (D/HH) students in Study Program of Fine Art (SPFA), Faculty of Cultural Studies, UniversitasBrawijaya. It discusses needs analysis to identify target situation. The needs analysis aims to: (a) find out what language skills a learner needs; (b) identify a gap between what the students are able to do and what they need to be able to do; and (c) seek out the objectives of the course. The needs analysis is done through (a) distributing questionnaires for the students and the lecturers; (b) interviewing the management of Study Program of Fine Art and the lecturer who teaches English in this program; and (c) doing observation in the classroom. The result, then, is analyzed to determine the skills and strategies required to cope in target situation. The final product is a syllabus for inclusive class which contains learning objectives, materials, learning strategies, and assessment.*

***Keywords: English Syllabus, D/HH students, inclusive class***

## **1 INTRODUCTION**

Inclusive education refers to accommodating the learning needs of all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. It means that all students attend regular classes and are supported to learn, contribute and participate in all aspects of the life of the school. In Indonesia, inclusive education is regulated in Law Number 20 Year 2003 concerning National Education System and National Education Minister Regulation No. 70 Year 2009 concerning inclusive

education. The implementation of inclusive education is done in all level of education, including in universities.

UniversitasBrawijaya, the first inclusive university in Indonesia in 2012, has admitted 36 students with disabilities, 27 of whom were the D/HH students (PSLD,2013). The D/HH students were admitted in various study programs in this university and mostly selected Study Program of Fine Art (SPFA), Faculty of Cultural Studies. This university concerns supplying eligible education for all higher level students consisting hearing and non-hearing students. As a result, lecturers are trying to apply the existing curriculum to develop a syllabus that all students, including the D/HH students, are actively involved.

Generally, the D/HH students meet with the expectations and standards applied by each study program just like their hearing peers (Iswahyuni and Inayati, 2014). It is in line with Lucker (n.y) who explains that D/HH students' learning should have as equal as standard hearing students. As Moores (2001, in Lucker) stated that the curriculum for students who are deaf or hard of hearing should be the same as that of hearing students. It is also in progress for English course as complementary subject as EFL classroom. English mastery becomes a university demand for all students attending higher education in Indonesia because of the prominent role this language plays in academic as well as work setting (Iswahyuni and Inayati, 2014).

Having students with non-hearing students in EFL class is a challenge. Due to their linguistic barriers, the D/HH students are facing a great hindrance in English learning. Likewise, Antia et al. (2006) state that the barriers may eventually lead to their lack of active participation in classroom activities and discussion, which adversely influences their academic success. Thus, teaching EFL in an inclusive class, with D/HH students is a hard work. As stated by Ramadhani (2013) teaching D/HH is a challenge due to their limitations in communication development such as language, speech, and hearing. Moreover, the limitations create an additional obstruction in the process of acquiring language that they learn as foreign language. Therefore, it is necessary to specify what the EFL classroom activity which is appropriate and effective for them.

Moreover, the D/HH students need trained language teachers who are able to improve their learning performance. The teachers maintain that they need special workshop in the field of deaf education. Since the university is responsible for the availability of skilled teachers and instructional materials, it must make more effort in training the teachers (El-Zraigat, 2012). In addition, the language teachers need particular strategies and methods to handle the learning process which the D/HH students are involved. Thus, they need modified curricula reflecting their special needs as exceptional learners (El-Zraigat, 2012).

Few studies focusing on EFL teaching for D/HH students at inclusive class have been conducted. Antia et al. (2002) discussed the importance of membership in the inclusive education of deaf/ hard-of-hearing students. To facilitate membership, the inclusive program must prepare the curriculum within arranging activities and learning interaction strategies for hearing and non-hearing students. In learning and teaching process, the students are required to actively and regularly interact with one another and with their teacher to construct knowledge. Therefore, those students need a special learning performance which prepared well.

El-Zraigat et al (2012) did a research concerning the challenges of educating students who are deaf and hard-of-hearing in Jordan. They found that the usage of material and equipment in educating deaf and hard-of-hearing students were not adequate and not used for instructional purposes. On the other way, the D/HH students need particular teachers who have been trained and meet the criteria of teachers of deaf and hard-of-hearing students. It means that this group of students must be taught by well

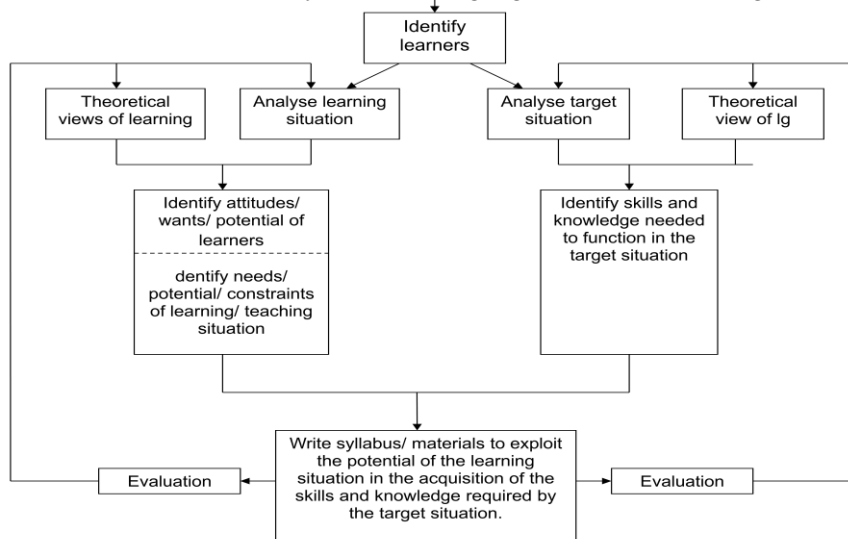
trained teachers and receive their education at schools fitted with facilities needed. In addition, students who are deaf and hard-of-hearing are considered learners in need of special support. Consequently, they need special educational programs that address their unique demands.

Due to the unique demands of D/HH students, the different groups in an inclusive class, and the English mastery demanded by the university, it is important for English teacher to develop a syllabus which is appropriate for the English class(ESP) in SPFA. Prior to this research, Iswahyuni and Inayati (2014) have analyzed the needs of D/HH students in joining courses, especially an inclusive class. They discuss the barriers and the needs of D/HH students in learning process. The result brings fruitful implications for language teachers to conduct classroom activities. This research, then, tries to use the findings as one of the bases to develop English syllabus for English course with hearing and non-hearing (D/HH) students in it. The syllabus is constructed for those who are in SPFA, Faculty of Cultural Studies, UniversitasBrawijaya.

## 2 METHOD

As this research is conducted to develop teaching syllabus, the suitable type of research is Research and Development (R&D). Latief (2011) defines R&D as a research design aimed at developing educational products, like curriculum, syllabus, text books, instructional media, modules, assessment instruments, etc. In other words, R&D creates a product as final output. In this study, the final output is the ESP syllabus which is used for SPFA for regular classes with hearing and non-hearing (D/HH) students. This syllabus contains learning objectives, materials, learning strategies, and assessment.

To develop the syllabus, a learning-centered approach is used. The approach is based on the principle that learning is totally determined by the learner (Hutchinson and Waters, 1987). Furthermore, Hutchinson and Waters state that the ESP syllabus is usually derived from a detailed analysis of the language features of the target situation.



*Figure: A learning-centered approach to course design (Hutchinson: 74)*

Based on the design, the researchers conclude that there are 4 main steps to develop a syllabus, they are (a) analyzing the learning and target situations; (b) identifying the

attitudes, wants, learning/ teaching situation, skills, and knowledge; (c) writing the syllabus / material; and (d) evaluating the developed syllabus / materials.

As it is a Research and Development (R&D), the first two steps of developing syllabus belong to Research process (R). The result of the research is used to develop the syllabus (D). Theoretical views of learning are very important for both, conducting the research and developing the syllabus / materials.

## **2.1 Research**

Before doing the research, the researchers conducted a preliminary study through several literatures which are related with syllabus and material development for D/HH. Then, to know the learning and target situation, the researchers start from doing needs analysis. This step is conducted to know the student's needs in learning English.

Questionnaire is one medium in facilitating this step. It is distributed to all students of SPFA who enroll in the university in the academic year 2012 and 2013. The reason for choosing these classes is the existence of D/HH students in the regular class. Thus, both the hearing and their D/HH students get the same questionnaire. Moreover, the researchers also distributed questionnaire to the lecturers of SPFA, and the English lecturer who is assigned to teach in this study program.

Interview and observation are also conducted in order to support the result of the questionnaires. The researchers interview the D/HH students, the head of the study program and the lecturers, including the English lecturer of this program. Questionnaire and interview are very important as the researchers need to know: a) the preferable language skills; b) the students' level of proficiency; c) the objectives of the course; d) the preferable classroom activities. Meanwhile, classroom observation is done to view the engagement of all students in class, the ability to receive and understand the given material, and the ability to do the instruction given by the lecturer.

Based on the result of questionnaires, interview, and observation, the researchers then determine the attitudes, wants, learning and teaching situation, skills, and knowledge or competency that the learners or students to be able to do after they complete the instruction. The findings of the previous research conducted by Iswahyuni and Inayati (2014) are also valuable as they present the needs of D/HH students in learning process.

## **2.2 Model Development**

After determining the attitudes, wants, learning and teaching situation, skills, and competency of the students of SPFA, the researchers develop an ESP syllabus. The syllabus is appropriate for inclusive class and it is developed based on competence based curriculum (KBK). The syllabus contains the course objectives, the materials, the learning strategies, and the assessment. Some theories related to ESP are crucial to support the development.

## **2.3 Product Evaluation**

After finishing the syllabus, the researchers must evaluate the product. The evaluation is done through a try out and an expert validation. It is conducted to collect the data which can be used as the foundation to state the level of effectiveness, efficiency, and/or the attractiveness of the product.

## **3 FINDINGS**

In this part, the researchers describe the preliminary study which is conducted through the literature understanding related with the syllabus development of ESP lecture in SPFA,

Faculty of Cultural Studies, for the inclusive class. As stated before, these classes are taken for the existence of students with special needs (D/HH). The total amount of two classes is 47 students. The writers spread the questionnaire to all students and all lecturers of SPFA. An interview is also conducted to support the findings. The researchers interview some students, especially the D/HH, and the lecturers of SPFA. Moreover, the result of the observation is also important to support the result. The details of those three procedures are described in the following.

### 3.1 Students' Questionnaire and Interview

Based on the result of the questionnaire filled by the students who have taken and are taking English lecture and additional information gained by interviewing some students including the D/HH, speaking skill is more preferable as the output in learning English. Students think English speaking skill can help them in their future as artists. They need speaking ability at work as their medium of communication. In promoting their masterpiece, such as paintings or sculpture, to the potential foreign customer, an artist needs to explain it orally.

On the other side, the D/HH students still have significant difficulties in arranging words into a sentence. But, still, they think they need to share ideas and opinions. Realizing that they surely get difficulties in speaking, they think writing is the appropriate skill. However, the role of interpreters may help them in making communication with the customers in the future.

Besides, the result of the questionnaire shows that reading skills is also important for the students since there are some reading sources for Study Program of Fine Art in English. Thus, reading activities cannot be avoided. It is very useful for both the hearing and non-hearing students.

In terms of learning activity, most students prefer discussion. It is stated in the result of the questionnaire filled by the hearing students. Besides, they also hope that the lecturer also applies role play as the teaching method. Uniquely, the D/HH students also state that discussion is an interesting activity in learning English, although they know that they cannot participate well in group discussion. Moreover, both groups of students (hearing and non-hearing) are interested in using audio visual media in English learning. The D/HH students state that they would be able to understand the material through the help of the subtitles.

### 3.2 Lecturers' Questionnaires and Interview

Whereas, the result of questionnaire analysis from the lecturers of art, lecturer of English who is assigned to teach in SPFA, and the Head of SPFA and also additional information gained by the interview, state that English is needed as a medium of communication both spoken and written, they are speaking skill, reading skill, and writing skill. They are needed since the graduates of this Study Program later on will become artists, curators, and art critics who have possibility to interact directly with foreign customers. This conditions oblige them to speak foreign language, at least English as it becomes one of international language. Besides, the graduates of Study Program of Art are hoped to be ready to face the art in the future which makes them compete with other countries as the development of contemporary school.

The interview is conducted to know the students' proficiency level. Although **English language proficiency levels of beginning, intermediate, and advanced are not grade-specific, the proficiency level descriptors may help teachers to know the students' linguistic needs. The result of the interview with the teacher** shows that the students of SPFA are in the low intermediate level. It is based on the criteria that in this



level, students understand short conversations on simple topics. They rely on familiarity. They use repetition, gestures and non-verbal cues to sustain conversation. When reading, students at this level understand basic narrative text and authentic materials. They can write simple notes using basic vocabulary and common language structures. Frequent errors are characteristic at this level (<https://ells.wiki.farmington.k12.mi.us/ELL+Proficiency+Levels>). Based on interview it is concluded that students have limited vocabulary so that their reading skill is low.

### 3.3 Classroom Observation

Classroom observation is conducted to know the classroom condition in order to enrich the information for the development of the syllabus. After observing the classroom, there are some conclusions taken. The first is the students are really motivated the classroom teaching that seems not communicative for all students. The class emphasizes on reading and writing skills since there are D/HH students in the class. The second is the role of the D/HH during the presentation session. The D/HH students tend to be the ones to operate the slides while the hearings conduct the presentation. This may happen to the D/HH students get difficulties in communicating with the audience. It may be concluded that the role of D/HH in the classroom is not maximum.

Based on the findings of the observation, the students (target) and learning needs can be identified as following tables.

can be identified as following tables:

Target Needs		
Necessities		
Language skills:	Most reading	
Language aspects:	Grammar, Vocabulary	
Lacks		
Difficulties:	Speaking, Writing	Listening,
Practice needs:	Speaking, Writing	Reading,
Wants		
Future needs:	Communication in English	
Oral accuracy:	Reading textbooks	English
Paper writing:	Important	
	Sometimes	

Learning Needs	
Mode:	Lecturer's guidance
Practice & Exercise:	Grammar, Vocabulary, Discussion
Correction:	By instructor privately after class
Media:	Audio visual

## 4 DISCUSSION

Based on the findings, the researchers developed an ESP syllabus for an inclusive class which consists of hearing and non-hearing students. The developed syllabus covers the learning objectives, learning strategies and the learning materials. The students' assessment is also presented. After that, to validate the syllabus, a try out is conducted.

### 4.1 The Learning Objectives

The main objective of English class in SPFA is to help the students to be able to use the language actively, both in spoken and written forms. Later, it is hoped that they can use English in many different areas, such as in business, in a new social life, and in understanding texts about arts, written in English (Buku Pedoman, 2013). In other words, the students are expected to be able to use English correctly and properly, especially for expressing their ideas, feelings, and opinions in many different areas.

However, based on the result of findings, it is found out that the students are supposed to be able to use English for certain areas related to their field of study, that is fine art. English is needed to support the courses that they have during their study. In other words, English is used as a medium to learn new topics or themes in their field of study. Thus, content-based instruction (CBI) is applied. According to Brown (2001) CBI refers to the concurrent study of language and subject matter with the form and sequence of language presentation dictated by content material. It is an approach to language teaching that focuses not on the language itself, but rather on what is being taught through the language; that is, the language becomes the medium through which something new is learned. Thus, the learning objectives of the class are that the students of SPFA will:

- 1) Understand many different texts related to their field of study
- 2) Understand certain vocabulary and English structures related to texts
- 3) Develop speaking skill in order to explain the texts in a group / class discussion, presentation
- 4) Develop writing skill, especially producing an article related to fine art.

Related to the topics that they are going to learn, the researchers analyze the subjects of SPFA. Some important subject contents that the students have to learn are elements of art, the history of art, phases of art, and schools of art. These contents are then elaborated into some topics as they will be used in one semester (14 meetings). In detail, the whole topics are shown in the following table.

#### *SYLLABUS OF THE ENGLISH COURSE*

Meetings	Learning Objectives	Learning Activities
1	Identifying Learning Objectives of the Course	Course overview.
2 and 3	Recognizing the art elements (art and entertainment, colors, shapes, famous structures, and sculpture)	Reading: Vocabularies identification Speaking: Group discussion on particular artistry related to the topics Writing: Guided writing
4 to 5	Recognizing the principles of experimental research (arts in the past such as Viking Warrior,	Reading: Finding out the main idea through subtitled video

	18 <sup>th</sup> century gold doubloons, ancient Peruvian pot, 22 BC pottery beaker c, beaded blackfoot moccasins, 17 <sup>th</sup> century samurai, 19 <sup>th</sup> century Russian Cossack pistol, illuminated manuscript, and Arapaho chief's)	Speaking: Group discussion based on the subtitled video Presentation on the result of discussion in the form of slide Writing: Guided writing
6 to 7	Simulating the features and samples of arts in the developing phases of fine art in the world (BC, Classic, Modern, Post-modern)	Reading: Phases of arts in the world. Identifying the usage of punctuation. Speaking: Group discussion on finding out the characteristics, art figures for each phase in the world. Group presentation on the result of the artistry in one phase Writing: Guided writing.
8	Mid- semester test	Having written test of the whole topic in meeting 2-7.
9 -10	Identifying the features and samples of arts in the developing phases of fine art in Indonesia	Reading: Phases of arts in Indonesia. Identifying the usage of passive sentences. Speaking: Group discussion to find out the characteristics, art figures for each phase in Indonesia. Group presentation on the result of the artistry in one phase Writing: Guided writing.
11 -13	Identifying the Schools of fine art. (Neo-classic, Romantic, Realism, Naturalism, Impressionist, Expressionist, Fauvism, Cubism, Abstractionism, Futurist, Dadaism, Surrealism)	Reading: Schools of art. Identifying the adjective phrases. Speaking: Group discussion to find out the characteristics, art figures for each school of art. Group presentation on the result of the artistry in one art school Writing: Guided writing
14 – 15	Identifying the features and types of Museum in the world (Louvre, MOMA, MET, Ryle Museum)	Reading: Finding out the main idea through subtitled video (Sungha exhibition, BBC treasures of the Louvre, Great Museum, British Museum, One of the Best Collections in the world)

		Speaking: Group discussion to find out other museums in the world (London, San Francisco, Los Angeles, and Santa Fe) Group Presentation on the result of discussion in the form of slide. Writing: Guided writing
16	Students' Exhibition as Final semester test	Holding an exhibition of students' artistries from the whole meetings. Being curator of other artistries (peer assessment).

## 4.2 The Learning Strategy

The English course has 16 meetings of a semester and meets once a week. Actually, the effective meetings are 13 excluding 2 meetings for mid-term and final semester test and 1 meeting for course overview. Every single topic will be accomplished in two meetings since the materials have wide scope. In addition, each topic will have grouping students' performance whether in the form of presentation or demonstration. These activities are related to the result of the questionnaire. The hearing students prefer discussion and presentation in English class. Due to their barriers, the role of interpreters is needed in order to help them to express their ideas. The use of visual media, such as pictures and films with subtitles (Iswahyuni and Inayati: 2014), is also important to help them learning the foreign language.

In an inclusive class, the hearing students and D/HH students are treated equally. It means that there is no different treatment between the hearing and D/HH students. Although the D/HH students use *bisindo* sign language, the interpreters should use English when they are transferring the ideas.

## 4.3 Assessment

As this class uses content-based instruction, in which all activities are based on topics concerning their field of study and various tasks are applied, portfolio assessment is the most appropriate one. The portfolio refers to the purposeful, selective collection of learner work and reflective self assessment that is used to document progress and achievement overtime with regard to specific criteria (Kohonen, in Douglas, 2000). The assessment treatment for the hearings and D/HH students are somehow different. Thus, assessment rubrics for each student and each meeting are needed. However, the rubrics will be different due to the different students' characteristics.

Some assessments can be used for both groups while others are not. Puspitasari (2014) states that applying similar assessment method for students in inclusive classroom may not be fair for all students, especially for those of the D/HHs with the reason that by doing so will only ignore the specific needs of those students. Therefore, accommodation is applied for D/HH students.

## 4.4 Try Out

A new product needs to evaluate, and the syllabus as well. The evaluation of this syllabus is conducted through try out and expert validation. The try out is important to get input especially from the language users or the students. Based on the try out, there are two topics that should be added, those are sociology of art and anthropology of art as there are

many English references used by the lecturers. It makes the students need to learn English more, especially related to the subjects.

## 5 CONCLUSIONS AND SUGGESTIONS

As a Research and Development (R&D) design, this develops ESP syllabus for SPFA which has hearing and D/HH students. Both the hearing and D/HH students are in one inclusive class in which there is no different syllabus. Thus, the syllabus must be the one that can be used by all students. The objectives of the class remain the same. However, they must be stated clearer, based on the students need. The chosen topics are based on the students' field of study; they are about elements of arts, phases of arts, the history of arts, and schools of arts.

The important aspects in teaching English in an inclusive class with D/HH in it are the strategy, the media, and the assessment used in the class. There must be some accommodations so that all students are able to learn well. Although reading is very important, teacher should consider students level of proficiency. As the topics are not the easy ones and there are many terms related to students' field of study, teacher should modify or paraphrase the materials. By doing so, hopefully the D/HH students have no difficulties to understand the materials.

Moreover, the materials should be presented in such a way to gain students' interests. Presenting the materials in the form of audio visual is an alternative. However, due to their limitation, the non hearing students need the audio visual with subtitles, so that they can read the complete material.

The learning strategy used in class are also various. Classroom discussion, role play, and presentation can be conducted for both groups of students. However, the presence of interpreter is important to help the D/HH students communicate with their peers.

Accommodations are also given in the assessment process. While the hearing students are assessed by using speaking rubric, the non-hearing students will get different technique. Interview and writing process are the alternatives to know students' understanding toward the materials.

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# IMPROVING STUDENTS' CRITICAL THINKING IN UNDERSTANDING READING MATERIAL THROUGH BLOOM'S TAXONOMY QUESTIONING STRATEGY IN ENGLISH FOR SPECIFIC PURPOSES (ESP) CLASS

Mayuasti

mayuasti@gmail.com

STKIP PGRI SUMBAR

Jl. Gunung Pangilun Padang, West Sumatera

## **Abstract**

*This research deals in improving college students' critical thinking at English for Specific Purposes Subject. The strategy that is applied is Bloom's Critical Thinking Questioning Strategy. The positive side of this strategy is that the given questions are developed based on Bloom's taxonomy level. It is an action research because the researcher uses own class in doing this research. The processes of this research have been done from April to Mei 2014. There are two cycles and each cycle consists of two meetings. After doing the research, it is gotten that Bloom's Critical Thinking Questioning Strategy improves college students' critical thinking. It helps the students to build and elaborate their ideas. Hence, it increases students' reading comprehension.*

**Keywords:** *Critical Thinking, Blooms' Critical Thinking Questioning Strategy, Reading Material*

## **1 INTRODUCTION**

Students' ability to present and discuss the reading material cannot be separated from critical thinking skills (critical thinking). Critical thinking means able to understand the implied meaning of the material being read. After that, students are able to interpret it in different languages but have the same meaning as the material read.

The problem in this study is limited in discussing improve students' critical thinking for reading material of their lectures. Critical thinking is tried to be improved by using Bloom's Critical Thinking Questioning Strategy. Problems have been selected for each college students to read and then present and discuss the reading material. Bloom's Critical Thinking Questioning Strategy chosen to address this issue because this strategy of this study has been conducted on the writer's own class who served as a lecturer at PGRI STKIP West Sumatra.

### **1.1 Critical Thinking**

Critical thinking is a real form of the understanding of the reading material. Critical thinking skills to be possessed by students who are often faced with a lot of reading material that requires understanding and analysis. There are some theories related to critical thinking.

According to Ennis (1991), critical thinking is the ability to determine what action should be taken or who believed through reflective thinking and sensible. The act in question is the analysis and interpretation of the material presented either in writing or orally. Analysis or interpretation can be generated from deep thinking logically and reasonable.

Then clarified by Rudd (2002) which states that critical thinking is thought reasonable, purposive, and reflective used for decision making, problem solving and the main concepts. The reason underlying this critical thinking should be based on evidence or facts support that can reinforce the description of ideas. Moreover, the meaning of critical thinking does not produce a new opinion but think the pieces that reflect this idea or concept analyzed or interpreted.

While, Halpern (2013) defines critical thinking as a process of thought which enable the ability or cognitive strategies that can increase the likelihood of desired results. Cognitive ability means maximizing the brain in the process of thinking with proper analysis. The activation of this process will produce a critical interpretation.

It was concluded that critical thinking is a process that challenges the individual to use rational thinking, reflective, and unreasonable to collect, interpret, and evaluate information in order to obtain a decision. Rational means exposing thought acceptable to common sense. Meanwhile, reflective reflect that thinking is generated to represent the information seen or heard. Reasoned means presenting information with evidence and facts are authentic or real.

## 1.2 Bloom's Critical Thinking Questioning Strategy

There are several strategies that can be used to enable and enhance the ability of critical thinking. One way is to equip students with questions. Questions are presented of course that makes students must activate their ability to think rationally, reflective, and reasoned. The strategy that can be applied is Bloom's Critical Thinking Questioning Strategy.

Bloom's Critical Thinking Questioning Strategy was initiated by the strategy said Bloom. The process of granting the question as a strategy to enable the critical thinking skills based on the level of taxonomy. The levels consist of six (6) level, namely knowledge, comprehension, application, analysis, synthesis and evaluation (Bloom: 2007).

### (a) Knowledge

Learners gain knowledge by questioning back (recalling) the facts, basic concepts, and answers. The word commands that can be used for this first stage is: *who, what, why, when, where, which, choose, find, how, define, label, show, spell, list, match, and select*.

### (b) Comprehension

Demonstrate an understanding of the facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and express the main idea of the passage. Keywords that are used at this level is *compare, contrast, demonstrate, describe, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, translate, and classify*.

### (c) Application

Solve problems by applying the knowledge, facts, techniques, and rules are controlled in different ways. Operational word that can be presented can critical thinking process is *apply, build, choose, construct, demonstrate, develop, draw, experiment with, illustrate, interview, make use of, models, organize, plan, select, solve, and utilize*.



(d) Analysis

Reviewing and split into several Courant information by identifying motives or causes such a conclusion and find evidence to support the general idea submitted. Questions can be given at this level are: *How is \_\_\_\_\_ related to \_\_\_\_\_?*, *Why do you think. . . ?*, *What motive is there. . . ?*, *Conclusions What can you draw. . . ?*. *How would you classify. . . ? and so on.*

(e) Synthesis

Simultaneously brings together information in a different way by combining elements in a new pattern or alternative solutions offered. Questions can be submitted are: *What changes would you make to solve. . . ?*, *How would you improve. . . ?*, *What would Happen if. . . ?*, *Can you elaborate on the reason. . . ? and so on*

(f) Evaluation

Present and defend opinions by responding to information, validity of ideas or quality of work by some of the provisions or criteria. Questions given to students DAPT form: *What is your opinion of. . . ?*, *Can you assess the value or importance of. . . ?*, *Would it be better if. . . ?*, *Why did they (the character / group) choose. . . ?*, *What the data was used to the make the conclusion. . . ? and so on.*

## 2 METHOD

It is a classroom action research. According to Creswell (2012:577), classroom action research is a one of research designs that is done by a class teacher to find solution of a learning problem in order to improve students' achievement. Hence, this research focuses on improving students' critical thinking to reading material in English for Specific Purposes Subject at English Department of STKIP PGRI West Sumatera, Padang Indonesia. It was two cycles which each cycle was processed in two meetings. Every meeting is 150 minutes.

## 3 FINDINGS

After the execution of two cycles in this study, it can be seen that every meeting there was an increase kemampuan on how critical thinking of students to their reading material. Therefore, the researchers decided to memberikan final test in order to evaluate their ability to think critically as a whole. Post test was conducted on May 12, 2014. However, a few days before the tests researchers have notify students that the date will be the last test execution with respect to the process that has been done during these four meetings.

On the day of the test, researchers have been providing reading material to be tested. Basically this literature is a continuation of their course materials. Each student got the same reading that is ESP & Vocabulary. They were also given the same answer sheet that has contained questions they must answer. However, this answer sheet is given after the students are given the opportunity to read the material provided.

After reading material distributed, researchers gave time for 15 minutes for them to take down some predictions regarding the content to be read. Then, the researchers instructed them to read the full article given for 30 minutes. Researchers allow students to mark the word - the word is important, the theory, the data - specific data, even other people's opinions are found in literature. Then, the activity was continued by comparing

their predictions with the results before reading them. Researchers gave more about 15 minutes to perform the process. Furthermore, researchers distributed a sheet of questions (Appendix 6: 34) at the same time the answer sheet to be done by the student. Like the previous events, the question must be answered in order. The time given to answer these questions is 60 minutes.

60 minutes later, the answer sheets were collected to analyze. There is also the result of the analysis is the average - average total scores achieved by students is 27,684 of the total highest score is 49. This means that 50% of the achievements have been obtained. Here are the details of each indicator critical thinking:

- 1) Summarized problem, question, or issues: 4.684 of 7. Conclusions resulting from very precise with the specified context. In addition, the conclusion is also based on the analysis of aspects related to the topic of reading. Conclusions also use the word - an important word is the key of reading ideas.
- 2) Considers context and Assumptions: 4.342 of 7. The results are shown students are able to analyze the issue in question clearly. The statement shows that they are trying to identify the assumptions of other readers on the issues analyzed. Another positive value is generated analysis did not result in reducing the opinion that the essence of the idea of reading.
- 3) Communicates own perspective, hypothesis, or position: 3.921 of 7. The point of view of the question given their increasingly obvious. There is no doubt in conveying hypothesis or prediction of the issue in question. The data used as was highly considered. They have also been able to reconcile the contrasting statement in providing reinforcement to the statements they make.
- 4) Analyses of data and evidence supporting: 3.657 of 7. The supporting data presented is accurate as can be found in the literature and is relevant to the answer given. The more selective in choosing the data that is used as an amplifier factual statement. The idea is well organized. Each main idea to get clear descriptions and not long - winded.
- 5) Uses of perspective and positions: 3.289 of 7. In addition to the argument has been able to compete, they have also been able to vary the reinforcement by analogy or parable but still respect other views that contrast with the ideas presented.
- 6) Assesses conclusion, implications, and Consequences: 3.236 of 7. The answer given was able to conclude with the perfect idea of the story. In addition, the answers given show impact will be given as well as the consequences that would be obtained from the resulting conclusions.
- 7) Communicates Effectively: 4.552 of 7. Students concerned with the rules of grammar. They are also consistent in the selection of the writing style. They also pay attention to the provision of a paragraph that should have just one topic, one main sentence, and idea - the idea of the proper support associated with the main sentence. In addition, all the theories cited appropriately and positioned in the right place as the data amplifier on the answers given.

With a student analyzes the results of the final exam, then so does this class action research process. It can be seen from the start of the study until the final exam, students' critical thinking skills is increase both overall and for each indicator.

#### 4 CONCLUSION

Here are several conclusions that can be given with regard to this study. The main conclusion is Bloom's Critical Thinking Questioning Strategy proven to improve students' critical thinking skills to reading material that they read as their lecture material. With increasing their critical thinking ability, it also increases their understanding of the content of the reading material. Another conclusion with sharpened every indicator critical thinking, students become responsible for any statements they make must be based on a clear rationale and data - accurate data that can be responsible for their validity. Thus, students do not argue just by mere personal opinion. Additionally, because the product is in the form of automatic writing of this strategy was to make the students much more attention to the choice of words, grammar, and writing style is right according to the academic context.

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# **STUDENTS' PERCEPTION TOWARD ENGLISH TEACHERS' ROLE ON CLASSROOM INTERACTION (A MINI-RESEARCH HELD AT SMAN 1 PAGUYAMAN)**

**Samsudin R. Ishak**

ishaksambayang89@gmail.com

*Student of Post-Graduate Program of English Department, Gorontalo State University*

**Isnawaty R. Ishak**

*English Teacher of SMA Negeri 1 Paguyaman*

## **Abstract**

*The main issue concerned in this mini-research was that students' perspective towards the ideal classroom interaction should be considered in order to create ideal form of communicative English instructional practice. The research was using descriptive survey design by following the observable aspects of teachers' roles in interactive classroom suggested by Gebhard (2000). It was administered to two classes of first grade students taught by two different English teachers; they were 28 students (taught by Teacher A) and 30 students (taught by teacher B).*

*The survey result indicated that both teacher A and teacher B had problems in maintaining a communicative classroom interaction. The mean-score showed that teacher A got 50.75 which was interpreted as "Sufficiently Communicative" and teacher B with 60.5 which meant "Communicative". Compared to Teacher B, Teacher A was poor in giving opportunities for students to negotiate meaning. Furthermore, both teacher A and teacher B were poor in reducing centrality in communication, and being cultural informant and needs assessor. This was likely to be a domino effect for other observable aspects. The more teachers take control to the communication at classroom activities, the more they cannot give emphasis on students' uniqueness, chances, and choices and so on.*

**Keywords:** *Perception, Teachers' role, Classroom Interaction.*

## **1 INTRODUCTION**

English teachers, especially ones in Indonesia, face many impediments in creating communicative English classroom activity. Typical problems like *Teacher Talking Time (TTT)* or *Students Talking Time (STT)* appear in most English classes. What teacher expects to happen at their classroom activity that has been firstly designed in lesson plan cannot be fully implemented. This sometimes causes teacher's frustration not merely because of the unimplemented plan itself but also time allotment to be spent in transferring material to students can be much longer than what has been predicted by teacher previously or by what has been successfully implemented in previous years.

To prevent such frustration, teachers take their role in classroom more than the amount of time they have done previously. This causes a new problem namely the decrease of students' talking time. Teachers would be more active person in classroom. Communication in classroom would be dominated by teachers rather than students (the target of language teaching). Jerry G. Gebhard in his book "Teaching English as a Foreign or Second Language" explained that in teacher-centered class, teachers tend to give more emphasis in explaining their material, drilling repetitively or asking questions (Gebhard, 2000: p.49). Ideally, English classroom activity should be interactive; should be the one which providing many chances to the students to speak the foreign language they are learning; providing time to think of and appreciate or even give comments to their friends ideas. Eventually, such activities will elicit the atmosphere of teaching language as interaction among people not only the classical process of transferring information from teacher.

Concerning about teaching English as interaction among people in the classroom means we concerning a "cover-both-sides" consideration of teaching process. The so called cover-both-sides here is addressed to teachers interest in achieving instructional objectives as what has been formulated in curriculum, and students interest in learning English as foreign language. Formulating good lesson plan alone is not enough to create an ideal form of communicative atmosphere; students' perspective towards the ideal classroom interaction should be considered.

In order to create such interactive classroom activity, teacher group-discussion has been regularly held (specifically at SMA N 1 Paguyaman). Unfortunately, the overview from students' perspective towards such issues is still rarely held. Based on the interview towards the English teachers at SMA N 1 Paguyaman on November 19<sup>th</sup> 2014, it is showed that students' perspectives toward classroom interaction are observed by the teachers (in this case: English teachers) by doing a reflection at the end of competence standard implementation. It is held to observe the fulfillment of learning objectives formulated in curriculum. A more complete documentation of students' perspective toward their teachers' role at the classroom was not well developed at SMA N 1 Paguyaman.

Therefore, we considered that it is important to do a mini-research in order to answer research question namely "What are students' perspectives toward their English teachers' role on classroom interaction?". This mini-research is designed to collect students' responses to some aspects related to teachers' role in creating the interaction in classroom activity.

This mini-research is mainly focused on students' interest in classroom activity so that the so-called interactive classroom activity could be implemented. To discuss about this term, we consider important to involve in this report the short theoretical description regarding the indicators that make interaction in classroom interactive. Gebhard (2000: pp. 52-53) suggested that there are some factors to making classrooms interactive:

Reduction in the centrality of the teachers

- (a) An appreciation for the uniqueness of individuals
- (b) Chances for students to express themselves in meaningful ways
- (c) Opportunities for students to negotiate meaning with each other and the teacher
- (d) Choices, both in relation to what students say and how they say it

Centrality of teachers should be reduced in order to give students opportunities in having a role in classroom activity. Harmer (1998: p.4) suggested that TTT can be helpful

if teachers know how to talk to students; they know how to make their language understandable for students so that students can listen to the language that is produced by one above their level but still can be well acknowledged. However, Harmer continued, too much TTT will be useless because of decreasing the opportunities of students in taking their roles in classroom activities.

Harmer (2007: p.70) suggested that in such a CLT (communicative language teaching), students are stimulated to produce and practice the language they are learning rather than learning the grammatical aspects of the language. This kind of language teaching needs a desire from students to communicate, and also communicative purpose so that the activity can be well communicatively achieved. However, teachers' roles are really needed in implementing this communicative objective in learning. Some other aspects are proposed by Gebhard (2000, pp. 56-58) related to teachers' role in interactive classroom activities, such as follow:

- (a) *Language authority* : teachers should be a language source for students
- (b) *Cultural informant*: instead of teaching English fully in designed-material, teachers are required to bring the cultural understanding in classroom so that students know how the language they learn is used in cultural context of native speaker.
- (c) *Model English speaker*
- (d) *Needs assessor*: includes learning about students' language-learning history, goals, interests, study habits, learning strategies, and language-learning styles.
- (e) *Classroom manager*
- (f) *Text adapter*
- (g) *Entertainer*

## 2 METHOD

This survey research was administered to two groups of students distributed in two classes namely 28 students of Class X-IIS 1 (taught by Teacher A-hereafter class X) and 30 students of Class X-MIA 3 (taught by teacher B-hereafter class Y). This mini-research was aimed to make a comparison of students who are taught by different teachers in terms of their perspective toward teachers' roles in interactive classroom.

The research instrument was formulated in questionnaire following the observable aspects of teachers' roles in interactive classroom suggested by Gebhard (2000) as stated in theoretical framework. The questionnaire consists of 20 items that are measured by using Likert's scale (1=Never; 2=Ever; 3=sometime; 4=often; and 5=always).

## 3 FINDINGS AND DISCUSSIONS

Data that are collected from questionnaire are summarized in tables in order to obtain the total score of each respondent in each survey item provided.

*Table 1. Comparison of Percentage of Teacher A to Teacher B per item*

Items' Number	Percentage
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	Teacher A	Interpretation	Teacher B	Interpretation
1	57%	Good	63%	Good
2	44%	Sufficient	81%	Very Good
3	56%	Good	75%	Good
4	52%	Sufficient	87%	Very Good
5	73%	Good	84%	Very Good
6	86%	Very Good	85%	Very Good
7	83%	Very Good	86%	Very Good
8	36%	Bad	60%	Good
9	35%	Bad	41%	Sufficient
10	65%	Good	79%	Very Good
11	46%	Sufficient	68%	Good
12	59%	Good	71%	Good
13	67%	Good	65%	Good
14	24%	Bad	30%	Bad
15	27%	Bad	31%	Bad
16	29%	Bad	29%	Bad
17	28%	Bad	39%	Bad
18	43%	Sufficient	33%	Bad
19	69%	Good	81%	Good
20	28%	Bad	27%	Bad

What has been represented by figures in the findings above is the description of how students responded to what their teachers gave them at the classroom interaction. Even though figures cannot one hundred percent predict teachers' performances at the classroom, the data presented above may help. Teacher A and teacher B can observe the data in order to determine the area that their weakness exists. By identifying the weaknesses, teachers can provide instructional design that is aimed to be the answer to what students need in classroom. Focusing on classroom interaction, there are some aspects can be discussed based on the data presented above that are:

1) Consideration on Centrality of the teacher.

It is important to decrease teachers' domination in classroom interaction. It is expected that students take more times to interact to each other by using the language they learn. Unfortunately, the survey result showed that averagely both teacher A and teacher B took more control in classroom interaction. Based on the interview, both teacher A and teacher B revealed that they found it difficult to drive students in interactive English communication at classroom activities caused by several reasons.

*Firstly*, English is foreign language for students and it is considered hard to make students understand what English is meant for their daily life at the future. It is absolutely different with one who learns English at some countries as the second language. It is also different with one who live, for instance, in Bali in which English has become important part contributing to their life. In Gorontalo, particularly in Paguyaman, it is hard to convince students that English will be contributing to their life. Explaining that English will be helpful for them to understand computer or gadget command, gaining information from English magazine, or making friends with foreigner on Facebook were not enough to boost students' desire or interest in learning English.

*Secondly*, English as foreign language is being taught by using Bahasa Indonesia (their second language) that, in fact, causes difficulties in associating the meaning. We found it easy to teach English directly from mother-tongue Language (bahasa Gorontalo) to Target Language (English) because of the similarity in some structures of both languages. However, students of SMA N 1 Paguyaman are coming from multicultural communities that are Gorontalo people, Balinese, and Javanese. It becomes another impediment of transferring the meaning from mother tongue-to-target language because of the limitation of teachers' language repertoire.

*Thirdly*, centrality of teacher in classroom interaction is sometime caused by so many instructions taken by teachers when the activities are held. Both teacher A and teacher B revealed that their students needed more attention or direction on how the classroom activity should be held. These made teacher took more time in speaking rather than students did. As a solution to the problem, Good and Brophy (1990) suggested that communication among teachers is needed to discuss how such problems can be solved. Shortly, the English teachers at SMA N 1 Paguyaman should do a so called "lesson study" in order to determine the exact factors affecting students' interest in taking the role in classroom interaction. This survey may revealed that teachers still took more control in the interaction but more observations should be held to ensure that the control is taken by teachers based on the consideration that language and the meaning will be well transferred to students.

- 2) Opportunities for students to negotiate meaning with each other and the teacher.

The survey result showed that both teacher A and teacher B showed weakness in item No. 9 confirming about students' opportunity in arguing their friends' opinion or answer toward some topics they are discussing. What we mean with weakness here is based on the responses gave by the respondents that dominantly answering "1" (never) in the questionnaire. The item, then, can be reformulated based on the result to be "teachers, dominantly, never give students the opportunity in arguing their friends' opinion or answer toward some topics they are discussing". The question now is "why this item could be the representation of problem in classroom interaction?"

Our consideration of this item becomes deeply emphasized because this item confirming about how students use the language they learn (English) to express their idea or to argue with their friends. It means that students are negotiating the meaning and, in this context, the usage of new language is not conditioned on such an artificial setting like doing conversation or dialogue with pairs. Students use language based on what they want to say, and that is the nature of language, to ease the speaker to make the listener understand the meaning then give responses toward it.

Both teacher A and teacher B got low responses from respondents on the survey. However, it does not mean that they are not good English teacher. Both of them confirmed that inexistence of the opportunity is caused by students' English ability that is not enough to build a communication in the classroom. Teacher A and teacher B revealed that (1) most students are lack of English vocabulary; (2) they even do not know how to find the meaning of the word in their dictionary; (3) most students still cannot pronounce the English word (even the alphabet) correctly; and (4) they also do not know the correct sentence structure. In a word, the problem of interaction is not about the inexistence of opportunity or students' idea. The problem is that students still do not know how to express their idea by using English. We found at the first day of class introduction that almost students introduce themselves by using: "*Will my friend I will to introduce myself...*" which, at the time, brought us a frustration. How can they use English to



interact when the error had happened for some years at junior high school stages? Most students who graduated from particular junior high school pronounce "Well" with /wil/. They also pronounce "friend" with /frind/. They use "to" after "will" or "can" and many other errors revealed from time to time.

Instead of driving students to communicative English interaction in the classroom, English teachers for grade X at SMA N 1 Paguyaman are busy with the effort of correcting the errors students brought from junior high school English instruction. It is hard to alter what students bring from junior high school because their brain has kept the information on their long-term memory. They believed that their English teacher at junior high school was true; that was what should be. However, the errors happened time to time, year by year. The English teachers at SMA N 1 Paguyaman then speculated that the errors were coming from the same teacher at junior high school. So, we consider important to suggest here that the communication between English teachers at senior high school and junior high school should be held so that such problems could not be appeared any longer.

### 3) Cultural informant.

The respondents showed that both teacher A and teacher B did not give them experience in understanding the cultural background of English speaking countries like America, Australia or England. As Gebhard (2000) indicated that it is important for teacher to be the one who introduce the cultural background of how the English is used by the native speaker. Teacher A and teacher B revealed that cultural understanding has been included in their material but students cannot comprehend it well because they cannot find where to use such a cultural understanding, to whom they talk to, and to whom the knowledge will be addressed.

However, bringing new language to students means bringing new culture to them. So that is why teachers are required to be cultural informant. Especially for English teachers at SMA N 1 Paguyaman, it is still difficult to create or present interesting media related to bringing those cultural terms at the classroom even though it is not a good reason for teachers to do so. The difficulty in accessing media that is related to those terms is affecting the objective, but we considered that the most important factor is the advantage of those terms. Students are becoming confused of the advantages of the new knowledge they learn; they might be comprehensively achieve learning objective but they still could not use the knowledge practically.

### 4) Understanding students' learning proclivity.

Students have their own learning proclivity; some can adapt with classroom activity, follow the instruction well, and get a good grade at last but others cannot do so (Prashnig, 2007: p.45) Survey results showed that both teacher A and teacher B has less attention in determining students' learning proclivity. It is caused by the less of reflection held by both teachers. Reflection may help teachers in identifying what students want in learning activity, what styles they have, what environment they want including what they want to be at the future. It is better for English teachers to do an internal discussion about how to determine students' learning proclivity by creating self-developed instrument which describe students' proclivity in learning. Some psychological theory of learning may help in constructing such an instrument. Gardner's theory of Multiple Intelligences can be appropriate to put into this consideration. What Gardner (2011) believes about human intelligence nature is that ones, even the identical twins, are different one to another. And, this is what our students showed at the classroom. These differences should be

appreciated at the classroom so that learning can be adjusted to the extent of students' proclivity. The instrument like MI Survey provided by McKenzie (2005) can be beneficial to determine such proclivities.

Having students' learning profile may help teachers in teaching-learning process such as: (1) determining what styles students have; (2) integrating the styles in classroom activity; and (3) differentiating instruction.

5) Being entertainer.

This is the last emphasis but not the least, that teachers are required to be entertainer in classroom interaction so that students can be well involved in the interaction. Some students like humorous teacher, some like teacher who enjoy singing along during learning activity and other like teachers who tell a story. In a word, enjoyment is needed in classroom activity. Specifically for classroom interaction, students are likely to participate if they enjoy the activity. Designing an interesting material for classroom activity takes more time for teachers (Beadle, 2009 January 5). In fact, teacher has many workload required by the institution so the so called discussion among teachers, the improvement of self-developed media and more entertaining lesson could not be well implemented.

#### 4 CONCLUSIONS AND SUGGESTIONS

Statistically, teacher A is categorized as "sufficiently communicative" by 50.75% on the mean-score, and teacher B is categorized as "communicative" by 60.5% on the mean-score. The statistical description cannot precisely predict the roles of the teacher at the classroom. However, the data from this mini-survey can be a reflection toward what teachers did at the classroom including what students expect from their teachers. Figures in this mini-survey cannot judge the quality of teacher A and teacher B. It is better to use it for documenting students' expectation so that the English instruction at SMA N 1 Paguyaman could be well designed adapted to students' needs.

Furthermore, it is suggested to English teachers at SMA N 1 Paguyaman to do a lesson study regarding English instruction at the classroom. It is expected that through lesson study, communication among English teacher as well as the discussions about good English teaching could be held comprehensively and continually. Discussions with Junior High School English teachers are also needed to prevent such errors as described in discussion of this report.

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# THE EFFECTIVENESS OF RUBRIC TO IMPROVE STUDENTS' CONFIDENCE IN WRITING

E. Ngestirosa. EWK  
ngestirosa@teknokrat.ac.id

STBA Teknokrat  
Jln. ZA. Pagar Alam No. 9-11, Lampung, Indonesia

## **Abstract**

*This paper aims to inform the effectiveness of rubric in writing class. The paper investigated the class of writing which consists of 83 students. The problems found in the class were the bigger number of students and a number of business letter productions that should be checked by the lecturer. The class developed the ability of students in making business letter. The rubric was used to let the students to develop their understanding in kinds of business letter. This rubric provided checklist as the guided information about parts of business letter. Peer and self assessments were applied to let the students assess writing production. The students gathered the information about good business letter by developing their understanding to assess their friends and themselves. Data were gathered from the production of writing and the questionnaire given to the students during teaching learning process. During class, the students were given questionnaire to gather their opinion about the use of rubric, their difficulty in scoring or assessing and their difficulty in assessing themselves. Reflective writing by rubric finally created bigger participation, enthusiasm and confidence in developing students' ability in writing. The rubric also created the effectiveness of assessing the students in bigger class of writing for the lecturer.*

**Keywords:** *assessment, business letter, rubric, writing*

## **1 INTRODUCTION**

The ability to write is very important in global world; therefore writing becomes one of important skills for education and office world or business. Writing has become tenets of communicative language teaching that is teaching language as a system of communication rather than as an object of study (Alderson and Bachman, 2002). In writing, more time and energy can be spent on cognitive activities such as planning and cognitive retrieval, as there is less communicative pressure to continuously produce utterances (Weigle, 2002:18).

Basically the writing skill requires a well-structured way of the presentation of thoughts in an organized and planned way (Braine & Yorozu, 1998). Advanced 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). This consideration motivates teachers to find the best way to improve students' capabilities in writing. The latest issue discussed was help seeking. In a traditional classroom, help seeking commonly involves a dynamic relationship between teacher and

students, with the teacher encouraging students to ask questions, to do presentation, to have class discussion and so forth (William & Takaku, 2011). Help seeking can be found in different ways. It motivates students to find assistance from the teacher and other students. Help seeking can also be found from the use of rubric.

Rubric is popularly known for authentic assessment. It usually provides list of questions or statement to evaluate or to give standard to certain things. A rubric gives students clear targets of proficiency to aim for. It can improve students' independency in writing and of course their confidence. The research found that students' writing confidence and competence increased when they have regular feedback on how they have to improve by using certain strategies. (Graham, MacArthur, Schwartz, & Page-Voth, 1992). This can be found from the rubric. Rubric provides series of statement that can give feedback for making improvement because it states score and explanation to the performance measured. Direct scoring system that is usually given by the teacher provides no complete information as the one in rubric.

This study is done based on the understanding about the condition that the students face difficulties in writing business letter and they also rely on fully to the teacher to check their production of writing before submitted. They usually rely on the teachers fully to check the writing and finally the feel confident to develop the writing. This condition was also supported by the condition that the teacher feels very frustrated in facing students' question and checking the students work. This condition motivates the researcher to have this study in order to improve the students' confidence in writing. This study then applied rubric to assess students' performance in writing. The previous research applied rubric taken from the standard rubric suggested. There were also many previous researches that provided different kinds of rubric for writing class. The writer has used those rubrics, but they could only be applied by the teacher since the descriptor was quite difficult to understand. This study offers something new since the writer tries to use different and simple rubric made by the teacher and the students. The rubric is made by consideration that the teacher can apply peer assessment and self assessment in the class. This study then applied simple rubric by simple descriptor that is understood by the students easily.

The major purpose for this research was to identify how business writing by using rubric is effective to improve students' confidence in writing. This research is then following research questions: How was the rubric applied in writing class and how did the rubric improve students' confidence and performance in writing business letters?

## **2 METHOD**

This study was a qualitative one. It was conducted in 1 classrooms of writing class and included more than 83 students. The class meets twice for 2 hours in a week. The data presented were collected from observations, interviews and questionnaires. The questionnaires are in the form of two open ended questions and five closed ended questions ranging from strongly disagree (1) to strongly agree (5). The questionnaires are to gather students' attitude and perspective toward the use of alternatives assessment used in the class. The interviews were done to 17 students.

This study was also gathered from observation to the language teaching. The observation was to see the activity in class especially students' performance when using rubric in developing their ability in writing business letter. This study applied rubric to assess the writing performance from the students. The rubric was applied by six steps done in improving proficiency of students' ability in writing. They were involving students in making rubric, teaching students how to apply the criteria, giving the students

a new task to perform, teaching students to evaluate the performance of peers, having students to evaluate their own performance, giving students feedback on their self-evaluation and helping students plan to develop their performance. The last part of this study was giving questionnaire and interview about the rubric used. It was whether the rubric was effective to help them in developing their ability in writing or not.

### **3 FINDINGS AND DISCUSSION**

The data were given from observation, interview and questionnaire. Those three data collecting techniques were done three times for the observation, once for the interview and twice for the questionnaire. The feedback was gathered from the students after teaching learning was finished. The interview was recorded and it was considered as feedback from the students.

The observation was done to know the activities in the class. From four meeting done in the class, it was found that the students reacted differently when the lecturer asked the students to write a letter based on their understanding from the books and the explanation from the teacher. Even though business writing can be said as imitative writing, the students still found difficulties in constructing the letter they have. The students were asked to produce six letters differently. They are enquiry letter, reply letter, order letter, reply of order letter, complaint letter and adjustment letter. Those letters must be created simultaneously. Those letters must have connection one another. This made the problem for the students. Finally from the observation given in the class, it was found that the students had no confident to write the letter; the students were busy asking their friends and the teacher about the format of business letter; the students looked very frustrated when firstly writing.

The next step, the teacher applied rubric in the class. The rubric has some question that guidance them to write business letter. The teacher and the students discussed the rubric together from the understanding they have about business letter. The students could give suggestion to the rubric they have. The teacher and the students set the standard of the rubric. The rubric was finally created about the part of business letter from heading until closing. After having rubric, the students started making the letters.

From the observation, it was found that the class was not really crowded. The students looked independent when writing letter. There were only few questions given to the teacher about the format of the letter. The rest of them was busy in writing the letter and had small discussion with few students. The class was more conducive when compared to the previous class. The teacher still tried to help by hanging around the class and gave some contributive suggestions to the students.

The next step, after finishing writing, the students were asked to have peer review about their production of writing. The students can give score and note to the letter. After having this process, the students were again asked to do self correction before having discussion with the teacher. Every letter was submitted by having rubric attached. The teacher then gave last check to the letter. This did not need longer process since it has been checked by peer review and self review. The teacher only gave some notes orally and gave to the students directly. From the observation, the class looked more conducive even though it consists more than 83 students in two different classes. The final revision was submitted to the teacher for having score, but this is the last production after some revision. It was found that the last revision of the students' work much better than the first letter.

The last step, the students were given questionnaire. This was to gather information about the use of rubric. They are five questions given in the questionnaire.

They are 1) the use of rubric, 2) the independency in writing, 3) the help for writing, 4) the speed of writing, and 5) the confidence in writing. From this questionnaire, it was found that there were 83,2% students agreed with the use of rubric. 76,5% of them thought that they have independency in writing, but only some (43,4%) said that rubric gave them help in writing. Finally there are 81% students who said that they feel confident in writing the letter. The data can be seen from the table below.

**Table 1. Students' Perspectives on Rubric**

No	Questions	Strongly agree	Agree	Accepted	Disagree	Strongly disagree
1	The use of rubric	45.5	37.7	16.8		
2	Independency in writing	33.3	43.2			
3	Help for writing letter	18.2	25.2	33.3	23.3	
4	Improving speed of writing	45.2	32.7	22.1		
5	Improving confidence in writing	46.2	34.8	12	7	

The interview is also done to find out the students' perspectives of rubric they use. These data provide more comprehensible information about their understanding about the activity. This can be suggestion whether this study can be applied for different class or not. The interview was given to some students about the rubric they use. The interview was also used to gather information before and after research. This study applied rubric that is created directly by the students and the teacher. There were 17 students who were interviewed to know their perception to the use of rubric.

**Table 2 Students perception in the process of writing by using rubric**

Question	Answer	Response
Is this the first time for you to write business writing?	Yes	78%
	No	22%
Do you understand the instructions how to make it?	Yes	37%
	No	63%
Do you feel confidence in writing business letter firstly?	Yes	78%
	No	22%
How much do you understand about the way in writing business letter?	Yes	62%
	No	38%
Were you able to write the first draft of business letter?	Yes	45%
	No	55%
Do you understand rubric?	Yes	55%
	No	45%
Do you think effective when firstly presented?	Yes	68%
	No	32%
Is rubric helpful for you in making first draft in writing?	Yes	56%
	No	44%
Is rubric helpful in developing your performance in writing?	Yes	91%
	No	9%

Do you think you can easily assess your friends' work in writing by using rubric?	Yes	72%
	No	18%
Do you feel helpful when your friends check your works?	Yes	83%
	No	17%
Do you think easy for you to assess your own writing by using rubric?	Yes	45%
	No	55%
Do you find easy in developing your writing after doing self assessment?	Yes	86%
	No	14%
Do you feel confident in developing your writing after using rubric?	Yes	76%
	No	23%
Do you think your capability in writing improved? developed?	Yes	87%
	No	13%

The data showed the positive respond from the students about the use of rubric and the condition of the class after using rubric. This data stated that the students actually felt confused to write their first draft of writing the letter. The business letter consists of heading, inside address and content of the letter. Even though the students have got the explanation, they do not understand fully how to make a good inside address and heading. This can be seen from their answer in the interview. From the interview, the students respond positively about the use of rubric for the developing their writing. The rubric was divided into some descriptors. Those descriptors were created together, teacher and students. The rubric consists of body, content, and, language and grammar. Those descriptors help them to write in good way.

The effectiveness of the teaching learning process can be seen from the way how the students applied rubric as the strategies to improve their writing abilities (76%). The students can develop their understanding of how to write business letter from the rubric; they can finally finish their writing of business letter without much involvement from the teacher. The interview also showed that the students respect peer assessment (83%), but some of them (14%) were not confident to have self assessment. It is caused their lack understanding on the rubric.

The result of the study clearly showed that writing is a process. Students cannot be forced to develop their understanding of writing business letter without the help of rubric and the feedback. In this case, teachers design a short unit of strategies in rubric for students to 'learn to learn from teacher and peer feedback'. Business letter is usually short, and the common error is usually done by the students is how to write address, salutation and common vocabulary used in writing business letters. The teacher can then apply rubric to eliminate the errors. Potentially, a business school-wide scoring rubric could be developed that includes the most common errors in student writing (Glew, Meyer, Sawyer, Schuhmann, and Wray; 2011). Students can then find out how they could explore their own writing in various ways with the help of their teacher's written comments and their friends comments.

#### 4 CONCLUSIONS AND SUGGESTIONS

Writing is as the most important skill in English. It needs other skills to acquire it. Writing business letter is also needed in business world. Writing business letter is considered difficult for the beginner. The finding of this study proves that rubric helps the



student to improve their ability in writing business letter. They are helped by the existence of the rubric. Rubric proved to make students have more confidence to write English letter. It also helps the students to be more independent and do not rely on fully to the teacher to check their writing. The future study will be done for deeper analysis in the finding error in business letter writing.

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# DEVELOPING DECISION MAKING SKILL THROUGH REFLECTIVE TEACHING IN THE TEACHING PRACTICUM

**Siane Indriani**

siane.indriani@uph.edu

*Pelita Harapan University- Karawaci*

## **Abstract**

*A professional teacher will need to improve his pedagogical skills in order to make sure the quality of the teaching and learning process and ultimately for the students' success. Therefore a teacher should always reflect on things he has done related to the teaching methods used in delivering the materials in class in relation with the teaching philosophy which becomes the basis of all the decision making throughout the teaching and learning process. The study aims to describe how a reflective teaching could develop student teachers' decision skills during their field experience program conducted in school x in Jakarta and what are the factors influencing the improvement. The study used survey method to gather data from the interview, observation, and reflective journal. The result showed that a reflective teaching could improve student teachers' decision skills during the Field Experience program and the factors that influence the improvement of their decision skills are the student teacher's teaching preparation and disposition factors in teaching area.*

**Keywords:** *reflective teaching, decision making skill, teaching and learning process*

## **1 INTRODUCTION**

Teachers have routines to follow every single day that they might forget their first and most influential goal, to nurture each one of their students' learning. Dewey believed that teachers should take time to reflect on their observations, knowledge, and experience in order to give the meaningful learning for their students. Moreover, a teacher has an important role to shape the students' character and transform their lives. A teacher affects eternity, he can never tell where his influence stops. Therefore, it is necessary for a teacher to decide actions he needs to make every day in regard to the students' success. Teaching numerous students at the same time and achieving multiple objectives require a process to be able to choose the right decision. Teachers have 'personal theory' which impacts on choices – whether consciously or not – on how they analyze reality, perceive theory and research that direct their studies and activities (Carr & Kemmis, 1997, Fullan 1993). This basic situation happens to every teacher as they are developing their theory about teaching and ability to analyze the teaching process and reflect on it.

For a student teacher who is just starting to learn on how to become and play his role as a teacher, being able to prepare and execute effective lessons to a class of students is a major goal. Experienced teachers may have forgotten about the stresses they experienced in the first planning of their lesson. There is no single, perfect solution to

planning as there are so many factors to consider. In order to optimize the teaching-learning process, a student teacher must start from having the right attitude to be willing to learn from the more experienced teachers whom they will get more practical ways from, especially in dealing with students and their learning process. According to Brookfield cited in Marsh (2004), he stated that all teachers, especially pre-service teachers need to reflect on their actions, they need to collect autobiography data about their actions such as diaries/ journals, find out from students how they perceive a teacher's actions, and engage colleagues in critical conversation about practice. Learning takes place when teachers reflect on their own practice and when they are formally evaluated. Dewey in his book "How We Think" defined reflective action as that which involves active, persistent, and careful consideration of any belief or practice in light of the reasons that support it and the further consequences to which it leads. Therefore, it requires analytical and decision making skills on things happened (Wilson & Jan, 1998).

To be able to analyze things happened during the teaching and learning process, a teacher needs to be aware of their students' need and reflect on things happened. Further, a teacher will make a decision based on what he has been reflecting on regarding to the students' learning progress. This study focuses on two questions: a) to what extent the teaching practicum of pre-service teachers contribute to the development of their ability to analyze and evaluate the teaching process (reflective practice) and b) Under what conditions does the student teachers' reflective teaching contribute to developing their decision skill?

### **1.1 Reflection towards teaching practice: content and goals**

No fixed answers when it comes to problems in education. Even for experienced teachers who have been involving in teaching for such a long time, planning and evaluating their lessons, implementing teaching strategies for students' learning success, dealing with students' behavior, and administrative duties have never been an easy job. Teachers will need to find solutions of every problem happened and even make final decisions from among alternatives. No teacher education program can prepare teachers for all situations they will encounter. Such judgment may be good or poor (Han 1995). Therefore, reflective teaching due to the problems happened in the class is critically needed for an effective teaching regarding to the complexity of the pedagogy process, selecting the suitable teaching methods, strategies, means, etc, depending on the teaching objectives, the students' need, personal perceptions, and the wider context in which the pedagogies takes place (Zeichner, 1996). Schon differentiates between reflection-in-action and reflection-on-action. Reflection-in-action is when a practitioner learns to think on his or her feet and is able to improvise with new incoming information and is able to adapt with the unexpected. While reflection-on-action involves a practitioner reflecting and contemplating on the underlying, implied understandings and assumptions that he or she has and further analyses them consciously in order to arrive at deeper understanding of roles of the teacher and student, the motivations and behaviors in the learning context (Pickett, 1999). Reflection-in-action is often done by a teacher who have been involved in a dynamic educational stream where necessity for an immediate action to deal with unexpected situations. While reflection-on-action will provide opportunities for a practitioner to receive assistance from others in analyzing the event happened during the teaching and learning process. Reflection-on-action takes place after the activity.

During the teaching practicum in the schools where teaching practice happened, a student teacher also plays his role as a teacher who is responsible to see the student progress in learning and make sure that a meaningful learning takes place. Field Experience as an integrated program managed continuously by Teachers College, Pelita

Harapan University to prepare student teachers with educational theories, teaching methods and strategies, lesson planning with the teaching practice in the real classroom settings aims to provide opportunities for student teachers to enhance their teaching competencies and to develop their decision making skills as they are exposed by the daily problems in the educational system. The goal of teacher education is to empower student teachers to develop a spirit of inquiry leading to informed decision making while applying values into actions. Therefore, it is essential for a student teacher to know the students' characteristics and have a clear learning objective to be able to prepare the lesson well and suitable teaching methods and strategies in accordance with the students' need. This does not happen overnight. It needs a commitment from the student teachers who are willing to learn from the more experienced teacher, their teacher mentor as well as from their field supervisor through the reflective process. The reflective process allows student teachers to examine their relations with their students, their values, their abilities, and their success and failures in a realistic context. It begins the developing teacher's path toward becoming an 'expert teacher' (Lange 1990: 240-250).

Despite the fact that the teaching process is complex and is affected by numerous factors, the key factors which a teacher must take decisions on when performing teaching duties are the subject matter, the curriculum and text books, the teaching methods and strategies, the students and course evaluation, and the classroom management.

Fuller (2006) mentioned that there are four aspects of decision making in the teaching environment: First, teachers make decisions when planning, implementing, and assessing instruction and when creating proper conditions for a positive learning environment. For example, teachers must decide on goals and objectives, needs assessments, appropriate instructional strategies, materials, and technology, and evaluation of student performance.

Second, teachers make decisions to adjust their plans to fit the continually changing and uncertain conditions found in classrooms.

Third, teachers make decisions to achieve varied academic, social, and behavioral goals. For instance, a teacher might decide to monitor students' working in groups. At the same time, the teacher also might have expectations for students' social and academic performance. Thus, the teacher must consider these carried goals and decide on ways to plan and implement the goal simultaneously.

Fourth, teachers make decisions to interact with students in a variety of ways in a complex environment.

## **1.2 Why Reflective Teaching ?**

Reflective teaching is an inquiry approach that emphasizes on ethic of care, a constructivist approach to teaching and creative problem solving (Henderson retrieved 23 February 2015 from <http://www.emu.edu/education/model>).

Calderhead (1993) and others found that reflective teaching contributes to professional development by encouraging teachers to analyze, discuss, and evaluate practice. Teachers could also improve their effectiveness in the classroom by gaining a better understanding of their own individual teaching styles through reflective teaching (Ferraro 2008).

A constructivist theory holds that individuals construct meaning and understanding through their prior knowledge and then apply it in new current situations. In a constructivist classroom, students need to be challenged to the activities and stimulated by questions from both the teacher and themselves. Therefore, teachers who reflect on their own practice employ a constructivist perspective. They constantly review

significant events that take place in the classroom and try to clarify and improve their understanding of teaching and learning process.

Murphy (2011) points out that teachers can grow as professionals in different ways and this growth let them look inward, both within themselves and within the courses they offer, to access information about what happens in their classroom during the teaching and learning process. He proposes three main goals of reflective teaching: First, to expand one's understanding of the teaching and learning process; second, to expand one's strategic options as a teacher; and third, to enhance the quality of learning opportunities in the classroom.

There have been researches conducted improving reflective teaching as one of particular ways to develop teachers as professionals. Chacon (2008) conducted an investigation with the Practicum student teachers at the University of Los Andes-Tachira. Finding showed that intervention helped improve student teachers' competencies to reflect because it fostered reflection-in-practice and reflection-on-practice. Ho and Richards (2008) carried out a study aimed at investigating how journal writing promoted reflective thinking. They concluded that "journal writing can provide an opportunity for teachers to write reflectively about teaching, through in itself does not necessarily promote critical reflection..." (p.13).

Schon (1987) defined a reflective teaching as looking at what you do in the classroom, thinking about why you do it, and thinking about if it works – a process of self-observation and self-evaluation. He added reflections involves promoting techniques that include reflective journals, peer observation, supervisor feedback and others where teacher and student teacher collect data about teaching and by which they can examine their attitudes, beliefs, assumptions, and teaching practices; then the data are then used further to reflect critically about teaching.

## **2 METHODOLOGY**

The case study addressed on how the teaching practicum contribute to the development of the student teachers' reflective teaching to analyze and evaluate the teaching process as it is developing their decision making skills along the way. The data gathering techniques used are observation checklist, reflective journal and interview with 6 student teachers who were having their teaching practicum. The data gathered will be analyzed descriptively.

## **3 DATA ANALYSIS AND RESULTS**

For a beginning teacher, a student teacher who is usually paired with a more experienced teacher, it was found out that the reflective teaching helped student teacher identify areas for improvement and assisted them in implementing teaching practices to be more effective to achieve a meaningful and successful learning.

The aspects of teaching practices done by the student teachers where the decision making takes part were observed by the teacher mentor. Started from the process of planning the lesson, setting learning objectives, implementing appropriate instructional strategies, managing the classroom, using materials and technology until designing the evaluation tool of student performance. From the observation checklist done by the mentor teachers toward the student teachers' teaching practices for two times teaching, it was found that all student teachers could perform well. There were some comments based on their teaching practice given by the mentor teachers who observed all aspects, but classroom management and implementing the appropriate instructional strategies got the

most comments than other aspects. There was only one out of six student teachers who got an overall comment on their teaching practice that is not on classroom management and strategies implementation issues. These are some comments written on the mentor feedback toward the overall teaching practice done by the six student teachers:

- You are able to deliver the materials well, but you should give the instruction clearer about what the students need to do next!(implementing the appropriate strategies)
- It is good to see the students work in groups, but you need to pay more on the students who are not participating in the group discussion consistently (classroom management)
- You need to be more consistent in applying the consequences. Otherwise, the students will not show a positive attitude towards learning! (classroom management)
- Good activity to engage students to learning! Make sure you have checked all the teaching aids and the internet connection before you start teaching!(technology)
- Good! Students are challenged to take responsibility in finishing their work. Keeping their performance individually is also a must to see each student's progress in learning. (implementing the appropriate strategies and assessment)
- You have explained about the learning objectives clearly at the beginning of your teaching, but you need to be consistent in addressing the students who are still struggling with their behavior. You need to give a special support for those who tend to talk to more their neighbors than trying to do the tasks given to them. (classroom management)

By getting feedback from their teacher mentor, it gave student teachers awareness to know their weakness and their strength as well. They know which area of their teaching practice that needs to be improved. It is a good starting point to be able to implement teaching practices more effectively to achieve a meaningful students' learning. Student teacher may have a further look and try to reflect critically on his own teaching practice and evaluate it. During the field experience, when feedback were given, it will enhance opportunities for student teachers' competencies to reflect-on their attitudes, assumptions, and teaching and make a decision of what to do in the next teaching practice conducted, so that they are able to adjust their plans to fit the unexpected situation in the classroom.

Student teachers recorded everything that they reflected regarding to their teaching on a journal. Reflective teaching involves changes in the way teaching it, the planning on how the materials delivered. Therefore the learning objectives would also come along with the decision on what strategies and technology used in the teaching practice. Finally how the students' performance would be evaluated through reflective teaching. When learning takes place, we will never know when it ends. The findings found out that student teachers are fully aware of the significance of a reflective journal to keep all their teaching experiences as well as their growth professionally. From what they wrote on the journal, it showed their willingness to improve the areas where they were lack of regarding to their teaching practices and how they grow as professionals. These findings below were found from the student teachers' reflective journal.

- I received feedback from my teacher mentor which is I believe good for my professional growth. Even though my teacher mentor and I were not

too close at first, but I knew she would help me in many ways to make me more prepared as a real teacher someday. I know now how to deal with students with a low academic achievement. Thank you, Ms. Rebecca!

- I need to be more flexible when it comes to dealing with students' behavior. Every child is unique and this is true regarding to their learning style. A teacher need to be able to treat students differently but still in a fair way for others.
- Delivering a subject matter is connected with the learning objectives set beforehand. I need to prepare the lesson better and make a good adjustment from what the students have already known before as their prior knowledge, so that I could help them to discover more things in a more effective way.
- I believe learning takes place when there is a willingness to learn. I know that one of my weaknesses when I come to decide whether or not I need to discipline a misbehavior student during the learning process. I could do it more strictly than only reminding him over and over. I know that I need to improve my classroom management skill.

From their reflective journal, student teachers did not only learn from the areas where they need to improve, but they were also encouraged to continue what they had done well during the teaching and learning process. They would be reminded that the strong side of their teaching would bring impact to the student learning when it could be done consistently.

What the student teachers learnt during their teaching practicum might bring a bigger impact someday. Therefore, things behind the professional attitude had by these student teachers to respond on the feedback given to them were tracked down deeper. For example how they responded on the students' rebellious behavior reflected from their emotion expression in front of the class. The unstructured interview was conducted to reveal the unseen areas, such the reason behind emotional expression, the burden a teacher have when they need to deal with the parents' involvement, interaction among colleagues, difficult students etc.

Here are the results of some interviews conducted to 6 student teachers related to their teaching practicum.

**What is the biggest challenge you face during your teaching practicum?**

- I did remember one day when my student came up to see me and informed me that he could not finish his homework because no one at home who could help him to answer question which he could not answer. This is one of the challenges that I need to face. My students are struggling for independent study and someone whom they can ask for help at home at the same time.
- My biggest challenge would be dealing with rebellious student when I talked to my students in my class to do write a reflection on things learnt on that day. There was one student who did not do it. Instead, he kept on doing silly actions with his friends. I needed to deal with this student. I did remind him several times, but he kept doing what he did. For the last time I used a high tone to remind him not to do silly actions anymore, but to do what he was supposed to do. It made me angry and shouted at him during the learning process. I stopped the learning process and asked him

to go outside after I could not help myself shouting at him inside the classroom.

- I found it the most struggling thing as a teacher is to be the right role model. We're expected to be a good example, but at the same time we are still human beings with our sinful nature. We could do such good things to be able to show good example for our students, but we cannot deny that sometimes we have our own idealism that we want to follow. It makes it difficult to follow what we desire and what other people expected from us. So, this is a dilemma for a teacher to be a good example while we are still having so many things to achieve as our own idealism.
- I have never thought that a profession as a teacher is an easy job. It needed a commitment to stay firm on what we have committed to do. Talking about commitment, it does not only refers to giving the best learning experience for the students, but also how to interact with them in a effective way as well as interact with colleagues in order to have the same vision and mission of the faculty. Sometimes there might be conflicts between colleagues that would not lead to misunderstanding. This condition happened and we need to deal with this, so problem solving skill is also needed by a teacher. A willingness to learn from one another is a key of a good team work.
- It would be the parents' involvement in making sure that their children are on the right track according to their own perspectives. They ask their children to do with their best effort in their study by giving a high expectation. This has been my biggest challenge I faced during my teaching practicum that I will continue reflect on until I have my own class.
- It has come to my attention that a teacher is an honorable calling from God that goes beyond than only doing and finishing up the administrative job. I gradually figure this out and I am thankful for being a teacher. There has not been a more challenging job than becoming a teacher, especially when I need to deal with difficult students. It transforms the lives of the students who have been entrusted to us as a teacher. Before we can transform other people's lives, we ourselves need to be transformed first that each child is the image of God who has unique need and characteristic. We need a heart to teach from God so that we could be able to love them as God has loved us first. We are transferring God's love into their lives. So, every decision we make need to be in accordance with God's will in their lives.

Based on the interview result, it was found that the six student teachers have been really attached with the real classroom condition and they are aware of their role as a teacher. Education must be holistic in terms of content, strategies implemented during the learning process, classroom management, curriculum design, and how to evaluate the students' learning from all educational aspects including the academic, psychomotor, and behavioral aspects. They could see challenges they faced during their teaching practicum as a stepping stone to make a better decision as a teacher, so that it would help them to be transformed continuously as becoming a teacher is a life-long learning process. It needs a willingness and commitment to continue improve things better, not for the sake of our own success, but the success of the students who have been entrusted to the teachers.



Further results from the reflective journal and interview, it was found that the student teachers realize that the challenges they faced during the teaching practice have made them more aware of the students' condition and their needs of teaching from the heart. It made them realize that teaching students with a good content will not necessarily what the students need, but being with the students while they are learning and being ready whenever the students found difficulties in their learning is the most important aspect. They were more aware of their role in the classroom, not only as someone who teaches their students about knowledge, but how they could apply the knowledge to live in harmony with others and solve problems in their daily lives. From six student teachers, they all agree that the teaching practicum have given them a new dimension of learning process as they are playing their role as teachers for their students, they are actually developing their decision skill every single day not only to give what their students want, but more importantly what their students need. Love, attention and support are what their students actually need. When a teacher could give what their students need, a better teaching and learning quality will occur.

#### 4 CONCLUSION

In their beginning of teaching journey, it is really needed for student teachers to be aware of every aspect of their teaching practices that need to be improved and strengthened. How they view the comments from their mentor teacher will determine on how they will be when they need to face dynamic changes during their everyday teaching. They are developing their decision making skill along the way they preserve all suggestions and corrections given by people around them during their teaching practicum and it will continuously develop as they serve their students in their own classroom later on. There is no single method perfect to support the students' learning process. Therefore, they need to familiarize themselves with a variety of teaching methods, strategies, and approaches as they try to accommodate their students' need. As student teachers, they have been equipped well in setting up a goal or learning objectives, managing the classroom, implementing teaching strategies, but the disposition of the teachers is also a factor that determines the quality of teaching and learning process. How a teacher is willing to receive any feedback that will surely help them to reflect-on their actions in order to enhance the quality of teaching and learning process.

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# **BODILY NEEDS ANALYSIS QUESTIONNAIRE FOR EFFECTIVE LIBRARIAN ENGLISH CURRICULUM DESIGN**

**Lyla Anggerwina Kusuma**  
lyla.kusuma@gmail.com

*Universitas Airlangga*

## ***Abstract***

*ESP (English for Specific Purposes) which focusses at communicative skills and has developed rapidly in the past 50 years represents its strength from a diverse theoretical foundation which pursues the particular social contexts on language use. It had been widely known that Needs-analysis becomes an early indispensable step to provide appropriate material both in curriculum development and the selection and evaluation of teaching activities in ESP language teaching. However, the old-fashioned needs analysis questionnaires apparently bring lower validity result and project lower innaccurate data since the students tend to easily get bored while filling the questionnaires. In order to retain students' engagement in doing the Needs-Analysis, the new needs-analysis questionnaire technique by applying bodily needs-analysis questionnaire (BNAQ) was applied to get the more valid data from students' point of view. This study aimed to get the higher validity of librarian students' needs in learning English Advance by maintaining students' engagement in doing needs-analysis test and develop sophomore librarian English advance program based on the ESP approach. Based on the results of the bodily needs-analysis (BNA), feasible suggestions in the reforms of course design and current classroom teaching practice were proposed.*

***Keywords: bodily needs-analysis, librarian English, ESP, curriculum design***

## **1 INTRODUCTION**

In teaching ESP (English for Specific Purposes), needs analysis becomes really important as a cornerstone of ESP teaching. Several researchers also deemed that needs analysis has been consistently applied in the ESP literature for many positive reasons (Hutchinson & Waters, 1987; Dudley-Evans & St John, 1998; Young, 2000; Brindley, 2000; Belcher, Johns, & Paltridge, 2011). It had been widely known that in pedagogical point of view, Needs-analysis (NA) becomes an early indispensable step to provide appropriate material both in curriculum development and the selection and evaluation of teaching activities in ESP language teaching. From lecturers point of view, by having the need-analysis data, it can bring clear horizon of teaching techniques and materials applied in the classroom. Moreover, teacher can make their educational products and programs more suitable, acceptable and useful for their students (McCawley, 2009). Students also get great impacts after having a class which applies needs-analysis activity before the teaching activities. One of them is the related and relevant materials provided that meet the specific needs of the learner (Dudley-Evans, 1998).

Needs-analysis collection methods depend entirely on the lecturers. They can seek the data by using questionnaires, interviews, discussions, assessments, observations either in focus groups or working groups and many others. Using questionnaires is considered "the least consuming" ways of collecting data because of some reasons. The use of questionnaires is described as "one of the most common research methods" since it enables the researchers to "produce a large amount of information about many different issues such as communication difficulties, preferred learning styles, preferred classroom activities, attitudes and beliefs" (Jiajing, 2007). All those information could be gathered since questionnaire brings various types of questions that can be given to the students. Other advantages of using questionnaire to assess the students' needs are that it is not necessary to use statistics to verify that the data is representative and the lecturers may ask for some clarifications to the respondents if there are some vague information given by the students as respondents (McCawley, 2009).

However, there are some disadvantages of using the old-fashioned needs analysis questionnaires to seek the students' needs. Based on the researcher experience, the old-fashioned needs analysis questionnaires apparently bring lower validity result and project lower inaccurate data since the students tend to easily get bored while filling the questionnaires. Besides, the copied questionnaire needed has high cost especially when the lecturer handle more than two big classes. Other problems that may occur in using this old-fashioned needs analysis questionnaires are the further analysis of the questionnaire result. By having big number of students of course the lecturer needs to tabulate the score by him/herself. This activity is really time consuming and reduce the material preparation schedule for the next step in preparing a new class.

In order to solve those problems, this article aims to seek the real needs of ESP material from librarian by implementing *Bodily Needs-Analysis Questionnaire* (BNAQ) as the way the researcher pick an instrument. Secondly, the next session will be explained in detail how do the four steps proposed by McCawly is applied in this paper appropriately which will focus on giving bodily needs-analysis questionnaire by applying *PAID system* found by the researcher to the librarian Advance English students in order to retain the validity and decrease the time consuming problem for creating the relevant teaching material in the librarian scope. For further discussion, this article then attempts to obtain the result of the questionnaire and implement it as a valid data for creating the relevant teaching curriculum and material for the librarian students as well. Moreover, this study hopes to contribute to the knowledge, by raising and improving the understanding of current methods and practices of BNAQ in the classroom.

## 2 THE NEEDS OF BODILY NEEDS-ANALYSIS STUDY IN ESP

The simplest definition of Needs-Analysis (NA) or also called needs-assessment study is the activity to define the content and objectives of the program of language instruction in ESP. Another concept of needs analysis that was purposed by Munby (1978) is a survey activity to adjust the language courses to the needs of the groups of students that presents a communicative needs processor, a complex and very detailed analytic tool that allows course planner / lecturer to build up a profile of a learner's communication needs. Iwai (1999) also defines NA as the activity that collects information as the basis data for developing a curriculum that will meet the needs of a particular group of students.

There are many benefits of using NA for developing a curriculum in ESP from pedagogical, lecturers and student point of view. However as explained on the introduction section above, there are also some problems found in the process of getting data by using traditional questionnaire as a general instrument. As a the researchers who

wants to solve this problem, the application of using traditional questionnaire as a traditional technique to collect the data was changed into the “bodily” or kinaesthetic one. This method as an instrument is applied in order to minimize the weaknesses of using traditional / paper-based questionnaire. Minimizing cost, improving the effectiveness and efficiency of surveying the data, enhancing effectiveness of assessing the result / the data become some positive aspects that need to be considered in order to apply the Bodily Needs-Analysis Study (BNAS).

### **2.1 What is Bodily Needs-Analysis Study?**

Bodily Needs-Analysis Study by applying questionnaire (BNASQ) for seeking the targetted information has similar understanding of the common NA. However, the term “bodily” gives little differences the case of data collection technique. The term “bodily” expects students to move their body while doing the survey. The respondents are expected to move part of or even whole of their body to answer the questions given by the surveyor.

There are several movements that needs to be done by the respondent in order to fill in the questionnaire. The activity of raising particular part of their body for showing their answer for particular question that have predicted answer can be applied in this activity for example, the surveyor / lecturer provide 2 options e.g, yes/no question, specific predictable question, the students / respondent can raise one of their left or right hand. For scaling questions such as disagreement / disagreement questions, level of English proficiency now and then, etc, surveyor may ask the respondent to move their body to the certain area that represents the scale of their answer. The last, locating student in particular area can also be applied to seek data of finding specific information from the respondents.

By doing this activity the lecturer as a surveyor may save the time and the budget. Besides those advantages, the lecturer may also get the data in the mean time and analyse or interpret the result directly after tabulating the data. The “boring” atmosphere in the classroom can also be minimized by the lecturers by the time they do this BNAQ activity.

### **2.2 Things to be considered in applying BNAQ**

There are several ways to be considered in applying BNAQ in the classroom, some of them is a theory of purposed-based teaching-learning process by Adam-Smith and “narrow-angled” teaching design by Van Ek. Adam-Smith (1986) proposed an idea that needs-analysis should at least answer two out of these questions.

- What the subject lecturer thinks the learner needs to master
- What the institution thinks the learner needs to master
- What the learners think they need to master
- What the learners want to master
- What is the compatibility of specific local environment with targeted skill to be mastered.

In order to fulfil the requirement of a theory of purposed-based teaching-learning process by Adam-Smith, the researcher took mini interview with the librarian English stakeholder and previous teaching team. Getting mini interview with the stakeholder, in this case is the librarian department, the researcher found out that the institution expects librarian students to be able to handle any activities in library in proper English. The next interview were done to the previous English team who handle this course and they (the previous lecturers) suggested that students needs to be trained to use English as a

professional English librarian. There minor data would be then used as a begining data to consider a BNA plan for English Librarian students.

After accomplishing the standard of Adam-Smith, Currently the UNAIR ESP which is given for the sophomore students in english Advance program, adopts the “narrow-angled” teaching designs that pertains to courses for sophomore learnerstargeting one particular work place, professional or academic field (Basturkmen, 2003). This “narrow-angled” teaching design is chosen in order to fulfil students’ needs based on student’s perspective and pedagogical perspectives. Van Ek, 1975 in Wendell, 2013maintains that a language syllabus should include the following components:

- The situation in which the foreign language will be used along with the topics which will be dealt with.
- The language activities in which the learner will be involved,
- The language functions the learner should fulfill,
- The general notions which the learner will be able to handle,
- The specific notions which the learner will be able to handle,

In the case of librarian English students, the English language will be applied in some situations in the library such as, borrowing and returning the books, checking in and out the book, helping a new member to sign up a new library card, educating the users, and many others. Those activities need to be taught until the students achive those productive skills, both witten and oral skill. In oder to do so, the “narrow-angled” questions shown in questionnaire should at least achieve the components above and could elicit students understanding of the future targeted material.

### 3 HOW DO WE GO ABOUT GIVING BODILY NEEDS-ANALYSIS QUESTIONNAIRE?

In order to apply the BNAQ in the class for achieving the needs of the learners, the lecturer need to accomplish 4 steps that are proposed by the researcher of this article. Those steps are generally known as “*PAID*” actions. The fist step of *PAID* action is *planning*, then it will be continued by *applying* activity for second step. After doing applying activity, *interpreting* the result will be the next activity needs to be followed and the last is *designing* appropriate material.

#### 3.1 Plan the BNA Questionnaire

In PAID action, the first step needs to be done is to develop a plan.The plan begins as a description of the what, when, who, how and why of our project. The description becomes a plan for designing, conducting and evaluating a needs-analysis activity. Four components of a needs-analysis plan include: (McCawley, 2009)

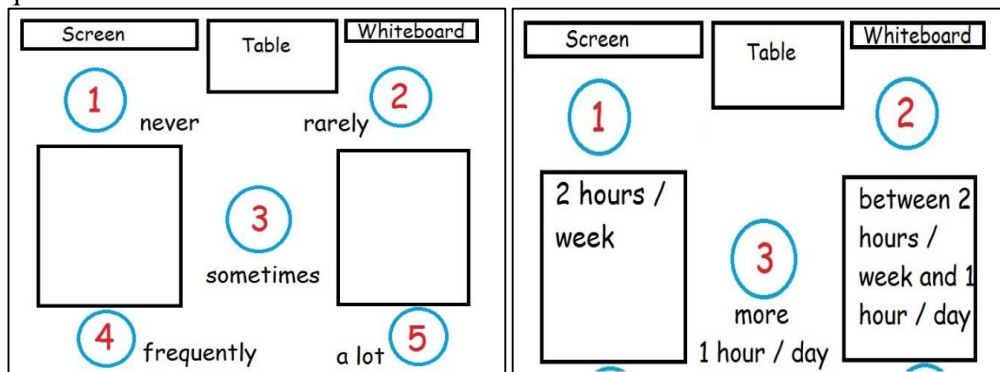
- 1) **Write objectives** focuses on seeking waht do we want to learn or get from needs-analysis activity
- 2) **Select audience** has step in choosing the target audience that we need to measure
- 3) **Create the questionnaire** aims to get the clear information from the students dealing with their learning style, learning motivation, learning expectations and many others.
- 4) **Collect data** generates the way we collect the data that will tell us what we need to know either directly or indirectly.

- 5) **Pick an instrument** tends to focus on the technique of to collect the data, for instance, paper-based questionnaire, bodily needs-analysis questionnaire or many others.

### 3.2 Apply the Plan

In the case of gathering data from librarian English Advance students, the researcher drew objective to get the information of students' particular needs in English especially for their professional level. In order to do so, the students of librarian were chosen to be the respondents. The questions were set up cautiously by considering the expected data from the respondent such as, students' learning style, learning motivation, learning expectations, etc. Direct way was selected in order to get the data from the application of BNA survey. Last one, the detail actions of BNA plan were prepared before the researcher execute the plan in the classroom.

Figures below explain the way researcher execute the bodily needs-analysis questionnaires in the classroom.



**Figure 1. Optional questions in BNAQ activity      Figure 2. Grading questions in BNAQ activity**

### 3.3 Interpret the result

The results of the BNAQ applied in librarian English Advance were strikingly homogenous and it indicated that the group members had similar specific needs. The questions prepared that had been directed to the needs of the students showed that 65% of the students expected improving their speaking skill and 25% expected improving both speaking and writing skill. Even score became huge motivation for the students, from this data, the researcher drew a conclusion that the productive skills were extremely needed by the librarian students. Fun and real learning style are also expected by the students when they want to get the material in the classroom. For about 80% of them agreed to have video making, film analysis and other real learning activities.

The next question was dealing with students' improvement expectation. In this case, most of them who reflected their now English skill in good and OK level expected to get excellent English mastery after accomplishing this course. The topics chosen were also closely related with their profesional working area. They expected to be taught specific skills of giving instructions to others in the library, handling customers needs and problems in the library, describing anything in the library, and many topics related to librarian job descriptions. The agreement of learning were also questioned in this questionnaire. The result was also pretty amazing since the 75% of the students committed to practice their English both inside and outside of the classroom every one hour a day.

Getting the result of the survey, the researcher concluded that librarian students who had score motivation needed to get topical librarian English material in this semester. The researcher also found the opportunity by seeing the commitment of librarian students to practice English more, thus, the researcher plan to give practical assignment in order to improve their productive skill as they expected. Fun and real learning would also be considered as a learning style in the classroom, therefore CLT activity was chosen to achieve this goal. The authentic materials were also provided in order to accomplish the learning target.

### 3.4 Design the Material

The rest of this article gives an example of how needs data were collected, interpreted and translated into material design. In UNAIR librarian student case, the BNA suited to a particular situation on discovering motivation, and psychological and social needs rather than making lists of individual communicative needs or specific linguistic items taught.

As explained above, CLT activities, integrated learning activities, authentic materials, fun and real life learning techniques, and productive skill achievements were considered as raw materials for designing librarian curriculum. Below were listed the general idea of librarian English curriculum used in UNAIR after considering the result of bodily needs-analysis study.

Topic	I can	I write	Activities
<b>My Library</b>	<i>Describe my library</i>	<i>A description of my library</i>	Playing librarian vocabulary games Writing a descriptive text about their library Presenting students library
<b>My friend's library</b>	<i>Describe my friend's library from the interview result</i>	<i>A comparison of my library and my friends</i>	Playing librarian vocabulary games Interviewing friends's library Presenting the interview result
<b>Problems in my library</b>	<i>Remind users for obeying the rules in the library</i>	<i>A description of signs and common problems in my library</i>	Listening to the conversation about signs Creating script of sign Performing conversation about sign
<b>My Library's Customers</b>	<i>handle customer's need dealing with book borrowing</i>	<i>Users' common problems in the library</i>	Watching video on book borrowing Describing users needs
<b>My Library Collection</b>	<i>Explain the detail information of the books</i>	<i>A Book Report</i>	Analysing book Writing a book report Performing "borrowing book" case
<b>Signing up procedure in my library</b>	<i>Handle customers needs and problems in circulation desk</i>	<i>A procedure of activities in circulation desk</i>	Watching and analysing library video promo Creating script of activities in circulation desk Performing a role play about activities in



			circulation desk
<b>My library tour as a video promo</b>	<i>Promote my library</i>	<i>The story board of my library video promo</i>	Concepting a storyboard of students' library video promo Performing a role play of students' library video promo Recording students' library video promo

**Table 1. Material Designs for UNAIR English Librarian Students**

#### 4 CONCLUSION

The Bodily needs-analysis questionnaire that was carried out in librarian department at Airlangga University could solve a some common problems in ESP as a main target of English Advance for sophomore students. Minimizing cost, improving the effectiveness and efficiency of surveying the data, enhancing effectiveness of assessing the result / the data become some positive aspects that need to be considered in order to apply the Bodily Needs-Analysis Study (BNAS). Course design and material applied can be based directly on BNA survey done in the Librarian English Advance classroom. CLT activities, integrated learning activities, authentic materials, fun and real life learning techniques, and productive skill achievements were considered as raw materials for designing librarian curriculum in order to meet the needs of the librarian students.

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# INSTRUCTIVE FUNCTION ON '86' PROGRAM REALITY SHOW IN NET TV TO YOUTH BEHAVIOUR

Sri Widiastutik, S.S., M.Hum  
wid.widiast@gmail.com

STMIK STIKOM INDONESIA

Tukad Pakerisan Street num. 97 South Denpasar, Denpasar, Bali, Indonesia

## **Abstract**

*Selective TV program must be decided by viewers since variety programs provided by the television recently. Its purpose is not only entertaining, but also giving information, instruction and inspiration to the people. In some cases this has been taken concern related to their programs. This study concerns on the latest TV program entitled '86' which derived from the password bun State Police, meant as 'Be Understood'.*

*It is a reality show, not only providing information but also educating viewers on the instructive language of Indonesian police which often became an inquiry to the society. The activity of watching this program stimulate the adrenaline could follow the action of police in raids, witness the incident, applying traffic discipline, severe cases of police even their personal life. Data is randomly used conducted by distributing questionnaires about the reaction of the youth behavior to be thoughtful towards the traffics signals compare to their understanding the instructive functions are stated by the police.*

*The observation will be focusing on the youth based on theory of communication as the theory of behavior and cognitive. It is considered as the manifestation of the process of thinking (in understanding the instructive function of the police statement), behavior (action) and attitude of the youth. Therefore, determinant variables have an important role on personal cognition usually beyond their self control of the signals. Both correlation depends on a person's cognitive behavioral. It can be explained when a driver pass the forbidden sign 'No Entrance' while driving the motorbike marks collide with the rule (behavioral ), then such a person perceived (cognition) that act of prohibiting the rule.*

**Keywords:** *TV Program, reality show, youth behavior, instructive function, discipline*

## **1 INTRODUCTION**

The high level of crime and sluggish concern about traffic security requires the cooperation of various parties as citizens to better obey traffic regulations and maintain mutual harmony of community life. Efforts of State Police intensified in disseminating regulations as shown through the '86' program of reality show on NET TV. The show is as an oasis for refreshment to the viewers about the importance of road safety. In other

word, this program can enlighten traffic dynamics. Factual events that aired should be capable of triggering the young people concern to not ignore traffic signs.



'86' is the code of State Police means 'be understood'. The show is the result of cooperation between NET TV and State Police personnel contains the cooperation among the police in uncovering a crime. It raised the figure of the police and their performance as a matter of law enforcement. Daily, police in maintaining order and dismantle criminal syndicates are exposed and aired as a matter of reality shows. Ranging from small cases as violations of traffic signs, parked haphazardly on the shoulder of the road to dismantle drug syndicate has been aired in this event. Interestingly, television viewers can find out what is happening on the ground when the police chasing criminals to the process of resolving cases of violations of the law at the police station. The show that lasted 30 minutes is always presenting new cases were quelled police in each episode. Various cases that capable to raise adrenaline were exposed police chases in criminal actions, also cause laughter witnessed expressions of traffic offenders who ran out of ideas looking for reasons to be free of ticketed for not carrying a driver's license, underage driver, until overloaded. In short this event seems to break people's negative perception on the police performance, where as '86' could be perceived as a form of imaging police projection that is performed directly in front of the television. In addition, the educational values of the show are taught to be more disciplined in complying with state regulations, it has also become a kind of picture that at any time we could have been in the spotlight them. How embarrassed when everyone watched us in the television because of violation? Moreover, this event becomes a kind of highly effective dissemination of the traffic rules to the sanctions that may be obtained when a foul. So there is no reason for citizens to say do not know the rule.

Young age is synonymous with idealistic, creative and innovative are appropriately able to become consideration for public secure pattern. The youth are known like a challenge, like to do things that can trigger adrenaline, such as the severity of the drug kingpin raids, theft, robber, muggings that the airing of the program. The informative and inspiring impressions in '86' presents instructive languages that the police verbally conveyed in carrying out their duties. The ability of youth in comprehend language such as recommended, appeals, warnings, advice and ban will deliver their responses to (re)act variously. Whatever their reaction as a tangible result of their ability to understand, remember, record and even implemented in social life. This study focuses on the youths' understanding the language of the instructive or regulatory functions delivered as witnessed police on program '86'. Youths' cognitive skills in understanding the function of instructive language submitted by the police, will determine the behavior which then makes reference to raise awareness of young people live in urban areas about traffic order and in maintaining harmony in social life.

## 1.1 Theoretical Framework

Theory of Halliday (in Bromley, 1995) about the function of language, language as a means of communication has a specific purpose, mission or specific motivation. The language communicated by the police in this study refers to instructive function or Halliday calls by "regulatory function" that includes the use of language to govern and repair the youth behavior. The style of language communicated by the police during their duties in '86' program express the way of command, appeals, suggestions, advice, prohibition, warning, invitation. It can be seen in the following showed an incident occurred when a young rider who broke traffic light, even vague, and finally dismissed by police officer.

P: Open the helmet! Why were you dismissed?

X: (cold faces and seem to ignore the question of police).

P: You know it has violated signs, break through the red lights. Your license has expired! I give you ticket, the motorbike can be redeemed in court. Why do you panic?

X: hat is not fair! Others were released, It's just I was in front.

Q: Who did it?? Who did let them run? You violate, be admit it!

X: (look so grim) ok I did it! what else!?

Q: Excuse me ...?? Can you repeat what did you say? Say it again ...!?

X: uhhh..., sorry..., it was my false. I was emotion

P: Yeah, you should understand. If you had real bumped into me and fatal, can you make my life back?!!

X: I can't, sorry ...I don't meant it, Sir.

P: All right, however I've had to ticket because you've violated.

X: Uhh...but..., please ....alright I promise you to not break the sign ..., Sir.

The forms of a command, warning, ban, appeals or sanctions above are the kinds of instructive function. The way of police ingiving instruction '*open the helmet!*'; giving sanction of traffic tickets '*I've to ticket! Please take the bike in the Court!*'; Remind (warned): '*is your driving license defunct ?*', '*You break through the red light*; giving advice '*you have been clearly violated, admit it!*' The ability of the young rider cognition in understanding about the police sentences will realize the behavior they do. Initially the young rider assumes the police only wanted to show its power, that is why he tend to become introvert by did not ignore the intent and the police call. This made they were uncooperative, angry and humiliated. Although he apologized "Sorry sir, it was my false, I was emotional"; "I promise you to not break the sign ..." Without the ability to dig their mind of what had happened, further it will affect their comprehension about the police instruction. It seem that the understandably impressed with the slow progress, it appeared from the way of the rider did not immediately recognize the mistake, by stand against the police, angry and did not accept police's reprimand. Although at the end, the rider realized his mistake and began to promise not to violate traffic rules anymore.

The role and functions of police instructions above during their duties in order to maintain discipline of the traffic order. This study has also reviewed the extent to which urban youth were able to explore his subconscious and able to apply it in society life refers to the theory of Vygotsky (in Wertsch, 1985) stated that the language is structured by cognition. It supports the extent to which cognitive of urban youths are able to develop their understanding of the sentences delivered by the police. After listening, viewing, recording and memorizing the events that aired on the program "86" and know the risk incurred is expected to be automatically affected their concern and awareness for the traffic order. This theory emphasizes that indirectly requires seriousness of the youth itself and the role of the police for help to develop patterns of thought. Vygotsky assumes that every function of the cultural development of the youth appears twice: first, the

social level means social interaction is more than just an influence, but it is the origin of mental processes such higher troubleshooting. Second, the individual level means the youth develop their memory, attention and reasoning involves language comprehensive and memory strategies. He stated about the view of increasing knowledge is conditioned and collaborative which means knowledge is not generated from within the individual of the youth but rather built through interaction with the police as a cultural way to make easier for the youth understand the language communicated by the police as objects of study. It shows that an understanding can be enhanced through interaction with police officers in a cooperative activity.

In addition, this study has also supported by behaviorist theory according to Skinner (in Mcleod, 2007) believed that we do have such a thing as a mind, but that it is simply more productive to study observable behavior. Skinner believed that the best way to understand behavior is to look at the causes of an action and its consequences. He called this approach operant conditioning. In this case, the cognition impact of the youth who live in urban areas especially in Denpasar as well as their behavior after hearing the police instructions. Whereas the response of urban youth will appear and control their behavior because of the cognition effect that proposed by the mind. This theory emphasizes on how the public, especially young people to behave more proactively maintain the traffic order. Furthermore, the extent of this study is able to control the youth behavior as a manifestation of the police instructive language.

## **1.2 Literature Review**

Chaer (2003) conclude that basically the ability of youth to understand the function of language in the sentences delivered by the police in program "86" has also supported by their willingness to undertake concrete actions to do next. The youth's development in understanding against instructive language is based on more fundamental changes and is more common in a person's cognition. Thus, the sequence of cognitive development determines the sequence of language development.

Habibie (2008) on his research about a review of criminology against the police patrol in the response of a crime, that the function of preventive and repressive role of the police who are responsible as the public protector should provide guidance, direction, encouragement, invitations, messages and advice to the public by processing languages are instructively impressed by the police to be beneficial to the citizens in order to create a sense of security and peace. The regulations of Indonesian National Police number 2/2002 articles 13-14 about the police duties and patrols that more emphasis on routine patrol to increase public knowledge of the importance of security.

The purposes of this study are in order to dig the understanding of youth in urban areas about instruction, appeal, prohibition, direction, invitation conveyed as the cases aired on the program "86"; to know the effective role of instructive language submitted by the police to the awareness of young people about the importance of traffic order and maintaining traffic safety and security in community; to know the response of young people associated with the power of cognition and behavior they do after watching; to know the main factor of causing the youth awareness about traffic order in urban areas to become consciousness.

Further, this study could be benefit for minimize the youth negligence in major cities to maintain traffic order during driving; to enhance the public awareness to obey traffic signs, to realize the harmonious of social life; make optimal the performance of police in lead the society with the real ways are needed to educate people as the public service for security and peace.

## 2 METHOD

The method used in this research is descriptive method with qualitative and quantitative approach, through record the verbal sentences by police officers in the form of reprimand, appeals, instructions, suggestions or advice to the public and transferred into written form of the language to be analyzed according to the function, such as theory pioneered by Halliday (in Bromley, 1995) argued that a person's ability to understand the language in order to socialize and to direct the behavior of others, not just understanding the form and meaning of the language, but also motivated by language functions are obtained by listening to the direction of the police, hearing appeal and advise the police on orderly regulation, witnessed or seen cases of raids, arrested, ticketed, following the police socialization in disseminating the importance of obeying traffic signs that exist along the street, the use of protective headgear (helmets).

The main data to be examined is based on a poll of youth comments in Denpasar on understanding the role and functions of the police submitted instructive language during doing the duties. The data collection techniques is by distributing questionnaires to young people at random, the results of their answers were classified and analyzed the extent of cognition and the youth behaving should be as aired on the program '86' is. Last, conclude the domain factors are influenced the consciousness of young people in behaving against order traffic and maintain a harmonious of social life as the key answer of case study in this research.

## 3 FINDINGS AND DISCUSSION

### 3.1 The Youth View about '86' Program of Reality Show Impressions:


'86' Program on the NET TV in cooperation with the traffic police were warmly welcomed by television viewers in Indonesia, even when asked a glimpse of the event program, they are very familiar and loved the show. The presence of the event can attract the young people attention about the circumstances or situation of the traffic police on duty. Events that aired on the street dealing with traffic rules that apply, and almost infrequently in every episode there is a ticketed action imposed by the police to road users. Real events witnessed, going transparent around us, not fictive and visible. In fact, this event could make them smile when watching because they feel ever make that mistake again.


From monitoring via social media accounts twitter @ 86netmedia there are 1,774 total mentions (400 re-tweet), tweet the positive thing in the same time. Mention the community also complained about too short duration and asked for the show-times of program '86' extended. While others mention contain about public complaints against many violations that occurred in their region for disseminated to the public.

### 3.2 The kind of Languages are Delivered by the Police Officers

This omission makes the rider as not really heed the words of instruction, appeal, prohibition, advice, invite are given by the police while carrying out their duties as have been transferred in the following table.

Num	Kinds of Regulatory Function	Police text	Sidelight
1	Advice	Excuse me, why did you cross the busway, did not you see the signs prohibiting passing lane?	Remind a young woman to not prohibit the sign.

2	Advice and remind	Don't you know that it was very dangerous for your safety?	the prevention of accidents by reminding
3	Permission/Authorization	Why do you not wear protective head while drive?	Police has authorized to give sanction of not wearing helmet
4	Instruction/command	Stop ... ( a bit flat intonation ) , stop ... ( intonation rather high ) , stop ( intonation screaming !!! )	Reign
5	Prohibition/Permission	"It was very danger passing overpass?! A young rider banned by passing the overpass which is a special crossing for pedestrian. "	Prohibit the motorbike crossing the overpass.
6	Warning	This is not for public road, please don't pass this road.	Gave a stern warning to prevent repeated infringement the sign. 
7	Advice	Well, indeed you stay around here, you have known for sure about the traffic signs over there, did you?	Remind a driver that do not follow the wrong way, It is better for the driver obey the rule.
8	Attentive	Please come and follow me to see CCTV. You can see it clearly the sign, Sir. The rotary direction or turn right means they are wrong.	Invite to follow traffic signs and suggest to not follow the wrong riders.
9	Warning and giving sanction	Please pay more attention about the traffic sign. Sorry, I ticketed because you have meant to deliberately violation.	Issue a traffic tickets
10	Warning	"I warned you! Other times we will ticket!	Give a warning

11	Demand	How old are you? I'm sorry, driving does not allow for the underage. That's why you've still have no driving license."	Asking for the underage boys to not drive and remind them about violated the rule by having no driving license.
12	giving solution and sanction	You have to call your parents, please ask them to take the motorcycle to the police station.	Ask parents to come for processing
13	Prohibition and dictated	Excuse me, Didn't you seen the stop sign ban here? Why did you keep to stop here, you're prohibited the sign!	Dictate the sign of stop ban letter 
14	Giving sanction	Is it modification motor? Please modify as the original one, fulfill the spy with the original style. I ticketed!	Issued a ticket at the driver who modified the motor style to be safe while driving
15	Apologizing	We are sorry to bother your travelling, Can I see the completeness of driving documents?	Begged forgiveness have discharged the trip ;
16	Remind	Please get down the car, Sir. Well, is the driving license defunct?	advice to get out of the car; remind the driving license has defunct.
17	Remind and warning	We remind you that the goods have been overloaded. It will endanger other drivers.	Remind the driver about overloaded in transporting goods.
18	Suggestion	If you have not a driver's license, you should not be driving, because the driver has to have a license.	Give a suggestion and prohibits driving without a driver's license
19	Appeal and giving sanction	I appeal to you should use the appropriate netting in order not to damage the coral reefs. Sorry, the boat is arrested to the police station.	Appealing to fish with the netting that not damage the coral reefs.
20	Advice	We have to preserve fishery resources that can be enjoyed by children and	The police urge the fisherman to keep maintain the marine



		grandchildren further	resources for the next generation
21	Command	P1: Don't you think if this robbery happened or your family. The wallet are stolen, can you imagine what will happened?! X : ... ( looked in pain ) P2: Let's go to the police station, go... go...!	The police urge the robber to think over about the cases if it is happened on their family. And command to move quickly to the police station.
22	Appealing	P: all passengers should be careful to carry luggage, which provoke the crime intentions of others to steal or pilfer.	An appeal for the passengers to take care the goods
23	Command	Motorcyclists who break traffic light, even vague, and finally dismissed by police officers. P: Stop! Open the helmet!	Command the rider to stop and open the helmet to let the police see the face clearly.
24	Appealing	You stop at the intersection, exactly on Zebra Cross, this is very dangerous for the safety of you and for others.	Appeal the driver to obey the rule to not danger the safety of other drivers and the pedestrian.

### 3.3 Urban Youth's Opinion about the role of police

After it is examined more deeply, the findings as seen in the program '86' in the view of urban youth's about the way of police in giving knowledge and serve the people through the sentences were presented in prohibition, appeal, advice, warning, command, invitation 77% have been cleared. But rather reacting of 10% of rejection due to consider the police are only looking for the imaging community, 65% even rejection because they feel humiliated on public roads, shame when ticketed, anger was treated unfairly. They were looked panic due to run out a way to convince the police to not ticketed, or the actions of others silliness. 35% are also ultimately conscious, cooperative, realizing, apologizing even promised not to repeat or violate again.

Based on the poll of young people who live in the city of Denpasar about the performance of the police need to be improved. More routine patrol performed well at night. Results of the questionnaire answered that mostly all the young riders in Denpasar need the police should be more patient and painstaking give direction, guiding directly to the driver while on duty, and more friendly. Most people are afraid if they see the police rather than the signs on the streets, will shrink the rider desires to break through the signs. But for some people with the attendant of police on the street to make people feel more safe on the road. The young people cognition in urban areas indicates that the role of the sentence appeal, warning, prohibition, and counsel are submitted by the police have been very clear and easy to understand. The most reason is people's character that did the violation as culture that tend not to realize the importance of order in the streets, with

deliberately violating and ignoring the police appealing and the existing signs. 15% of people assessing infrastructure needs to be improved, such as traffic light outages, potholes, broken bridge, resulting in traffic jams along the way. It is very influential on how the youth diverse to behave. Uncooperative attitude, angry, embarrassed because they feel humiliated, against the police, embarrassed, as indicated riders on impressions that occur in the program '86'. Although at the end they gradually realized, apologized and resigned penalized. Even promised not to or no longer infringe. This can be seen in the following picture.



Further, quantitatively the factors caused the youth behavior could be seen in the calculation of the three basics factors in the following table.

Respondents (R1 – R50)	Factors influence on the youth behavior in Denpasar									
	Language of instruction Police role for youth				Cognitive Role of Youth			Influence of Language and Cognition causes Behavior		
	Police must patiently guiding, directing, advise people on the street with a simple sentence that are easy to understand	The routine patrol should always delivered the direct sentence with a good notice to local community	Police should be more welcome and friendly, because many people are afraid to reprimanded	Language instruction is clear enough police delivered	Laziness is as culture abide by the rules	Deliberately not concern, prefer to ignore rules	Unintentionally / not pay attention about the signs	Cooperative behaving (objective reason )	Uncooperative Behaving (Subjective reason )	Depend on the situation ;
	42	40	45	39	41	21	11	44	35	6
Total Answer per items	166				78			85		
Total Answers	329									
Mean s	329:44 = 7.477									

#### 4 CONCLUSION AND SUGGESTION

Interim results of the observation in '86' that the majority of the most dominant factor in the accident was preceded by a violation of traffic signs. Violations can occur because of accidentally breaking, ignorance of the rules that apply or do not see the conditions imposed even pretended not to know. The causes of the rider often negligent and even reckless in driving, drunk, sleepy, and easily provoked by the act that triggers an emotional road while driving. 70% respondents say the violation because of intentionally violated although they have already understood the language of police instruction.

The common culture of young people who tend to be characterized by challenging the rules, try challenging, even wanted to be borne in mind, impressed not want to be directed and resolve the problem as themselves despite having to break the rules and endanger safety. So the style and behavior of young people on the streets tend to not care and ignore the order traffic, offended, angry, arrogant, reckless inconsiderate.

On the other hand, young people need other parties to help in develop the power of insights their cognition is able to understand the language of the police submitted instructively, to then implement it in social life. At a young age may be critical, but must be directed even if it leads to public safety. Thus indispensable assistance of police officers to guide, advise, guide, provide knowledge about the importance of road safety for the achievement of harmony of social life. Indispensable seriousness of the police to actually carry out his duties as a patron and protector of the public as described in rule of Indonesian National Police Number 02/2002 about the task force of KRI.

Based on the evaluation among the theory of Halliday regarding instructive function, combine the impact of Vygotsky about human cognition in understanding and concern to the language conveyed by the police, as well as the theory of behavior by Skinner who bend the youth advance in urban areas, it can be concluded the role of the dominant factors needed in helping urban youth's awareness to behave in a more proactive, caring the appealing of the police, and aware of the importance of maintaining security on the road in order to achieve harmonious social life. Some of these factors are refers to the nature of individual level and nurture (social interaction) reasons: (1) The nature advance individual of youth people themselves should have a serious willingness to familiarize themselves with the regulations orderly, realize that our country is a law state, which should maintain common security and order traffic. So Violations in the street does not occur only if there had been the police officers are patrolling on the street. Orderly traffic rule cultural need to be guided by its awareness. The two other factors refer to the nurture reason, there are (2) The performance of police officer in giving the knowledge to the community by providing direction, guide, instruct, advise, admonish and firmly sanction in case of violation. Further, the police officers need to serve the youth in socialize the instruction with more friendly and patient. In result a good synergy between the police in carrying out their duties in accordance with the applicable rules is not solely because of money or image police projection, hence it could make the public confidence in the police performance more positively. (3) The role of the police submitted instructive language should be delivered more simple, easy to follow, and firmly. In order not to discredit impressed with finding fault, rambling and not to the point.

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# USING LISTENING BOX TO MAXIMIZE LEARNERS' LISTENING COMPREHENSION

**Servo Patrick Kocu**  
kocuser75@yahoo.com

*Program Studi Pend. Bahasa Inggris, FKIP, UNCEN*  
Kampus UNCEN Abepura

## **Abstract**

*One of the main natures of learning English as a Foreign Language is lack of exposure to the language. Both EFL learners and teachers in Indonesia face such nature. Besides, in Indonesian formal English language education, the teachers are facing several challenges. On the one hand, the teachers have to stick to the national demand for the language learning: genre based instruction and communicative competence. On the other hand, they have to deal with insufficient learning facilities and their language ability to bring about learners to speak/listen which may be "painful". Reports and studies have shown that English teachers are struggling to survive lack of learning facilities, not to mention facilities to teach listening comprehension. Many teachers are also entrapped with their inability to provide better exposure for the students toward the language. One of the hindrances may lay in their inability to communicate well with the students in English. Such lack of encouragement, efforts and learning facilities bring this article to seek for an inexpensive and friendly way to improve one of the important language skills: Listening comprehension in an EFL learning environment. This article touches utilizing the Internet as a source for extensive listening activities in an EFL setting. The Internet which provides hundreds of both ELT based and non ELT based websites which are available at hand almost everywhere around the world including Indonesia. It presents some techniques to compile internet listening materials in a listening box for students and teachers as supplementary materials to increase listening time towards listening comprehension. The materials are coming in different levels of difficulties, topics, even genres the teachers already prepared.*

**Keywords:** *Listening box, maximize, listening comprehension*

## **1 INTRODUCTION**

Listening provides great chance for learning to occur. Children learn many things including language through listening. Through listening they learn names of objects, feelings, ideas and how their parents express them. We know that someone is in a state of anger by listening to his tone and words he or she chose to use as we had experience listening to such tones from our parents when we were kids. We really know different names of things or objects around us from early childhood from understanding every words and sentences our parents use to communicate with us. Most of learning occur through listening, neither through reading, speaking nor writing from the childhood. We

listen twice as much as we speak, four times more than we read, and five times more than we write (Rivers 1981; Weaver 1972 in Morley 2001).

Listening provides environment for language learning to occur. Rost in Hasan (2000) provides three contributions listening make in language learning. First, comprehensible input is attained through listening where language input is available. Second, listening exercises [projects] help learners expose to different and new kinds of vocabulary, grammar, interaction patterns. These surely found in different kinds of texts learners should be exposed to. Third, through listening learners interact with speakers to infer meaning. The amount of time students spend to listen brings about the amount of language input students acquire.

Looking at how we learn things since early childhood, listening should be the focus of English language teaching. Children learn language since childhood through listening to any words or sentences produced by their parents. Having students to listen to different types, lengths, and topics of English texts consistently will bear ability to understand English texts. One principle of comprehension approach set forth by Winitz states that comprehension should be available to students in any teaching rounds to systematically expose students to a target language words, sentences, or expressions. Listening to a bunch of texts and with numerous genres would be potential to improve auditory skills. Increasing the amount of listening time would increase the amount of input which is valuable to students' language learning. Through listening Ellis defines valuable input as language input which is highly repetitive, contextualized, modified according to students' level. Such input should also be conducive in a way students can react to it to negotiate meanings in order to complete assigned tasks.

Having said that, English as a foreign language teaching should involve more listening activities into its classes. English teachers and educators should keep in mind that lack of exposure to English in foreign language settings requires provision of more exposure through modified listening activities. These exposures should be the nature of every English class where teachers can bring various types of listening materials into classroom as an intensive listening or provide students with several Internet websites where students can find their fine moments to sit and enjoy listening as an extensive listening.

On the contrary, the teaching of English in Indonesia shows a different nature of what we could expect. The teaching of listening in Indonesia specifically has to face its own problems. It is frequently found that many schools in Indonesia have poor facilities to support language learning. Take an example, a language laboratory or even computer laboratory. In order to have a good listening and speaking class, not many schools are well equipped with these facilities. Even for simple technology such as a computer in a classroom with an LCD and active speakers, not many schools can afford them. Coping with such conditions, some struggling teachers bring their own to the classroom. Since these kinds of technology available in the classroom are teachers' own, some of the devices could be in poor quality or insufficient to suffice acoustic quality of the classroom. All these could work well if the schools provide English texts books packed along with audio cassettes or CDs which is rarely found.

Such conditions let the teachers to skip easily one language skill which is very important to supply much input: listening. Teaching reading may be preferable because it requires teachers to only grab one or two reading passages and exercises from a text book and have students to do. For teachers who are more confident in their ability in developing materials, they just surf on hundreds of ELT based websites to get passages which are normally found with already set tasks for students. If they were to find authentic ones, these teachers have to take some time to develop tasks in accordance with their

students' level of proficiency or the students' socio-cultural backgrounds. What follows reading is teaching grammar and structure of English. Many textbooks used in schools in Indonesia now have various ways to lay out grammar or structure explanation and tasks. Many teachers may fancy teaching grammar or structure since it is all about knowledge of the language which can be taught using students' own language (Bahasa Indonesia).

In line with these conditions, curriculum demands more than teaching students through completing tasks. The notion of communicative competence introduced by Hymes seems to be the focal point to direct English teaching in Indonesia. Although different curriculums coming after another years by years, they are similar in one thing when it deals with English teaching in Indonesia. The English language education at schools in Indonesia should lead students to be able to master all language skills toward communicative competence. Unfortunately, listening comprehension have not been introduced until several years ago when it is integrated in the English national examination for high schools students. Although the curriculum mentions the need to master all skills, facts show that teachers stress their teaching more on teaching reading and grammar of English. For many teachers and schools, teaching listening comprehension has then been a tough and the most challenging area to teach.

English teachers in Indonesia may still find it difficult to get printed materials for listening classes or activities. Different kinds of English text books have been supplied to schools, yet they are neither packed with audio materials if they books contained listening materials nor supplied with proper listening activities. These nationwide published textbooks may not be satisfied to some idealist teachers to find that most listening materials in the modes of monolog and dialog in most of the books, if available, performed by non-native speakers of English. Efforts to get internationally used course texts published by ELT publishers such as Cambridge University Press and Oxford University Press may consume a lot of time and cost.

On the learners' side, listening comprehension has always been a nightmare when it comes to checking comprehension of a text played to. Attending to a bunch of connected sounds and trying to make meaning at the same time seems to be swimming in a muddy river to many students. Different to reading, in listening, students are not required to go back and review, look up unknown words, search for stated details (Helgesen, 2003). They have to listen to and make meaning using any knowledge they have stored. Moreover, in a conversation listening requires more than that. It needs immediate response most of the time which depends on how well students can decode stretch of sounds into meaningful phrases or sentences. Besides, students may also find listening the most challenging skill since it has rarely been the focus of English lesson at school.

Some studies have shown numerous problems EFL students may encounter. These problems range from speech rate, lexis, phonological features, background knowledge. Listening to a connected speech may be difficult for a learner as he or she is not able to dismantle connected sounds into chunk of words or phrases. These chunks of words or phrases cannot be meaningful unless the learners have good background knowledge to match with the words or phrases. These Other problems range from text structure and syntax to more of personal factors such as lack of interest and motivation and exposure to the target language. Students may find difficulties as he or she has to deal with tense language like English and the way English text is organized. As students have to follow a procedure on a recorded voice she or he has to decide whether the recorded speaker is introducing the topic or introducing steps to prepare a nice Jambalaya.



## 2 USING LISTENING BOX TO MAXIMIZE LISTENING COMPREHENSION

Internet services are now available to almost any sub-districts (kecamatan) or school areas in Indonesia. Many schools in town or cities also have better access to the Internet compared to schools situated in remote areas. In the near future, schools, teachers and students everywhere can have easy and better access to the Internet with the introduction of fiber optic Internet service. This is commonly recognized to have better bandwidth and acceleration. This would provide vast opportunities for teachers and students to access to billions of Internet sources used for ELT purposes.

Non-native English teachers in Indonesia will not find hard times to prepare a listening class. The Internet can be a good source for teachers to develop listening materials and teaching listening. Some schools with lack of Internet facilities can still have access from remote service using high speed plug-in modem to obtain audio materials. Various websites are available either designed for general purposes or specifically for English teaching and learning. It is the teachers whose job to search, locate, select, and stored the websites to develop listening tasks or activities.

There are two kinds of websites to use: ELT based websites and Non ELT based sites. These websites can be obtained by only entering keywords to a Search Engine for example Google to help us sort out the websites. Some ELT related text books or course books also provide list of websites to download for both teaches and students. Since all these valuable websites are in the Internet, teachers can come up with collections of listening materials ready to use in classroom. If the list of websites is from a Search Engine, it is advised to sort which websites to use according to teaching and learning purpose since Search Engine work fine with key words not the content of the websites.

### 1) Selecting and Downloading Listening Materials from the Internet

What an English teacher needs to do when discovering some websites is to locate and select which websites to use based on these following steps. First, since there are hundreds of websites, both ELT based websites (e.g. TESLJ.org, eslab.com) and non ELT based ones (e.g. bbc, national geographic channel), it is wise to search and locate all related websites found by typing different. Next, the located websites have to be selected since not all websites are designed to suit any purposes, even if it is designed for English learning purposes. For listening purposes, one of the considerations is whether the websites have audio or video materials. If so, another question to ponder is whether the audio/video materials in a website can be downloaded for free. Some ELT based websites don't provide audio files, even missing links. It is necessary to open every site and test any links it suggests for listening materials as soon as we get a list of the websites. We also need to find out whether the audio/video files provided in a website link has the script and available to be downloaded. Some websites provide audio files and script to be downloaded as soon as we make online payment or simply becoming a member of a network the websites provide. This selection process may shorten the list we had earlier, so it is wise to have a long list of the websites.

Soon we have the selected list, we go over another in depth selection which is to test whether the audio/video files provided in or linked to the websites work. For this step we have to sit for hours to test opening many audio/video files we found in the websites. In order to open the audio files it is recommended to have accessible audio/video file format to play such as windows player, mp3, or real player which are widely used by most website designers. To be able to download any audio/video files for language learning, we need to have good download software such as Internet Download Manager,

Real Player Downloader, or simply use available download tools from provided by Internet Explorer or Firefox. Some websites allow viewers to play an audio file before downloading while others have only the link that have to be downloaded to be able to listen to. Some websites require viewers to reenter letters or symbols provided before downloading files while some other websites have different links to visit in order to download the target files. This process then again shrinks the previous list to be shorter.

2) Developing listening materials for both intensive and extensive use

Once all the audio files successfully downloaded and stored in a computer, these files need to be edited for their uses. Some audio program may last longer than others, e.g. Special Report from BBC, CNN, or VOA. For this case, some computer application can work this out so that we can have audio files modified for a specific task we want students to do. Some audio editor programs are available downloadable for free (e.g. Audacity) while some others have to be purchased to get its full access (e.g. Cool Edit Pro). These kinds of applications make the audio editing tasks easier. For instance, if we found that a downloaded audio text is too long, these applications can trim the whole size or break the text into different tracks according to the nature of tasks we want to develop.

Listening toward comprehension has to be the aim of setting up a listening box. If listening comprehension requires a learner to attend to and make meaning of what is spoken, tasks or exercises have to be set up for listening box users. Not all websites or links we selected and sorted have been designed with tasks or exercises. If some audio/video files are not coming with written tasks or exercises (many available on the Internet with various tasks), we need to design both the audio text and the tasks for the users. I would suggest to get the audio files without the tasks, so we can develop the tasks that suit to the needs of our own listening lesson.

In developing the tasks, what we need to have in mind is that later on the listening box can be used for both extensive and intensive listening purposes. The essence of an extensive listening is having students to listen to what ever they are interested in order to help them acquire meanings and general language improvement (Harmer, 2007). A listening box serves as a source for extensive listening activities in a way that it is a collection of audio/video files of different topics and genres to choose from. When a listening box is in the form of a collection of audio files stored in school or teacher blog, learners can find easy and convenient time to sit or relax while listening to different kinds of conversations, talks, or monologs stored in the computer listening box. Tasks or activities set up along with each files are in order to measure how well students listen to an audio file of their choice. When it comes to intensive listening (students listen to recordings of various speakers and topics played by teachers in classroom), listening box has to be designed portable. Teachers can bring it to his or her classroom, select and play what students have to listen from the colors or labels with widely available computer or CD/VCD players.

Yet, this kind of efforts has to meet several principles of material development. According to Morley (2001) there are three principles in order to get learners' attention and to get them actively involved in tasks we developed. First, a listening materials developed should have relevance. Both the content and outcome for a listening material should be relevant to a learner. The materials have to be adjusted to learners' needs and interest. Second, a listening material has to have transferability/applicability. Whatever conversation, talk, monolog downloaded from an Internet source should be potential to be transferred to real life. Simply put, any expressions found in a conversation should reflect real English used in real conversations that learners can apply after listening. Third, any listening materials developed should have to be oriented at tasks. These tasks should

combine both language use and language analysis tasks. In developing listening materials and audio files downloaded from the Internet should be attached with tasks students do to measure their comprehension of the target language.

### 3) Grouping listening materials into a listening box

Once we have sorted, downloaded and tested the audio/video materials from list of all websites or links, we need to group the materials. The groupings range from level of difficulties, topics, text genres, and speech modes. All audio/video files we have downloaded come with different level of difficulties and complexity of language bearings. We can start grouping the materials for beginners, intermediate, and advanced levels based on the length of text, lexis, and topics. Certain topics would best serve to intermediate rather than beginner since they contain complexity of vocabulary and grammar in the text. Audio/Video files which contain longer conversations or talk about academic life with many suffixed words may work well for Intermediate or advanced level. In terms of text genres, any audio/video files we have downloaded are surely in different text structures. Talks about how to live healthy and how to set up dining tables can be piled up for Listening for procedure while some recorded fables may be grouped under Narratives. Different speech modes can also be used to group materials. Listening materials with monolog, conversations, talks, can be separated into each partition. For easy use, each group can be labeled and colored to indicate category (e.g. topics) if they have already been stored or burned into audio CD or VCD formats which can be played using computers or CD players. This becomes a collection of CDs and VCDs that are stored in a box.

A listening box is a collection of CDs of any audio/video files downloaded from the Internet that are put in a portable box. This portable box looks similar to a reading box where every CD comes with several worksheets for each audio/video files it contains. These CDs have been grouped either in terms of level of proficiency or topics with certain colors and labels array for friendly uses. The listening box is a package of teacher self developed materials so its contents can be modified, extended, even replaced to suit teaching and learning needs a teacher may have described and designed.

This phase will need a great amount of time since it involves again selecting and sorting materials. Sometimes at this point we have to provide script for audio or video files which do not always come with scripts when. The groupings criteria are varied depends on learning purposes we have set forth and how the listening materials will then be used.

## 3 THINGS TO CONSIDER WHEN USING LISTENING BOX

Although this is simply a way of collecting internet materials to be developed as listening materials, some issues need to be taken into account. Since this technique requires much of Internet use, it is necessary to have a good Internet connection. Many schools in small towns or cities may find it hard to get good access of Internet, yet this problem can still be solved by joining the school Internet program offered by the national telecommunication company. Internet data package is also available to use either by using external modem stuck into a computer slot or smart phones that may offer different types of Internet access.

Having better Internet connection doesn't necessary let us sit and teach the students right away. Another issue to consider is whether we can operate some audio editor application. Ideally, a teacher who likes to work with the listening box has to be able to operate the application (e.g. cool edit). So, some trainings of using the program

would need only several hours but benefit preparing the listening box. For rusty computer users (teachers), if a school have IT technician, ask for their help in operating the program even training the teachers.

Another issue to consider is this technique may cost a teacher to prepare it. The listening box requires a good Internet access, CD materials, colored papers or cards and the box itself. So, listening box should be proposed as a school project. This should not be a teacher task but a group of English teachers' project. If possible, the team could write up a proposal and ask for financial supports from the school or local office of education. Since it is wise to involve school or office of education in preparing the tool

#### 4 CONCLUSION

Learning English in a foreign language setting has its own challenge to both teachers and learners. Lack of exposure to how English is spoken and understood has been the main nature of problems both teachers and learners face. Both learners and teachers who are mostly Non-Native Speakers of English only use English, if they want, for limited period of time within English classes. No studies have proved so far of how much learning takes place in a foreign language classroom taught by Non-Native Speaker of English Teachers. In order to tackle the problem, more exposures needs to be presented even created to bring more language input to the classroom or surround the learners.

Efforts to create a classroom rich acquisition has always been stumbled by lack of learning facilities available at schools or classrooms, non-native teachers' capability in teaching English, even socio-economic backgrounds of teachers that inhibit them to bring more to their teaching of English. For these reasons, it is common to see an English lesson with more teaching of English grammar/structure and completion of reading tasks. Much of students' own language is used in communicating tasks, explaining procedures, giving directions, in the classroom. When this happens, it may deteriorate inputs that are made comprehensible to learners.

Ways to bring more exposure to English language input has to be developed. This can be done by utilizing technology such as the Internet that are available at hand almost to every school and teachers. One way is to set up a listening box that can hold various teachers' self-developed listening materials. This box can be in the form of hardware to hold CDs/VCDs of downloaded Internet audio files where teachers and learners can play in the classroom using inexpensive CD/VCD players even computers that are now available to almost everyone. The box can be in the form of a collection of audio files stored in a school blog or teachers' blog where learners' can have access to them through both intranet or internet connection.

Finding inexpensive ways to tackle problems in teaching English as a foreign language have to be promoted. English teachers, educators, and schools have to be able to get out from their comfort zone and make use of anything available at hand to benefit their English teaching purposes.

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**LESSON STUDY: BUILDING COMPETITIVE LEARNING  
MODEL(CASE STUDY IN A POETRY CLASS OF 3RD  
SEMESTER ENGLISH DEPARTMENT STUDENTS UNNES  
ACADEMIC YEAR 2014/2015)**

**Prayudias Margawati**  
prayudias@gmail.com

**Yuliati**  
yuliati.edu@gmail.com

**Galuh Kirana Dwi Areni**  
d\_aren@yahoo.com

*Universitas Negeri Semarang Kampus FBS UNNES Gd B3 Sekaran Gunung Pati  
Semarang*

***Abstract***

*Lesson study is not a strategy or method in learning process. It is an effort to improve the quality of instructional process conducted by group of people who continuously and collaboratively plan, do, and observe a teaching-learning process. This paper reports a lesson study model that was conducted in Poetry class of 3rd semester students English Department of UNNES Semarang academic year 2014/ 2015. The writer was the lecturer model observed by 4 senior observers who shared knowledge and experience to increase lecturing accountability. Competitive learning model is a strategy to stimulate students' activeness in class. By applying competitive learning model in lesson study class, students were given a chance to discuss within the group intensively and democratically, and in certain session systematically compete with other groups to develop the potential they have. Based on cycle 1 to cycle 4, lecturing with competitive learning model was identified controllable by involving all class participants. Activities in those cycles conducted in lesson study class enable to change the paradigm from teacher-centered into student-centered. Students were more active and enthusiastic attending the lesson even in an unfavorite class. Applying lesson study activity in lecturing should be periodically continued not only to find solution for students' learning problem identified at the beginning of the class, but also to develop learning quality with appropriate material, media, and method applied. This model gives advantages such as preparing teaching stuff, documenting teaching performance and publishing the result of lesson study application which the lecturer need.*

***Keywords: lesson study, competition, learning model.***

## 1 INTRODUCTION

Lesson study (LS) firstly introduced and implemented in Japan as an effort to improve learning quality. Lesson study has become a learning model practiced in many Japanese schools particularly at basic level. This education improvement also improve qualified human resource. Lesson study, as far as this, has been implemented in America, Europe, Australia and Indonesia. Based on the principle of learning inovation, some universities have implemented LS model in their learning process, and one of them is Semarang State University. In faculty implementation, the writer actively participated as a lecturer model in Poetry class of 3rd semester students English Department of UNNES Semarang.

This paper is a reflection of LS implementation conducted in the writer's class. This model, to be honest, is quite new for the writer as the lecturer model. When it is implemented, there is a result expected from the project. meanwhile, the implementation of the LS itself is relatively can be perceived from different point of views. This paper views deeply into implementation process aspects which involved lecturer model, observers and students in the lesson study class.

According to Lewis (2002), LS played important role in the effort of systematic change in Japanese Education. The model does not only contribute teacher's professionalism knowledge, but also wider education system improvement. Lewis supported it by proposing 5 (five) ways for the improvement; bringing education standard into real class, offering better quality based on data, making target achievement from students in learning activity, creating basic guide to improve learning quality, and finally upholding teachers value.

As long as education exists, problems will always occur during the period and people will keep discussing and debating of its existence, start from fundamental-philosophy to technique-operational aspects. The discussion about education mostly focus on efforts to find the best way to achieve qualified education and to create reliable human resources either in academic, socio-personal or vocational fields (Qomariyah:2014). There are aspects in college lectures that can be a special concern to be discussed. One of the problems need to be resolved in Poetry class is students' low motivation in learning the subject. Although no research yet conducted in the writer's campus to measure students' motivation in learning certain subject, the case found in my department more or less gave conclusion that compared to other literature subjects, Poetry is not most students' favorite class. However, literary works such as novel, short story, or drama are still students' choice in either literature appreciation work or subject chosen in study plan.

Literature, in broad way, is simply defined as a collection of the best writings. Alwasilah (2001) stated that best writing means that its criteria accepted by literary community who regularly share commonality, expectations, and values and then establish throughout nation's civilization and education. People then appreciate literature as part of being educated and civilized. He added that for universal standards, literature is important to be included in school curricula as it represents culture since education begins by knowing one's own culture and gradually understanding others. In line with the writer's class, Poetry as one of literary works, students were not truly motivated in reading the works. It is not surprising when Alwasilah observed that the objectives of teaching literature are still cry from reality. Based on his survey data in 1999, the subject was not frequently taught in senior high level, even it was not properly taught at all. He found that students' perception in other genre of literary works like short story, drama and novel are perceived as easier genre because they are more familiar to students, easily create impressions, and even require less concentration. Poetry, on the other hand, is the most difficult genre because it is highly emotive form of expression in a systemic way. It needs

more concentration than others. The writer took Alwasilah's study into reference before finally finding a way to improve students' motivation in learning the genre, poetry.

Lesson study implemented in class assisted the writer to find solution to overcome problems. Through LS, it can be simply said that problems occurred in class do not only belong to the writer as lecturer model, but also belong to teams (observers) who will altogether proposing alternative solution. This, in the writer's view, what makes LS differs from other models. One of the principles applied in LS is student-centered. In conventional teaching, it tends to emphasize in teacher-centered, oral communication. This model does not give significant contribution in improving learning process quality. For that reasons, this study attempts to report a lesson study model implemented in Poetry class of 3rd semester students where the writer was the lecturer model who was observed by 4 (four) senior lecturers who shared knowledge and experience to increase lecturing accountability.

## **2 METHOD**

The implementation of Lesson Study was conducted last year in Poetry class as a class model. The subjects were 31 students of 3rd semester of Education Study Program. Stages designs are as follows:

### **Form a Team**

the team was formed consisting Mr. Rudi Hartono as the coordinator in English department, and then Mr. Alim Sukrisno, Mrs. Intan Permata Hapsari, Mrs. Sri Wahyuni, and Mrs. Yulianti as the observers, and the writer Prayudias Margawati as lecturer model.

### **Develop Students Learning Goals**

The team members was actively discussed materials of the class and set the goals altogether. the process is comparing between syllabus, lesson plan, and learning contract.

### **Plan the Research Lesson**

The team members designed the learning process to achieve goals set in the previous stage and anticipate students' responses.

### **Gather Evidence of Student Learning**

This stage was the implementation of Lesson Study by the lecturer model, while other team members observed, collected data of students' learning process.

### **Analyze Evidence of Learning**

The team members discussed results and reviewed the progress in learning objectives achievement. Whenever discussion is conducted, all team members share and give feedback toward the process of lesson study implementation.

### **Repeat the Process**

Based on the observer' input, the lecturer model corrected revised learning materials, repeated stages from the second to the fourth, and the team members shared the findings. Briefly, the LS implementation stages are described as the following:

#### **Plan Stage**

In this stage, lecturer model in the team collaborated to compile lesson plan reflecting learning process focused on student-centered. It was started by analyzing students' needs and problems of the subject. the lesson plan is compared to the syllabus. The result of the analysis become important part in compiling lesson plan which also contain possibilities occurred during teaching learning process.

#### **Do Stage**



There were two main activities. The first is teaching-learning process conducted by lecturer model by applying lesson plan designed in the previous stage. The second is observation process conducted by other team members, the observers. In the do stage, the writer specifically applied a method namely competitive learning model in one cycle in lesson study class. In this method, students were given chances to discuss within groups set intensively and in certain sessions systematically compete with other groups to develop potential they have.

**See Stage (Reflection)**

This is important part as effort to improve learning process quality as it depends on observers' analysis based on their observations during the class. Reflection was a discussion between lecturer model and observers. The observers gave review, input and suggestion. All discussion results were considered as knowledge and factors to decide next learning process either in individual level or managerial level.

### **3 FINDINGS AND DISCUSSION**

As previously mentioned above, Lesson Study is not a strategy or method in teaching learning process, it is a development effort to improve learning process conducted by educators who collaboratively and sustainable plan, implement and observe and report learning results. Lesson study is not short-term project, it is a continuous activity to apply total quality management principles, a management to improve students' learning process and results continuously based on data obtained from class. Lesson study is an activity which in certain strategy applied in class may encourage competitive atmosphere among students and indirectly stimulate students' activeness in class.

LS was implemented in Poetry class of 3rd semester students English Department of UNNES Semarang academic year 2014/ 2015. The LS class was run in 4 cycles. All cycles conducted the LS stages (plan, do and see). All stages involved all team members, the lecturer model and four observers. particularly do stage, all students class were involved.

In plan stage cycle 1, the problems identified in Poetry class was appreciation. Students were difficult in appreciating poems because the works commonly use symbols and metaphor. Unordinary vocabularies are also part of the problems. It causes students did not respond the class well. Specifically when elements are applied to certain poem, students need to understand the content first as the work is in English. In the do stage, there were things need to be concerned in the implementation. The lecturer model implied the material as lesson plan as discussed in previous stage. another point, students were expected to have natural class setting during the study. meanwhile, when the observers team approached students during class, it created different circumstance. They could not freely express ideas. However, by little joke and persuasive strategies, it worked to break the ice. In the next cycles students seemed to be comfort by the observers' existence.

During the do stage, the observers observed closely to students' interaction; interaction between students, students and material interaction, students-lecturer interaction, and between students and other circumstances. The observers team in the progress filled the observations sheets prepared and arranged before. Although observers are not allowed to criticize the lecturer model, however in the learning process everything are interconnected. It is almost impossible to view only on the students' aspect, but also considering the lecturer's performance. Thus, reflecting the lecturer in the next stage is very common. At this point, the writer assumed that as long as the critic is to improve learning quality, it would not be any matter. The critic is expected to build better teaching learning process.

See/ reflection is a very important stage. In this stage, the efforts to improve next learning process depend on observers' analysis toward the lecturer model and students observed during the class. Reflection stage is conducted in form of discussion participated by all team members (lecturer model and observers) and led by one appointed observer. The discussion started by lecturer model reviewing impressions during the class. The model stated comments or impression toward the class she/ he just run well. The contents are varied, obstacles or other problems relate to the lesson plan. Afterwards, observers response through wise suggestion toward the teaching learning process. Topics developed during the discussion are possible to be feedback to all team members for better teaching learning quality. Also, through the reflection, new knowledge and important decisions can be taken either in individual level or managerial level.

Those three stages (plan, do, see/ reflection) were conducted in four cycles. Mostly the plan within 4 cycles was done a day before the scheduled lesson study class and other two stages (do and see) were done in the same day of the class. However, it was not regularly conducted in four weeks considering team members business/ activities. Sometimes, not all observers were present. In the future lesson study project, it is expected that all team members will commit on the program.

### **3.1 Competitive Learning Model**

Within four cycles in lesson study class, the writer as lecturer model improved learning model based on observers' feedback during see/ reflection stage. Reviewing the first cycle, the students were identified passive during the class. There were only three to five students who were active in responding topic discussed. Others were active when they were appointed by the lecturer. One of the observers in the see stage cycle one reviewed the writer's way in teaching. The joke related to material as written in lesson plan to stimulate was effective to get students' attention. in the do stage of cycle two, another observer also suggested the writer in her performance. it was about pronunciation as this subject was closely related to every English subjects. The skills based on the curriculum are integrated one to another.

As stated before, Poetry class as the lesson study class based on Alwasilah research was not a favourite class for most students. Therefore, the lecturer should work hard in conveying materials. In the second cycle, where most of the students were used to the atmosphere (being observed by observers team), the topic was about figurative language applied in literary works/ poems. In the first 25 minutes, the lecturer model presented on slides of the topic. In the evaluation stage, students were instructed to work in pair to analyze the element in chosen poem. They looked active during the discussion because there were only two members with whom they will talk to. In cycle 3, based on the feedback from see stage cycle two, the writer should set the class in this cycle to be more alive as the students were used to be relaxed and enjoyed the class. The writer as lecturer model then chose competitive learning model. It was applied after 25 minutes presentation of the material of the day. Through this model, students were expected to compete each other in a good academic manner.

Competitive learning model is a strategy to stimulate students' activeness in class. In the do stage of cycle 3, the students were divided into groups they have chosen consisting four to five people. The lecturer then evaluated the material from previous and present topics through the slides. The evaluation is in the form of analytical questions. The students could not just answer the questions, but they have to discuss first within the group and decide their analysis. There were 10 slides where each slide contains one analytical question. The group students, on the other hand, had to scramble to give

answer and the reason to get the point written in the whiteboard. Based on the the discussion with observers team in see stage cycle 3, the lesson study class was identified more active compared to previous cycles. The students individually are also identified participated actively during the competition. During applying this learning model type in lesson study class, students were given a chance to discuss within the group intensively and democratically. In a very short time, they had to analyze the question and compete systematically with other groups to develop the potential they have. The rules were managed based on lecturer's needs, for example no group stating the opinion before the lecturer determined whose turn. Based on observers' observation, almost all students actively and positively paid attention during the competition. This learning model was identified applicable and controllable because it involved all class participants. Furthermore, students worked with group they chose themselves, therefore they were comfort in discussing topic competed with other groups.

Learning model in cycle 4, however, did not apply this model since competitive learning model the writer applied was aimed to involve all class participants. Do stage based on the lesson plan set in curriculum and revised in plan stage was practicing reading poem according to rhythm and meter. The use of rhythm and sound effects is to heighten and intensify expression. Poems in this topic require more concentration. In the writer's view, after implementing cycle one, cycle two, and cycle three, the students in Poetry class seemed enjoyed the class indicated by their presence, assignments handed in on time, students' responses during the class. During the learning process in cycle four, although not all students offering themselves to practice reading poem aloud, the condition where students were used to lesson study atmosphere, the experience in previous meeting, and integrated material between reading poetry pattern and pronunciation practice, indicated the Poetry learning process in lesson study class was successful. Such conditions enable students to express their potential. As Alwasilah suggested in his writing that literature is a form of expression. Students are accordingly encouraged to express ideas and share them to peers and teachers (2001:41).

All cycles activities were conducted in lesson study class with the purpose to enable to change the paradigm from teacher-centered into student-centered. During 100 minutes time allotment, lecturer spent less than 30 min in presentation and let the students participating in class for the rest.

#### **4 CONCLUSIONS AND SUGGESTIONS**

Applying lesson study activity in lecturing should be periodically continued not only to find solution for students' learning problem identified discussed in plan stage but also to develop learning quality with appropriate material, media, and method applied. Competitive learning model applied in do stage in cycle three is a strategy to stimulate students' activeness in class. By applying competitive learning model in lesson study class, students were given a chance to discuss within the group intensively and democratically, and in certain session systematically compete with other groups to develop the potential they have. Applying lesson study at the same time encourage the model, lecturers/ teachers, to be more creative, innovative and simply attractive in teaching learning process. Lesson study gives advantages to the writer as lecturer model last semester because it assisted her to be well-prepared in teaching learning process such as preparing teaching stuff, documenting teaching performance and publishing the result of lesson study application.

There are things that the writer observed from lesson study application. It is a collaboration in implementing lesson study. Neither participants are superior nor inferior.

Observers team who usually senior lecturers will share the knowledge to lecturer model even other observers. Conversely, either lecturer model or other observers who still do not understand may question to improve learning quality. The coordinator in lesson study act as facilitator who motivate participants either lecturer model or observers to develop potentials they have to achieve goals in education.

It is suggested that during lesson study application, what should be continuously implemented is assessment. The assessment can be periodically conducted to facilitate lesson study participants where they can learn, correct, appreciate, assist, and resist ego each other. The lesson study team should consistently keep improving learning process by updating the trend and model in education. Last but not least, it is also suggested to lecturers or teachers in schools whose class is not students' favourite subjects to implement lesson study to get feedback from observers to again and again improve their teaching learning process. In addition, the result of lesson study implemented in class can be source to write scientific article and presented in either international or national conference or to be published in journal either local, national or international.

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# THE POWER OF PAIR-WORK IN EFL WRITING

**Joni Alfino**

joni\_alfino@yahoo.com

*Universitas Bung Hatta*

## **Abstract**

*Writing is believed to be difficult for most students. This is in line with some theories also stating that writing is a very highly complex skill. Many research findings have proven it. In general, the findings state that many college students and university graduates in Indonesia have low writing competency, especially in writing academic texts. In specific, the findings reveal that the students have low motivation to write, poor writing ability, and lack of confidence to begin writing. Pair-work is one of alternatives to be used in order to improve students' writing performance. Many researchers have investigated the use of pair-work in EFL writing and stated some positive findings on using pair work in EFL writing. First, , collaborative (pair work) writing has an overall significant effect on students' L2 writing. Then, pairs produce shorter and better texts that have greater grammatical accuracy. Next, students working in pairs had better writing accuracy than those working individually. The following is practicing in pairs really improves the overall quality of the learners' writing productions. At last, collaborative work (pair work) could improve students' grammatical accuracy in their upcoming writings.*

**Keywords:** *pair work, power of pair work, and EFL writing*

## **1 INTRODUCTION**

Writing skill is considered to play a role in the learner's academic achievement. Graham and Perin (in Wulyani, 2009) state that writing skill is a predictor of academic success and a basic requirement for participating in civic life and the global economy. It means that if someone has a good writing skill, it can be predicted that s/he will have a good academic achievement. Related to learning to write, Harmer (1998) says that writing should be taught for several reasons. First, writing is useful for reinforcement. Most students acquire a language from seeing the language written down. Even, the students often find it useful to write sentences using new language shortly after they have studied it. Second, writing is also useful for language development. The actual process of writing helps the students to learn as they go along. The mental activity they have to go through in order to construct proper written text is all part of the ongoing learning experience. Third, it is a learning style. Writing can be a quiet reflective activity. Some language learners will be able to master a language if they experiences using the language, like writing activity. At last, writing is a skill. The students need to know how to write letter, how to reply to advertisement, etc. In addition, they also should know some of writing

convention (punctuation, paragraph construction, etc). It is considered to play a role to someone's academic achievement.

Many studies were conducted by researchers related to students' writing ability. Some of them are Attamim (2007) who studied the implementation of cooperative learning strategy to improve college students' proficiency in writing paragraph, Ulfiati (2010) who reported a study about cohesive devices in papers written by college students of English Department, and Isnawati (2010) who conducted the improvement the English students' writing skill using Task-based language teaching. In their research report, they stated the phenomenon about students' writing.

They reported that the students had problems related to writing. In general, the students had low motivation, poor writing ability, and lack of confidence. Referring to low motivation, the students did not do the exercises seriously and did not bring dictionary into classroom to help them in writing. Their poor writing ability was reflected in the facts that they often did not know what to write, how to organize ideas well, could not explore ideas, and did many mistakes related to grammar (ungrammatical sentences and inappropriate transitional signal) and vocabulary (wrong words choice). If they could complete the writing task, the result was far from what was expected. They were also not confident with what they wrote. They tend to rewrite what they had written. For them, what they had written was not good. It seems that this condition is line with Nunan's idea (1999). He states that writing is something native speakers never master. Furthermore, he says that for second language learners, the challenges are more enormous, particularly for those who go on to university and study a language that is not their own. Richard and Renandya (2002) also say that the skills involved in writing are highly complex. It consist of the higher level skills of planning and organizing ideas as well as the lower level skill of spelling, punctuation, word choice, etc.

Furthermore, they said that the problems stated above were caused by many factors. Some of them are that teacher dominated the teaching-learning process, the teacher seldom gave writing practice and rarely acted as facilitator, guide, and motivator, and writing activities in the classroom were boring.

Ahmed (2010), Barrett and Chen (2011), Zakaria and Mogaddam (2013), Hammad (2014), Al Seyabi and Tuzlukova (2014), and Javid and Umer (2014) also invented what was found by the previous researchers above. In general, their findings revealed that students had writing problems in the aspects of article, grammar, vocabulary, cohesion and coherent, content, and organisation.

Paying an attention to phenomenon above, there should be a concrete action conducted to improve such a condition in order that what the students writing ability is expected to be can come true. An alternative action that can be done is teaching writing using pair work technique.

## **2 MERITS OF PAIR WORK IN EFL WRITING**

Pair work also has been attracting the attention of many researchers. Pair-work activity can be employed following procedures as suggested by Alwasilah and Alwasilah (2005:26-27), Mulligan and Garofalo (201:6) and Wigglesworth and Storch (2009). First, students are asked to choose partners to work in pairs. Then, the students are asked to work in pair to plan what topic to write. After choosing a topic, they are asked to write an outline about the topic chosen. Next, they write an essay in pairs based on the outline. Finally, they should reread what they have written to make sure that the essay is correct.

Although the use of pair work in classroom is relatively limited (Storch, 2011), this strategy is believed to have beneficial points. Storch (2007:143) states that pair-work

has strong pedagogical and theoretical support. From pedagogical aspect, Biria and Jafari (2013:166) state that pair-work offers language learners with more chances to use the language. From theoretical point, this strategy is in line with two major theories of language learning: the psycholinguistic theory of interaction and sociocultural theory of mind. Both theories emphasize the importance of interaction for learning. Seen from the sociocultural theory of mind, the role of interaction and peer collaboration is considered important in L2 development (Dobao, 2012:41). In addition, Xiao (2008:106) also states that paired-peer review give students benefits in terms of EFL writing proficiency, transferrable skills, and self-efficacy. Beside that, Mulligan and Garofalo (201:9) emphasize that collaborative writing (pair-work) is a non- threatening approach for students that results in purposeful usage of the target language across skills and demonstrable improvements in writing. In short, pair-work is not only an activity to employ, it also gives advantages to students writing performance.

Studies on pair-work in EFL writing still seems to be continued in the future because what previous researchers found in the past is still inconclusive. In general, their finding is that pair work has an overall significant effect on students' L2 writing. However, what was found in the past still has gaps that can be investigated in the future by next researchers.

Many researchers found that pair work contributed to students' writing performance. In a study, Sorch (1999:363) stated that collaboration had a positive effect on overall grammatical accuracy. In another study, Storch (2005:168) found a comparison of the products (completed texts) of pairs and individuals. The finding showed that pairs produced shorter and better texts that had greater grammatical accuracy and linguistic complexity, and are more succinct. They seem to fulfill the task more competently. In a collaborative study, Wigglesworth and Storch (2009:445) found that collaboration impacted positively on accuracy although it does not affect fluency and complexity.

Other than Storch, four other researchers also find the effect of pair work toward students' writing performance. First, Shehadeh (2011:286) found that collaborative writing had an overall significant effect on students' L2 writing. However, this effect varied from one writing skill area to another. Specifically, the effect was significant for content, organization, and vocabulary, but not for grammar or mechanics. Globally, her findings are the same as Storch's. However, she also found a different result from Storch (2005). Her finding said that collaborative writing did not have a significant effect on grammar. Meanwhile, Storch found that pairs produced shorter and better texts that had greater grammatical accuracy.

The second researcher who found the effect of pair work toward students' writing performance is Jafari and Ansari (2012: 128). They found that students working in pairs had better writing accuracy than those working individually. What Jafari and Ansari found indirectly reveals that pair work contributes to the improvement of students writing performance.

The third researcher who investigated the effect of pair work toward students' writing performance is Biria and Jafari (2013:164). They found that practicing in pairs really improved the overall quality of the learners' writing productions even though the fluency of written texts did not change significantly.

Four, Meihami, Meihami, and Varmaghani (2013:47) found that collaborative work (pair work) could improve students' grammatical accuracy in their upcoming writings. It means that correcting each other and sharing ideas one another in pairs will guide students to better grammatical accuracy in their writings.

Based on research finding by Storch (2005 and 2009), Jafari and Ansari (2012), Biria and Jafari (2013) and, it can be concluded that pair work can develop students' writing performance. Specifically, it helps students to produce better written text viewed from content, organization, vocabulary, and grammatical accuracy.

In addition to research finding on the effect of pair work toward students writing performance, there are several benefits of employing pair work in EFL writing. A number of researchers have found them in some terms.

Pair work, in fact, contributes to students' idea development. In a study, Storch (2005:153) found that collaboration afforded students the opportunity to pool ideas and provide each other with feedback. This finding can be a solution and useful for EFL learners studying writing skill. Writing requires students to develop ideas to be a paragraph and an essay. Students often have problem fulfilling this requirement if they should write individually.

Pair work in EFL writing also can make students active. In another study, Storch (2007:143) finds that although there are no significant differences between the accuracy of tasks completed individually and those completed in pairs, most pairs engage actively in discussing language. They tend to reach correct resolutions. Making students active is sometimes hard to do. However, pair work can be one alternative solution to make it come true.

The next power of employing pair work in EFL writing is on language improvement. Dobao (2012:40) states that writing tasks completed in pairs offer learners an opportunity to collaborate in the solution of their language-related problems, co-construct new language knowledge, and produce linguistically more accurate written texts.

Another advantage of employing pair work is that it can make students enjoy in learning. Shehadeh (2011:286) found that most students in the pair work setting have the enjoyable experience. This condition plays an important role in EFL class, especially in EFL writing. If students feel enjoyable in a class, they will do their best in teaching-learning process.

Seeing what previous researchers have found on writing in pairs, it can be summarized that writing in pairs is beneficial in several aspects. It can be drawn in the following table.

*Table 1.1: merits of pair writing in EFL Writing*

Aspects \ Treatments	Pairs
Grammatical accuracy	+
Better text and writing accuracy	+
Idea development	+
Vocabulary	+
Organisation	+
Language improvement	+

### 3 CONCLUSION

Paying attention to research findings on the effect of employing pair work in EFL writing toward students' writing performance and its power in several aspects, writing in pairs is apparently beneficial and very useful for students. Pair work in EFL writing enables



students to produce good quality written texts. This should be a consideration for writing teachers.

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# INTEGRATING LOCAL CULTURE IN TEACHING ENGLISH FOR SMK STUDENTS OF ARTS

**Siti Sudartini**

siti\_sudartini@uny.ac.id/sudartinisiti@gmail.com

**Siwi Karmadi Kurniasih**

siwi2k@yahoo.com

*English Education Department, Faculty of Languages and Arts,  
Yogyakarta State University  
Jalan Colombo No.1 Yogyakarta 55281*

## ***Abstract***

*The practice of teaching English as a foreign language in Indonesia as one of the developing countries is always interesting to be discussed. It is widely believed that the process of learning a foreign language needs to be conducted on the basis of the learners' need and at the same time needs to meet the national curriculum. This phenomenon seems more interesting to be discussed particularly the one dealing with peculiar learners coming from SMK. Learners coming from this particular kind of high school tend to be considered as having the same need as those coming from common high schools. Indeed, this phenomenon need to be reconsidered owing to the fact that they may have their own reasons and needs of learning English, particularly those majoring in Arts. They need to learn English not only as a content subject but also as a means of understanding foreign culture and at the same maintaining their own culture. Therefore, it seems necessary to look closer on the practice of teaching English to SMK students in this country. Hence, this particular study tries to discuss the common practice of teaching English to this particular learners, particularly in terms of materials used and the significance of integrating cultural content in the practice of teaching English for SMK majoring in Arts.*

***Keywords: teaching, English, Indonesia, SMK majoring in Arts***

## **1 INTRODUCTION**

In line with the development of free market across regions, it is believed that every country not to mention Indonesia needs to provide highly qualified human resources to compete with others. The government has been trying hard to do that by improving the quality of education in every level and enlarge the opportunity for its citizens to get better education and get better job as they graduate. One of the step conducted is by increasing the number of SMK. In 2009, for instance, the ratio of the number of SMK compared to that of SMA is 50: 50 (Ali, 2009: 22).

It is clearly seen that our government puts much attention to the existance of SMK as one type of school that provides its students with specific skills. These particular students are expected to work in particular field as they graduate (Clarke and Winch

(eds), 2007:1). SMK which stands for *Sekolah Menengah Kejuruan* is actually one part of the vocational education. It can be said as the application of vocational education in the senior high schools or middle school. As the students graduate from this level of education, they may continue to the common higher education such as universities or colleges or take the higher level of vocational education in university level, that is commonly called as 'vocational schools' or *sekolah vokasi* (Tim Pengembang Ilmu Pendidikan FIP UPI. 2007: 114).

In line with the significance of improving the quality of SMK graduates, the practice of teaching English for students of SMK needs to be reconsidered owing to the fact that these particular learners can be considered having more specific and peculiar learning needs compared to those of common junior high school (SMA). Hence, this particular study in particular tries to look closer on the common practice of teaching English in SMK particularly those majoring in Arts. The discussion are mainly focussed on the common practice of teaching English to this particular learners, particularly in terms of the availability of the learning resources to meet the learners' need and the significance of integrating cultural content in the practice of teaching English for these particular students.

## 2 TEACHING ENGLISH AS A FOREIGN LANGUAGE FOR SMK STUDENTS OF ARTS

Every process of teaching and learning needs to be able to form better individuals. Our government even has given explicitly the definition of the term education in the Act of *Republic Indonesia on National Educational System* that may be considered as,

*....conscious and well planned effort in creating a learning environment and learning process so that learners will be able to develop their full potential for acquiring spiritual and religious strengths, develop self-control, personality, intelligence, morals and noble character and skills that one needs for him/herself, for the community, for the nation, and for the State. (Act Of Republic Indonesia on National Educational System (Chapter 1 Article 1 and 2).*

The term education as mentioned has also often been defined in terms of practices that schools and teachers use to influence students' learning and development. It is clearly seen that the practices of teaching and learning need to be efforts of creating learning environment and process that will help learners to be highly qualified individuals having good knowledge of their field area, skills, and at the same time having well-developed characters. In turn, these individuals could be one of the major contributions to the development of the country.

Looking at the practices of teaching as a foreign language in Indonesia not to mention the one conducted in SMK, it is necessary to make efforts in improving the quality of teaching practices owing to the fact that it has failed to educate Indonesian students to be 'real human' (*manusia seutuhnya*). Some educational processes conducted in SMK not to mention the one majoring in Arts mainly focus on giving information to our students and ask them to memorize them without efforts to build their characters, morality, attitudes and thinking process (Adisusilo, 2000: 71). Indeed, it is necessary to find ways to improve the common practice of teaching English as a foreign language to SMK particularly those with arts concentrations.

The efforts of improving the quality of SMK graduates particularly those majoring in arts can be conducted through optimizing the teachers' roles in the classroom activities and also providing additional teaching materials to meet the learners' need.

Considering the teachers' roles, in every process of teaching and learning, it is widely believed that teachers play important roles in achieving the objective of the teaching and learning process. Teachers can be said to be the main actor in running the teaching and learning process. There are three roles that need to be played by teachers in the communicative classroom. The first is to act as a facilitator of the communicative process, the second is as a participant, and the third is as an observer and a learner (Breen and Candlin in Nunan, 1989: 87). Every teacher needs to consider these roles and wherever possible tries to play them simultaneously in conducting the teaching and learning processes in the classroom.

In order to put those roles into practice, teachers need to encourage and nurture the growth of students and put the students as their main concern (Fenstermacher, Gary D. and Soltis, 2004: 25). They should be able to identify the students' needs, to stimulate the students to identify their own needs, to adapt to the curriculum, and to have the ability in organizing subject matter, the class, and the classroom (Petty and Jensen, 1980: 89-96). They need to consider the fact that placing students' needs for experiences is the heart of a language course (Harmer, 2001: 56). Before coming to the class, teachers need to start with having questions like, who are the learners, and what are their learning need and then try to identify the content of the applied curriculum before coming to the decision of what materials need to be prepared to their students.

In relation to the practice of teaching English as a foreign language in Indonesia to SMK students, it can be said that most English teachers of SMK with Arts concentration similar to those teaching in SMA or other kinds of Senior High School nor even Junior High Schools have been trying hard in achieving the objectives of the teaching and learning process as mentioned in the curriculum and fulfilling the learners' need. The common practice of English language teaching for these particular learners has merely concerned in preparing the students to be able to communicate effectively by using the language. English teachers have done their job very well in motivating as well as providing various interesting activities to present the context of the given language items being discussed.

A study involving 16 English teachers from SMK majoring in Arts in Yogyakarta Special Region conducted in 2014 has come to the descriptions of the learners' particular needs of learning English as well as the availability of the materials to conduct the teaching to these particular learners. All of the teachers involving in this study agree that they need to teach the four language skills (i.e. listening, speaking, reading and writing) and also some additional subskills, namely, structure and grammar, vocabulary mastery and pronunciation (Sudartini, Karmadi, Diyanti, 2014: 31).

In term of the materials used in teaching English to SMK students majoring in arts, this study revealed that there is one compulsory book for conducting the teaching and learning process coming from the government based on the 2013 Curriculum entitled *Bahasa Inggris untuk SMA, MA, dan SMK*. This book is in fact too general as it can be used to teach students studying in those three types of high schools which have different learning needs. In relation to this, most of the teachers (9 out of 16 or 56%) who become the participants of the study mentioned that they use the provided book which is the same to the one used in SMA and at the same time they also used or adapted materials from some other resources. It is clearly seen that most of the teachers used any other materials from some other learning resources. In other words, a good and suitable book for SMK

majoring in Arts is badly needed to meet the learners' need and at the same time to help the English teachers to conduct the teaching and learning of English in the classrooms.

### 3 INTEGRATING LOCAL CULTURE IN THE CLASSROOM

Teachers and every individual conducting the teaching and learning in the classroom need to start with understanding their learners and their learning needs before coming to the decision of other components of teaching and learning processes not to mention the materials they are going to present to their learners.

From the previous section, it is clearly mentioned that the availability of materials to teach English to SMK students majoring in arts needs to be overcome by developing or adapting materials that meet the learners' need of English. English teachers, particularly, those teaching English as a foreign language in SMK with arts concentration need to face the challenge to provide suitable materials to meet their particular learners' need. They need to find ways of to reach out effectively to students who span the spectrum of learning readiness, personal interests, and culturally shaped ways of seeing and seeking about and experiencing the world (Tomlinson, 2014:1).

The significance of teaching materials is unquestionable in very process of teaching and learning. Teaching materials are a key component in most language programs that serve as the basis for language input learners receive and the language practice that occurs in the classroom (Richards (2001a) in McGrath, 2013:ix). McGrath (2013: 13) claims that materials can be seen as a resource for learning.

In relation to providing the suitable learning materials and providing a good learning process of learning for SMK students majoring in arts in Indonesia, it is necessary to consider the students' cultural background. As they learn English as a foreign language, they must have different cultural background from those learning English as first language or even as their mother tongue. Those who have an intention to develop materials for these particular learners need to consider the fact that language is a sub system of culture (Foley, 2001: 19) meaning that every one who learns a language at the same he/ she learns the culture of people use that language. In other words, language cannot be separated from its culture or it must be learned together with other sub systems of culture (Nieto, 2010). Meanwhile the term culture can be defined as the way of *'the way of life of its members; the collection of ideas and habits which they learn, share and transmit from generation to generation'* (Linton, 1945 in Mesthrie, et al., 2009:28) and language needs to be seen as a kind of cultural activity and at the same time an instrument for organizing other cultural domains (Sharifian and Palmer, 2007:1).

Therefore, the presentation of this foreign culture needs to be accompanied by the explanation of the students' own culture. This remains an important question in the current practice of English language teaching in this country. This was also one of the main underlying reasons of conducting this study. Other than the language skills taught and learning resources used in conducting the teaching, this study also reveals that all of the English teachers agree that it is necessary to give explanation to any cultural items found in the materials and wherever possible try to present additional explanations to every cultural items that against the learners' cultural norms and beliefs. They also state that integrating local culture is necessary in the practice of teaching English as a foreign language.

#### 4 CONCLUSION

Every process of teaching English needs to be conducted on the basis of the learners' need. Every teacher needs to start with some questions like who are the learners, what are their learning needs, and what cultural background they have before coming to the decision of what materials they need to present in the classroom.

It is generally agreed so far that the practice of English language teaching will not be effective without discussing its culture. Teaching the language will be impossible without teaching the culture. Every sentence, expression, word needs to be put in the context of culture of the language. In other words we may say that English teachers could act as a cultural agent as well. Every English teacher needs to realize this, if not they will not only be the cultural agent but also be the agent of the new form of imperialism.

The practice of teaching English as a foreign language to SMK students majoring in arts needs to consider not only the current curriculum but also the importance of integrating the students' cultural norms and values to enhance the students' understanding of the foreign culture accompanying the foreign language learning and the same time to maintain and improve their understanding of their own cultural values and norms.

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# SHORT WRITING: AN ALTERNATIVE TO IMPROVE STUDENTS' WRITING SKILLS

**Yulius Kurniawan**  
michael\_yulius@yahoo.com

Widya Kartika University  
Sutorejo Prima Utara II/ 1 Surabaya

## **Abstract**

*Recent practices in teaching writing in Indonesia require students to write more. This is in line with the notion that more practice improves English mastery. As far as it goes, originality becomes the problem with this approach. In Indonesian context, it is quite common to find university students to cut-and-paste articles from the internet and claim ownership of them. Despite threats and punishments applied for such act of plagiarism, it seems the trespassers still have more tricks up their sleeves. As the results, this tendency makes it difficult for lecturers to assess the real capability of the students.*

*Some countermeasures focused more on preventing plagiarism tools, such as utilizing web-based turnitin.com. Despite of the high accuracy in measuring plagiarism, it is doubtful that utilizing such tools would actually help in enhancing students' writing capability. Other countermeasures focused on improving students' writing capability by adapting old ways such as using handwriting. However, with this type of old ways, plagiarism is still doable though the plagiarists need to write manually.*

*This paper aims to present short-writing; an alternative for the improving the students' capability in writing while at the same time fighting against plagiarism. Practice shows that exercising short writing allows students to exercise their actual writing skills and prevent plagiarism at the same time. As such, improvements in writing skills can be expected.*

**Keywords:** *Writing, Teaching Writing, Writing Skill*

## **1 INTRODUCTION**

Among the four skills of English, writing is often considered as the most difficult and thus often learned after reading, listening and speaking. Despite being put in the last, the ability to write is a must for all who learn and speak English, especially those involved in academic field. Moreover, it is quite frequent to find that the capability to write in English is useful in many job areas.

Written English is often being differentiated from spoken English. Somehow, the language style used in written English is more rule-bound compared to spoken English. It is quite common for people to commit minor mistakes in spoken communication in English, even the native speakers of English. However, such mistakes would be likely to be less tolerated in written English. It is actually quite natural since people do not rely



only on utterances to communicate; there are other things such as pauses, intonations, stressing patterns, eye contacts, facial expressions and body language. However, written communication is free from those extra factors and thus relies solely on the language to convey the message. Hence, written communication requires more precision in its approach; the same thing also applies to written English.

Consequently, learners of English must improve their capability in written English. Teachers, or referred more as lecturers in higher education, seek ways to improve their students' skills to write in English. The basic idea would be quite simple, involving students to do the writing and lecturers to do the guiding and correcting. However, recent trends and developments in the fast growing communication technology present an old, renewed challenge: plagiarism. With the availability of communication devices, almost everyone can access the internet to find just about anything. In academic field, especially in Indonesia, it is quite common to find students copying from the internet, pasting and modifying the results in such a way that it would appear to be their works while it is not. For lecturers, these rampant practices pose at least one major problem: how to know whether or not their students are actually capable of writing in English. In other words, if the students claim their works to be theirs while it is actually not so, then it is considerably difficult for the lecturers to assess the students' actual capability in English writing skills. In the long run, such practice would not bring any good to the students.

Countermeasures have been applied to fight this plagiarism. Education institutions and vendors start to launch programs to detect the originality of a piece of academic work, such as the service provided by [www.turnitin.org](http://www.turnitin.org). However, the internet connection in Indonesia is still not fast enough to be used simultaneously by everyone all at the same time. Besides that, lecturers are also less familiar to the use of the internet in education. After all, although it might solve the problem of plagiarism, the program itself does not solve the problem of improving students writing skills in English. Hence, it is necessary to have a solution that can address the problem of plagiarism and improving students' English writing skills simultaneously which is familiar to lecturers, especially those who are situated in Indonesia.

This paper aimed to share the idea for alternative solutions based on the writer experiences. The Short Writing is not a certain method but rather a strategy which is suited to the learning situation in the writer's context. The strategy itself is actually a set of practices familiar to teachers and lecturers that is put in the framework of improving students' English writing skills.

## **2 LEARNING TO WRITE**

Chitravelu, Shitamparam and Choon (2005) argue that writing is a very complex skill. A writer needs to have enough information about the topic being written. Lack of sufficient information would make writing activities as difficult as building a house without any brick, sand, and cement. A writer also needs to have a clear purpose for writing and deliver it in a communicative manner so that readers would understand, along with other skills such as the capability to organize paragraphs and make a good use of mechanics with adequate skills in making phrases and sentences. In other words, writing is also means communicating with others as well as expressing oneself.

However, it seems that learning to write cannot be separated from learning to read. For a long time, writing is regarded to improve reading since it helps students make connections between what they read, know, understand and think (Carr, 2002, in Graham and Hebert, 2010). In short, proper use of writing can help students to improve their

reading comprehension. On the other hand, Simon, Sutton, Lopez and Clear (2009) noted that reading may also serve as the precursor of writing. Murcia and Olshtain (2000, in Tuan, 2012) highlighted this as

*Many writing course and certainly most autodidactic strategies in writing involve using well-written passages from literature, or passage written by others, as models for one's own writing. Thus, many writing classes begin with reading texts, analyze them, looking at them as models for writing or using them as a piece of communication to response to.*

In other words, Murcia and Olshtain (2000, in Tuan, 2012) refer to the importance of reading texts as models for students to write. This notion gave rise to the idea of having models of the target text mode to assist students in their writing tasks. By doing so, it would be easier for students to write the target text mode by adjusting their language style and format to the model. At the same time, this practice would also allow students some space to use their imagination to create the writing on their own. The idea of having a model for the targeted writing text serves as the beginning of the Short Writing.

### **3 SHORT WRITING**

As the name implies, here students were asked to write about a certain topic in just a few paragraphs. The topic has been predetermined, but the students were required to do all the tasks, including finding the suitable model articles, reading, paraphrasing and summarizing them, and writing independently afterwards. In each meeting, there were four activities that the students did as follows:

#### **1) Modeling**

Students were always required to read first articles regarding the assigned topics. These articles were the original articles found in books or newspaper, either printed or online. For Writing 2, the articles were usually in the form of stories, while for Writing 4, they were in the form of opinions. The length of the articles was around 400 to 600 words, although it may be more in some occasions. In this phase, students were asked to read and find the general ideas of the reading texts. Finding details was not the focus, although details may help in understanding the passage, especially if the passage is long. By doing so, it was expected that students would have the proper models for their writing tasks. This practice is also beneficial to enrich students' vocabulary and at the same time improve their grammar and reading skills.

#### **2) Paraphrasing**

In this phase, students were required to express their understanding towards the reading texts by using their own words. This paraphrasing phase aims to equip students to enrich the variations of students' expressions. Students were advised to rewrite the sentences by changing the word order, pronouns, or verbs in order to come up with their own phrases or sentences. Students were also advised to keep their paraphrasing as brief as possible, to be economical with their sentences, but without changing the original meaning of the reading texts.

### 3) Summarizing

In this phase, students were required to further demonstrate their understandings towards the reading texts by keeping the essentials and eliminating the rest. Besides checking their understanding towards the reading texts, this summarizing practice aims to improve students' ability to organize ideas. Students were advised to only keep the main ideas and limit the details to the minimum. Students were usually asked to summarize the reading texts into a paragraph.

Ideally, paraphrasing is conducted first before summarizing. However, it was often found that students misused the paraphrasing phase by copying from the internet. Since the writer also allows students to use online dictionaries (mostly Cambridge Online Dictionary), it was hard to notice whether or not they open another page connected to the reading texts. To overcome this, the writer applied the paraphrasing and summarizing phases together and had the students to paraphrase and summarize in the same time.

### 4) Writing Independently

Unlike the previous three phases which were still involved with the pre-existed models, this phase allowed students to develop their writing on their own, although the development still followed the instructions given by the writer. For instance, after understanding the reading texts, Writing 4 students were asked to write whether they agreed or disagreed with the arguments in the reading passage. Another example, Writing 2 students were asked to develop a fictitious version of the reading text that they had read. This last phase aims to let students develop the maturity of their writing skills.

During each practice session in the writer's classes, the writer would announce the topics before assigning the students to look for the modeling articles in about 15 minutes. Then, each student had to write their assignments in a folio book by using their handwriting. The students had 30 to 45 minutes to complete their assignment. When the time was due, they had to submit their books to the writer. The writer would check the works and discuss the writing together with the whole class.

There are several major reasons for the writer to apply Short Writing. At the beginning, it is to counter the doubts that often arise when students are assigned to write for long articles. When one checks on the internet for a certain topic, is more likely that the information would be in long articles. Therefore, it is practically improper to assign students to write long articles. On the other hand, it is quite difficult to find short and well-written article in the internet. Thus, asking students to write short articles is practically cutting off the major source of plagiarism.

However, after further observation, writing short articles is actually beneficial to train students on how to write. Writing long articles was not beneficial for students with limited vocabulary. In fact, lack of vocabulary could be the very reason why students cannot actually write. After all, one cannot write what one does not know. Thus, it was pointless to ask those with vocabulary difficulties to write long articles. They had to first develop the capacity needed in order to be able to write properly by the use of writing short articles.

## 4 THE APPLICATION OF SHORT WRITING

The application of Short Writing is observed among the students from the English Department students from Widya Kartika University in the academic year of 2014-2015. Due to practical reasons, the writer only took students who joined the writer's Writing 2 and Writing 4 classes. Students who took Writing 2 would focus themselves in narrative

writing, including writing fictions and non-fictions. Those who took Writing 4 would focus themselves in argumentative writing. There were 15 students for Writing 2 and 16 students for Writing 4.

During the process, there were 10 meetings in which the Short Writing strategy was used. During each of them, students were asked to perform the same thing: read articles assigned by the writer, paraphrasing and summarizing the articles into one paragraph and wrote independently as required by the lecturer. Students were given a time to read and write for about an hour. Once the time was due, students would submit their works and discussions commenced afterwards.

The observation was conducted practically for the whole semester. The writer would teach and at the same time observe to see whether or not the Short Writing strategy worked. Since the strategy was originally aimed at improving students' capability in writing and at the same time combating plagiarism, evaluation would be conducted to see whether or not the results showed such accomplishments.

To further support the process, the students were asked to write in the classroom by using their handwriting in their folio books. The time for the writing was limited, approximately for about forty five minutes to an hour. Once students finished writing, they are required to submit their books so that their works could be corrected. Internet connection was still allowed, though limited only to browse for information from the internet and open dictionaries. Although it was difficult on how to ensure what students opened from the internet, the requirement for using handwriting was expected to keep the cut-and-paste practice at the minimum.

## 5 FINDINGS AND DISCUSSIONS

### 5.1 Findings

In early meetings, the writer found that there were many errors in students' works, including errors in the use of mechanics, word order, tenses, spellings and the choice of words. Sometimes there were also an error in the use of conjunctions, mostly the use of 'but'. Let us see the sample line from one of the students in the following:

*The arrest of seven FIFA officials in a swiss hotel.*

In the sentences, we could found at least two errors. First, it is the error concerning sentence-making. The above line is not a sentence; instead, it is a phrase which was treated as a sentence. Next, it was the capitalization error: it should be Swiss with a capitalized "S". Should we correct it, it should be:

*Seven FIFA officials were arrested in a Swiss hotel.*

Though quite numerous, errors in capitalization and sentence-making were among other errors found in students' works. Other samples regarding the errors were also found in the following lines:

*I think the struggle for life **inlack** is* (inappropriate choice of words)

*So that's why SLP support of CI to create Batang Gadis National Park as a ..... Sumatran Tiger.* (errors in supplying the proper noun)

*So that's why SLP support of CI to create Batang Gadis National Park as a (**missing word**) Sumatran Tiger.* (errors in supplying the proper noun)

*.... What is the **different** of politicians with uneducated people?* (error in parts of speech).

*Indonesia must **becreate** a new strategy* ..... (error in the use of 'be')

***And** it is also necessary....* (error in the use of conjunction)

*The students is ..... (improper use of tenses and to be)*

Besides grammatical errors, the writer also found that students have difficulties in doing paraphrasing and summarizing. Quite often times they missed the important points which were supposed to be emphasized. They also fell frequently into the tendency of cut-and-paste. It seemed that these difficulties were the results of their inability to properly comprehend the model passage. It was also suspected that their comprehension inability stemmed from their lack of vocabulary. The following showed how students tended to failed in paraphrasing and summarizing:

**Table 1: Comparison between A Student's Work and the Original Article**

Original Article	Students' Writing
<p>If you travel to Rabat and swing by near the biggest post office in the country, you might startled to come across "Rue Sukarno" or the Sukarno road.</p> <p>It was named after our first president, who officially opened the road as a token of appreciation for Indonesian's endeavors in galvanizing third-world solidarity including through the Asia-Africa Conference.</p>	<p>The name of the road in the Rabat is Sukarno-road, the name from the <b>firstpresiden*</b> in Indonesia to appreciate <b>Indonesia</b> endeavors <b>In third word</b> solidarity through the Asia Africa conference.</p>

*\*Errors were marked in bolds*

At a glance, student's writing is shorter than the original article. In further observation, however, the students' tended to follow the original article with similar expressions up to the extent of using unfamiliar words and inflicting errors, such as in the word of "first presiden" (it should be "the First President", expression of "In third word" (it should "in the third world") or the use of the word "endeavors" which was actually unfamiliar for that particular student.

However, the writer found later on that students started to gradually produce better pieces of writing. Errors were gradually decreased due to the use of simpler and briefer sentences, even for those who were known to make the same errors repeatedly). The organization of the writing is gradually improving, though it may pose quite a hard task for students especially in regards of certain challenging topics. The following table would show differences between the early days and exams.

**Table 2: Comparison between A Student's Workin the Early Days and in the Exam**

Student's Writing (Early Days)	Student's Writing (Exam)
<p>The name of the road in the Rabat is Sukarno-road, the name from the <b>firstpresiden*</b> in Indonesia to appreciate <b>Indonesia</b> endeavors <b>In third word</b> solidarity through the Asia Africa conference.</p>	<p>Ptolemy had written in his work, Almagest, that the earth is round, motionless, and it positioned at the center of the universe. However, <b>Copernicus said that a world which the sun was at rest and the planets go around it in circle orbits but it is contradict with the Bible which said that the planets go around the earth.</b></p>

*\*Errors were marked in bolds*

In the exam, there were still errors in the writing. However, the error was already in a different position: from partial errors relating to basic mechanics and word order, to

an error in making use of proper expressions. This difference in error types indicated that there was an improvement in this particular student. It seemed that she made errors in a longer sentence, which was more difficult to make compared to simple and brief sentences.

## **5.2 Discussions**

The errors in students' works above indicated that students did not make use of the articles in the internet as a material for cut-and-paste. In average, the materials in the internet had quite a good grammar and flow, signing that they were written by someone who knew how to write properly at least to a certain degree. This is somehow contradicting in comparison to the errors found in students' writing. Therefore, unless students were deliberately making errors, which was quite unlikely, then students with low capability of English writing would show their weaknesses through their writings.

Another factor that might contribute to somehow force students to reveal their actual writing skills was the requirement to do all the writings with handwriting in a limited amount of time. The use of handwriting would urge students to somehow rewrite their works should they manage to type before class and thus made them to read what they wrote and thus improve their understanding towards their own reading. However, the policy to write extremely short provided the force necessary for students to push themselves into rewriting, reorganizing and trimming, leaving only the important points to deliver with sufficient flow of ideas. Such practices would urge students to write more. This practice to write more would reveal more of students' strengths and weaknesses in writing, but also gave them chances to improve their English writing skill.

As for students who did the writings on spot, Short Writing also gave them opportunities to improve their writing skill. Limitations in time urge students to accelerate their rate of thinking, organizing and writing. Such improvements would prove to be quite beneficial when students were later asked to write longer passages. Practices with short paragraphs also taught students on how to be economical with their words and thus make use of their paraphrasing and summarizing skills. Improving these skills would help students a lot in avoiding or combating plagiarism.

The observation also showed that students' works were gradually improving. Although no measurements were made on the significance of the increase, the improvements indicated that students were learning to write English better. However, it seemed that an intensified study would be needed to measure which parts of English writing that improve best with Short Writing. Nevertheless, the improvements showed that students were indeed urged by the Short Writing to improve the accuracy and fluency of their writing.

## **6 CONCLUSION**

From the discussions above, two things could be concluded. First, the Short Writing is seemingly effective in combating plagiarism and thus urging students to exercise their actual skills, as indicated by the results of their works. Second, the Short Writing is also seemingly helpful to help students in improving their English writing skill, though further researches were necessary, especially to observe which part of writing skill that grows most or study the significance of the improvement itself.

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# PANORAMA: A PASSAGE TO SECOND LANGUAGE CONTENT-AREA READING

**Ika Fitriani**  
iiekafitri@gmail.com

**Gunadi H. Sulistyo**  
gunadi.hs@gmail.com

State University of Malang  
Jalan Semarang No. 5 Malang

## **Abstract**

*The integration of content and language (CLIL) becomes a challenging paradigm in the 21<sup>st</sup> Century language education. Particularly in L2 reading, it provides learners with not only myriad new knowledge but also opportunities with comprehensive, meaningful, challenging, and authentic input to develop L2 acquisition. It also promotes students' HoTS as content area reading are characterized by heavy content loads and technical vocabulary so that learners are also required to activate linguistic, cognitive, as well as sociocultural ability simultaneously. In the reading classroom practices, then, it is not sufficient for teachers and students alike merely to apply sentence-level reading and translation. It is necessary for them to exert more interactive and meaningful strategies, one which is through PANORAMA. PANORAMA, further, is a kind of reading strategy consisting of sequential reading steps that are Purpose of reading, Adaptability, Need to pose questions, Overview, Read and Relate, Annotate, Memorize, and Assess. These steps can be mounted flexibly into three common main stages of reading instruction: Pre-reading, Whilst-reading, and Post-reading. Regarding this rationale, this current research paper, then, is conceptual one that tries to explain adequately based on an experimental research project on implementing PANORAMA. To be more specific, this paper highlights PANORAMA implementation and students' perception toward it. It is expected that, later on, it brings new ideas in teaching language across the curriculum which is in line with the issues of the National Curriculum, in which one subject should be horizontally and vertically interrelated. In addition, it is also expected that there will be improvement, innovation, and betterment for further applications of PANORAMA as a content-area reading strategy.*

**Keywords:** PANORAMA, L2 content-area reading

## **1 INTRODUCTION**

Content and Language Integrated Learning (henceforth CLIL) becomes a challenging paradigm of education as it deals with teaching a subject at the same time as teaching language (Dale & Tanner, 2012:3). It gives a number of advantages, among others are



motivating learners to learn both language and content, developing cognitive as well as communication skills, providing vast opportunities with abundance of comprehensible, meaningful, challenging, and authentic input to develop second language progress (Dale & Tanner, 2012; Bozdogan & Karhdag, 2013). In its practice, CLIL is closely related to the second language content-area reading that is aimed at helping learners acquire content literacy for gaining myriad-new knowledge from the materials required in subject matters (Musthafa, 1997). It is not simply reading in a specific subject area, but also incorporation with comprehension and higher order thinking skills (HoTS). Moreover, the process of content-area reading in a second language is absolutely more complex as it has heavy concept loads, technical vocabulary, and unfamiliar contents so that students are to activate linguistic, cognitive, as well as sociocultural ability simultaneously, *inter alia*: identifying words from the visible letters and activating vocabulary knowledge that allow multiple meanings and/or interpretations (Musthafa, 1997; Harmon, Hedrick, & Wood, 2005; Hudson, 2007:9).

CLIL, then, is strongly supported by the Indonesian current curriculum (the National Curriculum) as stated by Kemendikbud (2013:3) that the basic competences are based on three principles which are accumulative, reinforced, and enriched across subjects (horizontally) (cf. Grenfell, 2002 and other sources in it) as well as educational levels (vertically) in order to provide students with authentic and meaningful communication. In other words, during the English instructional process, students do not learn merely the language but also how to use the language as a vehicle for carrying information in real communication in both passive and active channels.

With regard to the fact that L2 content-area reading has a complex process and demands the students to have dual activation: understand the subject matters and the language at the same time, it is speculated that L2 content-area reading is a big challenge for not only the students, but also the teachers. Students work on a two-sided encounter; while the teachers have to be innovative and creative in building the most comfortable L2 content area reading class for facilitating the students to achieve the instructional objectives. In fact, many teachers still teach L2 reading in the EFL context in the form of translation and/or reading aloud (Richards & Rodgers, 1986). In its practice, translation and/or reading aloud requires the students to read the passage aloud in the target language and then translate it into students' native language. Translation is still considered to be applicable to be used based on the belief that translation which employs L1 to comprehend the L2 passages provides a guided practice of L2 reading or a model of the target language (pronunciation), particularly for beginner students in EFL contexts of learning (O'Malley & Chamot, 1990:127; El-Okda, 2005).

However, based on the study by Farrell (2001), it was revealed that the traditional teaching of reading in the form of translation and/or reading aloud in which students are asked to review and translate the vocabulary, read aloud the passage, and answer comprehension questions did not help the students improve their reading ability (Farrell, 2001). Even the 'smartest' translator - a translating machine - tends to yield confusing ideas (Sulistyo, 2011:23). Thus, it is necessary for the students to have communicative and meaningful reading activities that promote communication in the target language. There are a number of interactive and meaningful reading strategies that may be applicable to L2 content-area reading activities in which reading skills are taught through reading, not translating, for instance SQ3R, SQRCQ, PQRS, PANORAMA, and so forth (Sulistyo, 2011:96). Regarding those rationales, then, this current paper, then, tries to describe PANORAMA covering the basic concept and the empirical evidence with regard to the related research on PANORAMA implementation in the L2 content-area reading.

## 2 PANORAMA: IN DEPTH DESCRIPTION

PANORAMA is defined as a reading strategy consisting of a number of stages which are Purpose, Adaptability, Need to pose questions, Overview, Read and Relate, Annotate, Memorize, and Assess (Edwards, 1973:133). This reading strategy delineates three main stages in study situation: pre-reading, whilst reading, and post-reading. Pre-reading stage includes three facets of PANORAMA, Purpose, Adaptability, and Need to pose questions; whilst-reading includes Overview, Read and Relate, Annotate; and post-reading stage includes Memorize and Assess.

The first facet of PANORAMA is “purpose for reading”. It has fundamental part in the success of reading as purposeful reading determines the reading conduct and strategies (Sulistyo, 2011:78-79). It is also in line with Hudson (2007:9) who states that, “reading is motivated by the reader’s particular purpose. Thus, teachers need to tell the students exactly what their reading purpose is, give them clear instruction about how to achieve it and explain how long they have to do this (Harmer, 2007:286). Further, Grabe (2009:8) proposes six major purposes of reading, *inter alia*: reading to search for information (scanning), reading for quick understanding (skimming), reading to learn, reading to integrate information, reading to evaluate, critique, and use information, reading for general comprehension. When L2 students read specific passages in classroom contexts, particularly in academic settings, they will engage with various types of reading that reflect different tasks as well as passages which require different ways of reading. Teachers, furthermore, need to be aware of reading purposes with which teachers can design suitable reading tasks (Sulistyo, 2011:79). The understanding of reading purposes will help the teachers to decide the kinds of assessment to evaluate the students’ comprehension. Moreover, referring to Hyland’s (1995:105), Sulistyo (2011:79) shows in Table 1 the relationships among reading situation, reading purposes and reading demands.

**Table 1. The Relationship among Reading Situation, Reading Purposes, and Reading Demand**

Possible Reading Situation	Reading Purpose	Reading Demand		
		Comprehension Level	Recall Level	Reading Speed
Using index, dictionary, or time table	Finding specific information	Selective	Low	Rapid
Correspondence	Overview main points and details	Selective	Moderate	Moderate
Reading newspapers, or magazines	Enjoyment, entertainment, or relaxation	Low	Moderate	Moderate to rapid
Buying a book	Overview of organization and content	Selective	Low	Rapid
Researching an article or report	Finding relevant information	Selective	Moderate	Rapid
	Getting main ideas/details	Moderate-high	Moderate	Moderate
Exam study	Finding main points	High	High	Slow
Summarizing				

Criticism	Analyzing content	Complete	High	Slow
Reading a contract				

Table 1 clearly shows that different reading purposes have different degrees of reading demands so that teachers need to inform the students that the degree of intensity in reading a passage is flexible.

The second facet of PANORAMA is adaptability. Students need to be aware of the need for flexibility in their reading rates to accommodate different types of reading materials as well as adaptability. This concept is in accordance with the ideas outlined in Table 1 that shows that different passages with different purposes will require different reading speed on the part of the reader. The demand of reading speed will also correlate with the reading strategies employed whether the students use surveying, scanning, skimming, or doing intensive reading, and thus reading comprehension (McConaughay, 2008; Madhumathi and Ghosh, 2012). In addition, particularly for L2 students, it is essential for them to get themselves accustomed to the new vocabulary that they might encounter during the passage reading. In this stage, it is possible for teachers to give brainstorming activities in order to link the new vocabulary with their background knowledge. Vocabulary adaptation has its pivotal roles in L2 reading as it is likely able to predict and reflect a reading achievement level (Pikulski & Templeton, 2004:1).

After that, students need to pose questions, convert titles, subheadings, statements, etc. into questions before reading to find the answers. Students are asked to make questions as inquiry activities. This step helps the students to know what to look for, to engage with a passage, to check their comprehension, and to construct memory representations (Rice, 2009:4). Further, Rice (2009) concludes that “question-generation has proven to be an especially beneficial strategy for students”. Besides, teachers are also possible to question the students in order to direct them to the topic discussed. This statement refers to Sulistyo (2011:109) who states that “questions and questioning when with a clear purpose can serve as effective and efficient teaching strategies that can assist students to enhance their reading comprehension”. The questioning step is also in accordance with the scientific approach in the new curriculum that includes observing, questioning, associating, experimenting, and networking.

The next step is overview in which students are asked to find out the topic of the passage by looking at glance on the text features which include title, heading and subheadings, pictorial aids or graphs, etc. within the passage. It will help students to have general picture of the materials and main ideas without explaining the details. In addition this activity aims at activating the students’ prior knowledge by linking their previous experience with the one they find in the passage, and establishing the students’ understanding about the theme or the topic of the passage (Sulistyo, 2011:94).

As the continuation of the PANORAMA stages, the students come to the next step which is read and relate. In this step, students read intensively and carefully, locate the thesis statement, main ideas and supportive facts, and relate their experiential background to the materials to gain meaning and understanding. Students select information to find the answer of the questions posed previously. In addition, the combination between read and relate in PANORAMA reading strategy can stimuli students’ critical thinking since they have to associate and connect the written information in the passage with their prior knowledge/experiences or other field of discipline. To be noted, the step of read and relate is one of the manifestation of scientific approach in the new curriculum that is associating as well as networking.

Then, it comes to the step of annotating. This step can be inserted while and/or after reading steps. Students can underline main ideas and supporting facts, use a color code to indicate important information, or use graphic organizers to organize the ideas or have note taking (Edwards, 1973; Tsai, 2009). Regarding the note-taking, it lets learners capture and improve their understanding, organize the main gist, memorize and store the information, and stimulate students' critical thinking in the process of capturing the points of the passages (Tsai, 2009).

The next step is memorizing. Students organize main concepts and facts into systems which will facilitate them to recall the information needed, i.e. write on small cards, construct outlines and summaries that are meaningful and quickly being memorized, develop new methods of arranging notes, use acronyms to memorize key points and use mnemonics and association methods to retrieve vital information (Edwards, 1973:134). This step is interrelated with the previous one which is annotating. As has been stated previously, this step can be carried out in the form of summarizing in which students go to the main points of the information from the passage in any means, for instance writing main points or mind mapping, and presenting the reading materials they have read in front of the class without looking at the note. The non-linear note-taking strategy (a strategy carried out on three columns; one containing the keyword of concept, the other containing the description or notes associated with the keyword or concept, and the rest is the space for students to make written summary of the keyword they noted) might become its manifestation as Makany, Kemp, & Dror (2009) observe. Moreover, graphic organizers, e.g. concept mapping, KWL-charts, Herringbone charts, and so forth can also be used. It is also obviously seen that the steps of annotating and memorizing are also one of the applications of reading-and-writing integration. Writing can be used as a rich product for examining students' reading comprehension.

The last stage of the PANORAMA reading strategy is assessment that is aimed at checking the students' understanding on the content of reading materials. Firstly, students can test themselves by thinking and/or reviewing the materials they just got. Later, the teachers can administer a reading comprehension test which is well designed to assess students' abilities including lower order thinking (LoTS) as well as higher order thinking (HoTS) in terms of Blooms' revised taxonomy of abilities (Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Pintrich, Rath, and Wittrock, 2001).

### **3 DOES THE PANORAMA READING STRATEGY IMPACT ON STUDENTS' L2 CONTENT AREA READING COMPREHENSION?**

It is hypothesized that PANORAMA is a potential reading strategy that can be applied in the process of teaching and learning L2 content-area reading. An experiment conducted by Fitriani (2015) tried to substantiate the effect of PANORAMA and translation and reading aloud (henceforth TRA) toward students' L2 content area reading comprehension skill of the lower secondary level of education students. The study revealed that the mean scores of the experimental group taught using PANORAMA, compared to the control taught using TRA were 84.43 and 82.43 points respectively. In other words, the experimental group scored higher than the control group. Even though the experimental group had a higher mean score compared to that of the control group, it was revealed that the difference was not significant. A further analysis, however, reveals that the causes of insignificance between the two groups were the implementation of a main similar teaching scheme in both groups: the similar stages of reading that involved pre-reading, whilst-reading, and post-reading activities.

Regardless the insignificant differences between PANORAMA and TRA, Fitriani (2015) revealed that the students were positive toward the implementation of PANORAMA. Based on the result of questionnaire, students stated that the implementation of PANORAMA reading strategy gave a number of positive effects, such as help to understand the reading materials easier and faster, help to associate what they are reading to prior knowledge, reduce the boredom of students during teaching and learning activities, boost up students' confidence during language teaching and learning, bring various learning experiences in reading English passage, create lively and meaningful language classroom. Further, students also agree if the PANORAMA reading strategy is employed more often in the classroom. The students also felt that PANORAMA is better than TRA in making them feel have fun in their learning. In her observation, Fitriani (2015) also found that during the process of treatment, the students taught using PANORAMA were more active and attentive. The strategy applied in the classroom also attracted them to engage mentally, emotionally, and physically during the class sessions. Students were also excited about accomplishing all activities and tasks assigned to them.

PANORAMA is useful as one of the alternative strategies for the L2 content area reading instruction. The first facet of PANORAMA which is purpose of reading enables students to use different ways or reading with regard to the passages and tasks given, such as reading to search for information (scanning), reading for quick understanding (skimming), reading to learn, reading to integrate information, reading to evaluate, or reading for general comprehension. Having a clear purpose of reading helps students to manage the time to do the tasks easier. For example, the task is sorting information provided in the table, students did not need to read all parts in detail, but scan them. If the task is to find the main idea, students could only read the first or the last sentence as the main ideas lie normally there.

PANORAMA also offers many new and varied reading activities. PANORAMA reading strategy, moreover, promotes not only students' reading comprehension but also listening, speaking, and writing performance. In the process of teaching and learning, students have to present orally the result of their annotation using graphic organizers in front of the classroom that enhance students' speaking performance and build their courage and confidence. When the other group had a presentation, the other students had to listen carefully as the teacher will give them questions related to their classmate's presentation to check their listening comprehension.

#### **4 CONCLUSIONS AND SUGGESTIONS**

The empirical data substantiated that the PANORAMA reading strategy is potential inscaffolding students in reading skills in the L2 content area reading. It offers the various activities that will give the students various learning experiences and provide them with opportunities to integrate language skills as well as components during the process of teaching and learning. To be noted, PANORAMA has such long and complex stages so that the teacher's role is highly required in handling the plots of learning activities. In addition, regarding the result of previous research, it was highly suggested that the further researchers conducted similar research (based on an experimental design) to confirm the result of the previous research. Further research with different designs, i.e. CAR, is also possible to be conducted to investigate how students' L2 content-area reading comprehension problems could be solved using PANORAMA.

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# **GENDER PREFERENCES IN USING ENGLISH ADJECTIVE WORDS IN DESCRIPTIVE TEXT**

**Nida Husna**

## **1 INTRODUCTION**

The use of English words including how they are put together to get meaningful sentence, becomes one part of the language that is very crucial to study. It is not a matter of the differences in vocabulary, but also how the words in English should be used properly because each word has its own identity and tendency to interpret (Ahearn, 2001). Each profession, occasion, genre or discourse, age group, generation, particular work or its person has their own 'taste' in using the words that they use to identify themselves within community of practice (Bakhtin, 2010). Therefore, the assumptions that male and female use the words differently, both in oral and written language, is difficult to reject.

Since the era of feminism in 1970s, even though the border of how words are used differently between male and female become more unclear, the differences of word choice still persist as part of the culture behavior or social influence (Carli, 1990). Therefore, the issue of male and Female differences in using the language still becomes an interesting topic of study as part in human community and culture. There were lots of research related to the varieties of language use and differences between male and female (Carli, 1990). Many other studies were also carried out to find out how differ or how similar the use of the words between male and female, and also to analyze how both gender use the words in the community of practice (Jespersen, 1922, 2013; Lakoff, 1975; Aries, 1996; McElhinny, 2003).

The assumptions about women talk more than men do probably comes from the politeness way in sending their message (Brown, 1980). To utter something in a well manner usually needs more words than when we have to say our idea directly. When we try to save our interlocutors' face or to avoid hurting their feeling, we choose the word carefully and sometime we add 'opening words' to soften our intention (Brown, 1990). However, of course it is still debatable and needs a comprehensive research to prove it.

Within a cross-gender conversation, the miscommunication can happen because each gender has different point of view in seeing the same thing. Even though the gender differences should not be viewed as language difference when it is used in the community, many people still concern about this certain gender should speak differently with other type of gender in term of choosing the dictions (Brown, 1990). The use of language as a medium between people as the agents of a culture and society which very dynamic, happen simultaneously and sequentially (Elinor, 1996). Therefore, the tendency of choosing different word to describe the same topic or of using different term for the same thing still become an interesting part in social communication (Maltz & Borker, 2012), because language is also used to build different social orders and also to show different identity within the community, including to show different gender.

The aim of this study is to see whether there are any similarities or difference between male and female students in using English adjective words in their descriptive



writing while English is not their first language. Descriptive writing is chosen because the need of uniformity for the topic and the chance in using adjective is quite high, however, of course that will depend on the focus of the topic given. Another reason in using descriptive text in this study is to see whether each participant see the same topic and come out with different perspectives. The reason of their chosen adjective will also be valuable information about the psychological background of the similarities or differences probabilities.

## **2 LITERATURE REVIEW**

In examining the effect of gender stereotyping in children's literature from feminist language differential and framework, Turner-Bowker (1996) tried to see the appearance of characters in title, pictures, and central roles from thirty books from 1984 to 1994. Even though the study does not directly discuss about the use of the language between male and female, it shows how the stereotype on gender prevail quite long in human culture. The results show how male appearance has a greater number than female in titles and pictures, but there is no difference in role. The writer argued that all this time the stereotype on gender has been oversimplified and exaggerated that creates distinction which based on her observation it is not as actually happening. She also shows in her study that even though the male are described as more potent, active, and of course masculine, the adjectives that are used to described for females are more positively evaluated than those of male. She also stated that language is used to develop and maintain gender categories in the community.

Skelton and Hobbs (1999) in their study show that gender is not always a case that causes different speech production between male and female. The study compared the language use by male and female doctors during the consultation. It was revealed that the numbers of words spoken by male doctors and females doctors are not differ significantly. However, this study shows that male doctors' ability in delivering the message is still below the female counterparts as a good communicator.

Research or study on gender and its relation to language or vice versa was created from how the member of societies articulated their identities (McConnel-Ginet, 2003). The societies or communities shared their endeavor and interest using the language as the medium of communication and also use the language to express their preferred identities. The studies in previous era has shown how male's and female's way of speech can be very different in different area even though they share the same gender (Lakoff, 1975; Keenan, 1989). The analysis of the nature of the context and the role of the speakers versus the power that dominates becomes a critical issues within the research on the relation of language and gender (Bucholtz, 2003), where the contexts are given their proper meaning within the discourse.

The studies on language and gender have been done by many researchers with various focus of study. Frazer (1989), in her study on the relation between gender and social economic status found that people within a community are more empowered when they relate their talk with their class identity and their class relation with their counterpart. She also stated that it is important to care about social relation, including class, race, gender, and generation when we interact within a community. Another study which related language, gender, and socio economic status was done by Bilaniuk (2003) where the researcher tried to find out the language use was affected by the new laws in language and the extreme changes in socioeconomic condition in Ukraine. According to the result of the study, it is found that men are less critical of the Ukrainian language than women where the women seems received more respect when they use Russian rather than

using Ukrainian because there is a connotation that Russian is more prestigious than Ukrainian.

The study on writing style gives some evidence that somehow male and female writing is more alike rather than different from each other (Rubin & Greene, 1992). The differences between both genders were more on mode of discourse. However, in predicting directions they were found to dissimilar where the female use the exclamation points far more often than the male does and the female also can acknowledge the legitimacy of opposing points of view more than the male can (Rubin & Greene, 1992).

### 3 METHODOLOGY

Triangulation design as one of Mixed-methods approaches will be used in this study because the need to elaborate on the statistical result using qualitative methods by confirming and the explanation given by the participant in using the adjective words. 15 male and 15 female students in English Education Department will become the participants. Their age is between 20 to 22 years old. They are asked to write a descriptive text about the same topic. Each of them is required to write about 300 words. The equality on their English ability in vocabulary will be based on their passing grade on vocabulary subjects. The interview with the participants will be conducted after the calculation.

7 of male students come from Jakarta and around while the rest of them come from other provinces in Indonesia. 11 female students are from Jakarta while the rest four are from other provinces. Those who come from Jakarta mostly have been living in Jakarta and its surrounding area for more than ten years, while the rest mostly have been living in Jakarta less than three years.

This study is a pilot project to see the gender differences in using English lexical. A number of male and female students of fifth semester, in English Education Department, at faculty of Tarbiyah and Teachers Training, State Islamic University Jakarta were chosen to become the participants. Those students are asked to write a descriptive text about Ciputat and its traffic. Each of them is required to write between 250 to 300 words. The English writing ability of those students is on the same level, based on their performance in the classroom and their GPAs.

Their descriptive texts then are collected based on writer's gender. After saving them in different plain text format file, each of them then analyzed using AntConc software to get the word list and the concordance of the adjectives. To support the argument, BNC and COCA will be used as the corpus based references. The unstructured interview is done after the writing task being analyzed as an additional support for the explanation to find out their reason in using or not to use the adjective words.

### 4 FINDINGS AND DISCUSSION

By using the AntConc software to count the number of words that are used by male and female students, the result is as follow:

	Types	Token
<b>Male</b>	705	2234
<b>Female</b>	650	2230

*Table 1. Number of word and its usage*

From the table, it can be seen that the male students use more words than females do, even though the difference is not very significant. From the use of the words it can also be seen that the male students outnumber the female students. The stereotype that saying women produced more words however can be said as incorrect if this data is presented. Of course it is not directly proper to say that the male students are more talkative than the female ones because they differ only by three tokens. Meanwhile, in the use of the words of the lexical variation, male also outnumber the female, means that the male students can use more different words than female to express the same topic. The topic chosen can be one factor that influenced the use of the language. The other factors are the experience and background knowledge of the students about the topic itself.

The result of the unstructured interview shows that 10 male students or 66% of the males total number and 45% or 7 female students concern more about the condition including giving some ideas voluntarily to ease the bad traffic, while the rest said that it is quite alright as a development city but they hope the government pay attention more. The less number of female who put more attention about traffic can be derived from their less exposure in such situation (WHO, 2001)

The not very significant difference in using the words is also can be seen from the use of the adjective between male and female students. The results show that the use of the adjective between male and female students is not far different from each other. After being tabulated, the number of adjective being by female is 0,09/token while it is 0,08/token by the males, so the difference is only 0,01/token, means that in this case both genders use more or less the same number adjectives in their writing. To be precise, it can be seen from the variation and the distribution of the adjectives used by both genders.

The result of the top ten adjectives that are used by male and female students in describing Ciputat and its traffic is as follow:

Male	Hit	Female	Hit
Public	16	Public	11
Crowded	8	Hot	8
Bad	7	Long	8
High	7	Bad	6
Main	5	Big	6
Islamic	4	Jammed	5
Near	4	Islamic	4
Private	4	Busy	3
Big	3	Greatest	3
Difficult	2	Little	3

**Table 2. Number of Adjectives**

Both male and female students use the word *publicas* the most used adjective in their writing and 95% the word is followed by the word “transportation”. It is understood because one of the main problems in the topic area is the public transportation that does not obey the road regulation.

The male students’ concern more on the condition or the situation and condition is shown by choosing the word *crowded* as the second most used adjective, with the 8 hits. Meanwhile, there are only two from eight female students that use the word *crowded* in their writing.

The word *crowded* is mostly used by male and female students to describe the condition of the area related to its traffic. The very few of using the word *crowded* by female is however is not supported by the result from corpus that shows that it is mostly

female who use the word *crowded*. The word *crowded* appears almost 24 times per million words for female compared to male's that only show 17 times per million words.

Based on the interview, the females concern more about unease feeling or complaining when they use the word *crowded*. While the males tend to use the word *crowded* to describe the situation.

Female students used the word *hot* as their second most used adjective. It can be concluded from their response in the interview that they concern more about the weather or climate in the area.

That it is female who use the word *hot* more than the male is supported by the corpus result. Female use the word *hot* for about 85 times per million words, while male use the word *hot* for about 56 times. It shows the difference is quite significant just like the result from AntCont concordance where in male students' writing it appears only once.

According to BNC result, the word *hot* is used to show various things, including expressing the sexual appearance or describing people.

From both adjectives chosen, it seems that both male and female students express their feeling of the uncomfortable condition in different focus of concern. Male students do not really pay attention to the weather which is quite abstract as the female students do. They concern more on the reality that they can see directly.

The females tend to use the word *hot* and *crowded* to express their uncomfortable feeling that is influenced by the weather, as a term of complaining. However, even though they complain for reasons, it is still need further research to state that women complain more than men (Wolfe & Powell, 2009).

The third adjectives are different. The male students use *bad* 7 times to describe the mostly about traffic, followed by the condition, then air. The difference use of word *bad* with the female differs only by one. Female students use the adjective *bad* 6 times to describe the same thing as the male students describe.

The word *bad* is used on its own as the adjective or after adverb and to modify nouns. Both of group use the word *bad* in almost very same times and usage but different level of priority. It is quite different with the word *hot* which only used once by male students but becomes the second most used adjective in female.

Even though the difference shows that the use of the word *bad* between male and female is not significant, the result from the corpus is quite different. It is the female who use the word *bad* more than the male, it can be seen from the female frequency in using the word *bad*, it is 20 times higher than the male.

The third adjective in female is the word *long* that appears 8 times in female students' writing. Just like the word *hot*, the word *long* also appears only once in male students' writing.

The word *long* is used to describe the line of cars or vehicles in queuing and also to describe the time. The reason when the students used the word *long* is mostly because they want to feel they unhappy feeling due to the traffic. The other males who do not use the word *long* stated that they consider that the condition is quite common and acceptable for a growing city.

The striking difference in using the word *long* is not very well supported by the result from the corpus. There is still some differences in the use of the word *long* in per million words, but the difference is not as high as the result of the AntCont Concordance.

The fourth adjective that is used by the male students most is the word *high*. It has 7 hits just like the word *bad*. While the female students positioned the word *bad* as the fourth most used adjective in their writing. The female students also use the word *high*, but the frequency of its appearance is much lower from the male students. The use

of the word *high* is quite varied. It is used mostly as modifier to modify tense of emotion, temperature, number of population, intensity of traffic, and fare. It seems that the word *high* is male's word. That conclusion is supported by the data from BNC in picture 10 which shows the frequency of male in using the word *high* is 50.65 times per million words, whereas the frequency of female in using the word *high* is 37.22 time per million words.

The fifth adjective used by male students is the *main* which appears 5 times in their writing. The word *main* also appears in female students' writing for 4 times.

It cannot be said that the word *main* belongs to male's word because the difference is very slight. The word *main* is used modifier mostly for the word road, followed by street, gate, point, and region. The article *the* is used as the most preceding word in front of the word *main*.

While the data from the students' writing show that the use of the word *main* is almost similar for both male and female students, the result from the corpus shows that the frequency of using the word *main* in male has a significance difference with female's frequency in using the word *main*. The male use the word *main* for almost 54 times per million words, while in female's it is 20 times lower.

In female's writing, the fifth adjective is *big*. The word *big* also appears in male's top ten adjective, but at ninth position with 3 hits, while it has 6 hits in female's writing. All the word *big* in those writing is used as the modifier for the noun such as city, road, building, and also to describe vehicles.

The not very significant different of the usage of the word *big* is also shown by the result from BNC, where the female use *big* almost 41 times per million words, and while male use it 37 times per million words.

There is still another adjective word that is used by both male and female students in different degree of using but still within the top ten list, *Islamic*, that is used to modify the name of the university in that area. The other adjective, such as *near*, *busy* and *little* are also used by both but in different level. Meanwhile, *jammed* and *greatest* are only used by female students, as the words *private* and *difficult* that only appear in male's writing.

## 5 CONCLUSION

From the finding it can be concluded that the adjective word choice between male and female students in descriptive writing about Ciputat and its traffic is not significantly different. The differences that still appear are not very significant in word choice level, and it can be concluded that they might be derived from different perspective because of the both gender and experience.

Whilst this study was done where English is not a mother tongue and mostly not their second language, added the reason why some of the result cannot meet the BNC's or COCA's results. The reality that there are some adjectives that the differences are quite obvious for some extent cannot be used as a conclusion that this is male's word and that is female's word will require more comprehensive data.

The result cannot be used as a general understanding for the data obtained is very limited, both in number of participants and number of writing. As a pilot study, this preliminary research can be a starting point to look further of both similarity and differences between male and female in using the language.

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# STUDENTS' ATTITUDE TOWARDS COLLABORATIVE STRATEGIC READING (CSR)

**Alief Noor Farida**  
alief.english@gmail.com

*Semarang State University*

## ***Abstract***

*Reading comprehension skills is highly needed by students to understand many kinds of texts as they will deal with texts for their study. Students usually do reading on their own. This study aims to investigate the students' responses towards the implementation of Collaborative Strategic Reading (CSR) which helps students comprehend texts in small group activities. The participants of this study were twenty-five students of Semarang State University enrolled in elementary reading comprehension course. Data were collected through questionnaires and interview to students. Data were analysed on the students' attitude towards Collaborative Strategic Reading (CSR). The study indicates that this Collaborative Strategic Reading (CSR) had varied responds from the students.*

***Keywords: Collaborative Strategic Reading (CSR), students' attitude***

## **1 INTRODUCTION**

Reading is considered to the most important language skill as English learners need this skill to comprehend many academic sources. A learner with good reading ability will likely gain more success in their academic tasks (Chang, 1998). By university level, students in Indonesia have learned English as a foreign language for at least six years. In fact, students at English Department of Semarang State University are able to comprehend English texts well, but sometimes they will get stuck when they find difficult words in their reading. Dictionary is the only source they will go to overcome their problem. This is a good way to do when they practice reading. On the other hand, their dependence on dictionary will be a problem when they have a test and it is impossible to have an access to dictionary. Furthermore, Bogaards (1998) found that learners were significantly more likely to identify the correct definition in the dictionary than they were to accurately guess the meaning of unknown words from context. Therefore, students should have a reading strategy to solve this problem.

In the elementary reading comprehension course, the students are introduced to reading strategies. In fact, most of time, the class is more teacher-centered. They learn these strategies by practicing while the teacher shows how to apply the strategies, and they do it individually on their textbook. However, cooperative learning which promotes team skill is more effective in improving reading comprehension skills of learners when compared with traditional teaching methods (Bolukbas, Keskin, & Polat, 2011). When students work together, they will share their knowledge and complement to each other. Researchers report that, regardless of the subject matter, students working in small groups



tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats (Gross, 1993). Consequently, they will have better understanding in comprehending texts.

A new strategy that can be used in improving reading comprehension has been proposed by Klingner & Vaughn (1999). It is a strategy that combines some reading strategies and cooperative learning, Collaborative Strategic Reading. Fan (2009, 6) describes Collaborative Strategic Reading helps students master comprehension strategies through peer-led discussion. One of strategies includes in CSR is clunk which give strategies how to find the meaning of unfamiliar words without looking up dictionaries.

In Indonesian reading class where teacher-centered learning mostly takes place, students find it hard to work together in groups. They enjoy their individual learning. Considering the facts above, Collaborative Strategic Reading is applied to find out students' attitude towards cooperative learning in reading. It will also reveal the effectiveness of the CSR instruction in improving the students' ability in guessing unfamiliar words from the context.

### **1.1 Collaborative Strategic Reading (CSR)**

*Collaborative Strategic Reading (CSR)* teaches students to apply reading strategies while working cooperatively with other students in a small group. This strategy is a series of strategies including previewing, giving on going feedback by deciding 'click' (I get it) or 'clunk' (I don't get it), getting the gist (main idea), and 'wrapping up' key ideas. This strategy aims to improve students' reading comprehension by having student's involvement. The following are the goals of each strategy and how to do the strategies in Collaborative Strategic Reading.

#### **(a) Strategy 1: Preview and Predict**

This step aims to activate the students' background knowledge about the topic and use the information to make prediction. It is don before the students start reading the whole text. The main source of this activity is the title or pictures that the text has.

#### **(b) Strategy 2: Click and clunk**

These 'click' and 'cluck strategies are used to monitor the students' comprehension and to identify when they have breakdowns in understanding. The 'click' shows that the students have understood the text, while 'clunk' strategy is used when the students find difficulties in understanding the text, especially when they find difficult words. This strategy also has 4 steps to overcome the problem. It is applied during the reading activity.

#### **(c) Strategy 3: Get the gist (main idea)**

Students learn to get the gist by identifying the most important idea of each section of a text. To make sure that students comprehend the section, they should be able to restate the main idea using their own words. It is done by the end of each section of the text.

#### **(d) Strategy 4: Wrap up (generate questions and summarise reading)**

In this step, students learn to summarise the complete text by generating questions that ask about important information in the text they have just read. It helps the students improve their knowledge, understanding, and memory of what was read. It is used only after reading the entire text.

In this *Collaborative Strategic Reading*, students work in a small group that consists of 46 students. They have a specific role when they have group discussion. The roles are: leader, announcer, reporter, clunk expert, encourager, and timekeeper. In applying this roles, the students should understand the role well. They will get help from Cue Cards. Students can perform more than one role at a time.

## **2 METHOD**

### **2.1 Participants**

Twenty four students who major in English education at the English Department of Semarang State University participated in this study. They are at the first year and have passed one reading course which was taught in a traditional way. They are now at the Elementary Reading Comprehension Course to equip them with reading strategies. They have varied reading ability according to the result of their pre-test, which, in fact, shows that 75% of the students have no difficulty in comprehending texts while 25% of them still need to improve their reading skill. Students were then randomly grouped of six so that they could help each other using Collaborative Reading Strategies in comprehending a text.

### **2.2 Data Collection and Analysis**

In order to find out the students' attitude towards Collaborative Strategic Reading, questionnaire and semi-structured interview were used. The questionnaire consists of three parts with some statements for each parts. It adopts Likert's scale with range 1 to 5 to show their agreement. Semi-structured interview was done to know the students' feeling and suggestion towards this strategy. The data was then analyzed the questionnaire quantitatively and the result of the interview qualitatively. Another data collection used was the list of unfamiliar words the students found before and after they had a group discussion. The list was then compared to see whether the strategies in CSR instruction helped the students understand the unfamiliar words without using a dictionary.

### **2.3 Procedure**

At the first place, the students were given a similar texts. They read the texts silently, and they were asked to list down the unfamiliar words. After that, students were divided into several group consists of 5 or 6 members. Each group chose their leader and every member took their role in CSR: leader, clunk expert, gist expert, announcer, encourager, and timer. On the first try of this strategy, the teacher chose one group to be an example how to do the roles. Now the leader took the teacher's role. At the first stage, the leader asked the friends to look at the picture first and make prediction on the text they would read. This step helped the students to have a background knowledge before they started reading. Then they shared their prediction to their friends in the group. After that, the students in the group took turn to read the text and applied the cling and clunk strategies when they found unfamiliar words. When they found difficult words, the clunk expert guided their friends to find out the meaning through a series of clunk strategies, and the group members shared their ideas on it. After finishing each paragraph, the gist expert helped their friends to find the main idea of each paragraph. They also wrote all the clunks they found, which strategies they used, and the main idea they found on the learning log. It would help the students remember what they have learned. The announcer, the encourager, and timer did their roles along the activities. In the end of

reading the whole text, the group generated some questions to check their comprehension. After they finished the group activities, they asked the questions they generated to other groups to see whether they had come to the same comprehension on the text or not. They also checked whether they had understood unfamiliar words they had listed before the did the group work.

The teacher was mostly as a facilitator. She checked the students' participation in the group discussion and gave guidance in applying the strategy if needed. After applying the Collaborative Strategic Reading three times, the teacher gave the students questionnaire and interviewed them to find out their attitude towards CSR strategy.

### 3 RESULTS

The students' response on the questionnaire which employed three parts of 5-scale Likert's questions was analyzed to find out the students' attitude towards the implementation of Collaborative Strategic Reading in their reading class. Each part has some questions related to the heading. The result was analyzed through frequency response and then converted to percentage.

The first part of the questionnaire was asking about the students' general perception to CSR instruction. 59% students had positive perception toward CSR. They preferred to have CSR than the traditional way of teaching as they could actively express their ideas and engaged with the members of group. Consequently, they would have better comprehension on the text.

The second part of the questionnaire was about the students' attitude towards the procedure of CSR. 61% students agreed that the implementation procedures of CSR was appropriate to the class and the procedures helped them to study. The number of students in the group are as much as needed by the roles; 5-6 students is a good size for them to apply this strategies and everyone will have their own role. The strategies included in CSR instruction which was put on cue cards help them apply the procedures. The learning log where they wrote the learning activities, the unfamiliar words they found, the way they overcame the problem, and the main ideas of each paragraph helps them to remember all the things they have done. It promotes better understanding of the text.

The third part of the questionnaire was related to the impact of CSR to their reading skills. 53% students mentioned that it had positive impact on their reading skills. CSR helps them activate their background knowledge which gives them hints on what they are reading. It will affect the students' comprehension. CSR also guides the students to get main ideas of each paragraph, understand unfamiliar words, and summarize the article they read. They stated that CSR improves their vocabularies.

*Tabel: Questionnaire on Students' attitude towards CSR Instruction*

No	Questionnaire	SA	A	N	D	SD
1	Students' general perceptions of CSR instruction	22%	38%	26%	8%	6%
2	Students' perceptions of the implementation procedures of CSR	18%	43%	25%	7%	7%
3	The impact of CSR on students' reading skills	16%	42%	30%	11%	1%

SA: Strongly Agree; A: Agree; N: No opinion; D: Disagree; SD: Strongly Disagree

The semi-structured interview which focused on the students' perception towards the implementation of CSR instruction. The students were asked questions about the

cooperation during the group discussion, the difficulties they faced, the most useful strategy of CSR instruction, their opinion about CSR instruction, and the students' suggestions for the next implementation.

The result of the interview was quite surprising. Some of the students stated that the cooperation among the members was good as everyone in the group participated in the group discussion. They could express their ideas and opinion related to the text and when they came across with unfamiliar words, while some of them said that the cooperation in their group did not run well as we had expected. Some of the members of their group didn't participate actively during the discussion. Here the reason was also revealed. Some of them felt shy or discouraged when their friend was so active.

In applying the CSR instruction, the students found some difficulties. One of the leaders stated that it was difficult to make their friends active although they had their role. It happened because they were shy to express their opinion and afraid that their opinion would be denied. Another difficulty was related to the role. Some of the students were still confused about their role. They found that their role was complicated, especially the announcer, the timer and the encourager. They thought those three roles could also be done by the leader. Another problem arose during the group discussion was that they found it difficult to unite different opinions.

Apart from the difficulties they faced during the implementation of CSR, they found that the strategies they applied was helpful. They stated that strategies done in clunk step helped the students to figure out the meaning of unfamiliar words without looking up the dictionary. By sharing opinion among group members, they could find the meaning of unfamiliar words faster and comprehend the text better.

Over all, they think that CSR instruction is better than teacher-centered classroom. By applying the strategies, they could have a better comprehension on their reading. Making prediction helps them to activate their background knowledge. They stated that it is more interesting as they can help each other not only in comprehending the text but also in improving other language components, like pronunciation and vocabulary. On other hand, some of them found that CSR is a complicated instruction, especially for those who did not enjoy having a group discussion and preferred to work individually.

#### **4 DISCUSSION**

This study aims to find out the student's attitude towards the implementation of CSR instruction. The result of the questionnaire showed that students had positive attitude towards the implementation of CSR instruction. The students could enhance their ability to cooperate in group. Having group discussion in reading was found to be uncommon as it is a receptive activity which is usually done in silently, but by applying the strategies in CSR instruction, the students found that they could communicate with other members of the group while reading. They believed that they would come to a better discussion if everyone in the group took their chance in expressing their opinion.

One of the characteristics of CSR instruction is cooperative learning. The analysis of the interview also showed positive students' attitude towards the implementation of CSR instruction. Although it was a new experience for them to work in group in reading course, they found it interesting because they could actively engage to their group discussion. They could express their ideas and help each other to understand the text better. They mentioned that it was useful for their learning as they could apply different strategies at once which helped them to improve their reading skills. Clunk stages

was identified to be the most helpful strategy. The students could apply the the strategies in clunk stage when they found difficult words in their reading.

Based on the findings above, we can conclude that the students in the present study have positive attitude towards the implementation of CSR instruction. They found this instruction interesting and applicable in their reading. The students could feel the advantages which improve their reading skills, especially in finding the meaning of unfamiliar words. This instruction teaches the students how to communicate and cooperate with other students.

## 5 PEDAGOGICAL IMPLICATIONS

The findings revealed that CSR instruction gained positive student's attitude. Reading teachers should put this CSR instruction into account. Reading is not always a passive activity when the students can only read their texts silently; it can be done through a group discussion. The group discussion activates the students during the classroom activities and enables them to learn how to communicate with, cooperate with, and appreciate others. During the group discussion, they also apply several reading strategies which in turn lead to positive attitude in applying reading skills in their reading.

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# **FUN-TASTE TICK ENGLISH AS A WAY TO BUILD YOUNG LEARNERS' CONFIDENCE IN ENGLISH**

**Titik Wahyuningsih**  
e\_teacher@ymail.com

*English Department, University of Muhammadiyah Purwokerto*  
Jl. Raya Dukuhwaluh PO BOX 202, Purwokerto, Central Java, Indonesia

## **Abstract**

*Children are born smart; their brains are like sponges that absorb anything easily. Thus, Piaget said about children's capacity as active learners and thinkers as they learn actively by interacting with their physical environment. However, according to Bruner, children can only learn effectively through scaffolding by adults. Vygotsky says further about adults' help to children through his theory of Zone of Proximal Development (ZPD). In short, children, with the help of adults, can reach their maximum capacity of learning easily.*

*This paper presents the success of English learning community services applied Fun-Taste Tick English as a method. It was done since Indonesian Curriculum of 2013 has removed English subject at elementary schools. This method pays attention at children's need through their age characteristics. Thus, all activities done consider any aspect suggested by Piaget, Bruner, and Vygotsky to make children learn with maximum outcome.*

*There are two groups of children: the first group consists of some orphan girls around 11-13 years old who are mostly have ever got English at school while the second group consists of some children from rural area aged 7 to 12 years old and most of them have not experienced English at school. The outcome shows a significant triumphant: the first group whose members were mostly introvert girls showed their interests in English and were confident to perform their ability in practicing English while the second group who showed their reluctance in English finally found it fun and even very curious to know English more.*

**Keywords:** *Fun-Taste Tick English, Young Learners, Confidence*

## **1 INTRODUCTION**

Children are born smart; their brains are like sponges that absorb anything easily. Their brain can more easily accept a new thing before puberty than after (Brumvit, 1991 via Suhartatik 2008). It is also believed that starting the study of English as a Foreign Language (EFL) before age 12 or 13 years old will build more proficient speakers of English.

In sense of language learning, it must be an advantage as well to learn English at the beginning stages of life. Children, which are commonly known in English teaching as Young Learners (YL) and Very Young Learners (VYL), are believed to be at the golden

age. Some experts said that golden age happen in age between 0-2, 0-3, 0-5, 0-8 or until the last grade in elementary school or 12 years old.

Piaget said about children's capacity as active learners and thinkers as they learn actively by interacting with their physical environment. His Cognitive-Developmental Theory includes concepts of language, scientific reasoning, moral development, and memory. In his theory he mentioned four stages namely: 1. Sensory-Motor Stage that happens from age birth through two, 2. Pre-operational Stage from two to seven years old, 3. Stage of Concrete Operation between seven to twelve, and 4. The stage between twelve until sixteen that is called Stage of formal operation. This Swiss psychologist assumed that, as active learners and thinkers, children construct their own knowledge in response to their experiences. Thus, they learn many things on their own without the intervention of older children or adults. Further, they do not need rewards from adults to motivate learning as they are intrinsically motivated to learn.

However, according to Bruner, children can only learn effectively through scaffolding by adults. Bruner's theory on discovery learning focus on the cognitive development of children and how it relates to education. For him, parents have important role in guiding the children in learning process. He classified three stages of representation: 1. Enactive (action-based): it means that the children learn by doing. The children learn after they have reflected on what they have done, 2. Iconic (image-based): it means that the children learn by using model or visual thing such as pictures, 3. Symbolic (language-based): it means that the children learn by language. The children use words or symbols to organize information in the mind by relating the concepts together.

Vygotsky says further about adults' help to children through his theory of Zone of Proximal Development (ZPD). ZPD is what the learners can do with helps and can do without helps by the adults; or difference between the child's capacity to solve problems on his own and his capacity to solve them with assistance. In short, the educational psychologist declared that children, with the help of adults, can reach their maximum capacity of learning easily. Here, social interaction plays a big role on the success as the knowledge is constructed through other people; everything is social. From this perspective the child can gradually, through interaction with others come to have an awareness of herself or capacity for reflection. In this way we can see development coming from the social to the individual. The interactive process therefore becomes the social product. Learning a language, learning through language and learning to be a particular person are closely related.

In short, though Piaget, Bruner, and Vygotsky have different opinion on whether children should be accompanied by adults or not, they agree that children have their own exceptional stages to successfully studying. Likewise, those children's age periods mentioned in those theories are the periods of children who are in Indonesia are at elementary school level. Unfortunately, Indonesian Curriculum of 2013 has removed English subject at elementary school while children are at their golden age of learning new languages. If we let this golden age stage go, we miss our chance to build our future generation who can communicate well in facing the global era. Thus, activities presented to them to study English are considered urgent to do.

## 2 METHOD

This paper presents the success of English learning community services applied *Fun-Taste Tick English* as a method to make some children fond of English and confident to use it. It was done since Indonesian Curriculum of 2013 has removed English subject at

elementary schools. It is called *English Fun-Taste Tickin* which enjoyable games can be played together. *English Fun-Taste Tick* as it is called is a moment (tick) of having English as something fantastic (*fun-taste*), it tastes fun. The games can be in kinetics actions, musical play, drawing, guessing games, and any other fun activities. This method is chosen to suit their daily activities but by adding the language use into two languages: English and Indonesian. This method pays attention at children's need through their age characteristic. Thus, all activities done consider any aspect suggested by Piaget, Bruner, and Vygotsky to make children learn with maximum outcome.

There were two groups of children: the first group consists of some orphan girls around 11-13 years old who are mostly have ever got English at school while the second group consists of some children from rural area aged 7 to 12 years old and most of them have not experienced English at school.

If we refer to Piaget, the orphan girls belong to Stage of Concrete Operation, and RKWK children of seven year old belong to Pre-operational Stage, while those between seven to twelve belong to Stage of Concrete Operation, and the rest are at their Stage of formal operation. Piaget, through his Cognitive-Developmental Theory, also reminds to allow children play to develop their cognitive development by guiding their adaptation skills to their environment through enjoyable situation (<http://www.dhammadakka.org/majalah/mj36/ulasan.htm>).

Further, Bruner reminds adults to make learning more effective by scaffolding them whether through the representation of action-based activity (Enactive), image-based activity (Iconic), or language-based activity (Symbolic). This belief is approved by Vygotsky through his Zone of Proximal Development (ZPD) in which the help of adults results on maximum capacity of learning. Both Bruner and Vygotsky trust that success is constructed through other people.

Accordingly, *English Fun-Taste Tick* cares of children's age characteristics to help them learn English by applying some pleasureable games. The games include ones that they do, imagine, and say.

### 3 FINDINGS AND DISCUSSION

Muhammadiyah Girls Orphanage is a part of Muhammadiyah body under the coordination of *Majelis Pelayanan Sosial* (Social Care Council). It is located at Gerilya Street number 288, Tanjung, Purwokerto, Central Java. When the community service was done, there were 47 girls there. They were junior high school and high school students. Though all primary needs of the orphans are fulfilled here, supporting cares which can be important factors to support their autonomous future life are still so limited. Between the supporting factors that can be given to them is the skill of foreign language, especially English. As English is widely used around the world for any need, those who master it will be able to communicate better with any people on earth (Wahyuningsih, 2013).

Through the observation before the workshop, it was found out that the orphan girls tend to be shy and introvert. Though they had got English at schools but they were not confident to answer in English any question. They said that their schools did not give them enough chance to practice their English, so, they were not accustomed to say it.

There were six-day continually meetings along the orphans' long holiday last July 8 to July 13, 2013, each meeting was about one and a half to two hours. The activity done at the first day of *English Fun-Taste Tick* at the orphanage was introduction. Not only was it the introduction of the learners' identities and the facilitators, but also dialogue on hobbies and preferences. This kind of activity showed that most of the girls



looked so shy and unconfident to speak at this very first chance. As they were hard to speak up, they were given chance to express what they wished to get through the whole agenda of workshop by writing down their ideas in any language. Most of them then wrote their ideas in Indonesian. This activity follows Bruner's highest stage of representation that is called Symbolic (language-based) in which the children used words to say what were in their mind. What they wrote gave enough information of the learners' need and preferences.

First day agenda really gave information that they were really beginners in English learning. Bruner's and Vygotsky's theories were considered a must to face these kinds of children. Not only that, facilitators should assist them as friends in order not to make them reluctant. It is as suggested by Fried via Nellen, "passionate facilitators convey their passion to novice learners - their students - by acting as partners in learning, rather than as "experts in the field." (Nellen, 2000)

The second day activity was a review of the first meeting with some additional of idiomatic expressions of daily English. It was done in small groups so that everybody was confident enough and had enough chance to speak up. Through the group, everybody could assist her friends. Facilitators were also able to guide them more effectively. Here, they did understand what they could do with or without others' help as assumed by Vygotsky through his Zone of Proximal Development (ZPD).

Third day was quite challenging as they were asked to play with their imagination. It is rather Bruner's Enactive (action-based) stage to make them learn while doing things. Each of them was given secondhand folio-sized cardboard to be made into beautiful crown. They, then, had to wear the crown and imagine themselves princess. After finishing the crown-making, everybody had to vote for the crown winners to get the prize. Their higher responses were raised up because of the prizes; it confronted Piaget's theory they do not need rewards from adults. This activity really got lively enthusiastic responds, showed that they were happy and confident with the activity.

What they did actively showed that learning by doing is acceptable for the girls. They were even so active to study when they were asked to do things. It follows Nellen's postulation that, "If we accept the idea that we do learn by doing, then we have to find ways to let the learner do rather than sit and receive from the teacher" (Nellen, 2000).

The amusement was then continued by "*Guess What?*" game. One by one was asked to guess the word attached on her back. While guessing, she asked yes/no questions to her audience. It's really Iconic (image-based) representation: using model or visual thing as Bruner defines. Their friends' responses show social help to reach their maximum capacity of learning easily.

The fourth day was a day of storytelling. They watched a storytelling movie entitled *Three Little Pigs* by a native speaker. This short movie was played three times to make them understand well the story. They merely enjoyed the first show without any task given to them. At the second view they were asked to catch the words they listened. As most of the words were repeated with wonderful expressions and intonation, they could catch some. At the third sight, they totally understood the story and even remembered some expressions. The game played after the session was enriching vocabulary game in which learners were divided into some groups and the winning group is the group got the highest numbers of vocabularies as well as the meanings.

Fifth day was a sequel of the fourth: we had movie discussion. Both Bruner's iconic and symbolic activities were done at once. On this occasion, we had group discussion dealing with the verbs we got from the storytelling movie. What the group had to do was to send one of its members to pantomime a chosen verb. The winning

group was one that could answer correctly at the highest points. Again, it was recognized that success is constructed through other people, as Vygotsky suggests.

The closing day was the chance for the learners to have public speaking in front of their friends. They might choose to have speech, storytelling, acting, or anything. This activity was to prove Piaget's theory about active learners and thinkers that children construct their own knowledge in response to their experiences. It is also suggested by Dewey who says, "We learn by doing after we have reflected on what we have done" (Nellen, 2000). The agenda was started by text reading in which the text had been prepared by the facilitators. The result was really fantastic. The girls who were so shy five days before turned into brave expressive ones. They did not show that they were shy anymore. They were even able to show that they have the potentials to practice English in very extraordinary ways.

The second group of children were children at Rumah Kreatif Wadas Kelir (RKWK) aged 7 to 12 years old (grade 2 of elementary school to grade 2 of junior high school). They were at Pre-operational Stage and Stage of Concrete Operation rendering to Piaget's Theory.

The elementary school graders never got English at school due to the decree of the government that Indonesian Curriculum of 2013 removed English subject at elementary schools. The junior high ones got English at schools but as the English deliveries at their schools were not so interesting for them, they did not really like English. It built up their mind that English was not interesting as it is difficult to understand.

RKWK is a community house of creativity established at July 1st, 2013, by Bapak Heru Kurniawan. He is a lecturer who once moved to Wadas Kelir, a quite poor area in the southern part of Purwokerto, Central Java. There, he met people who were economically unlucky with children who had no positive activities to do. As a children lover, he was moved to do something beneficial for them. He started by providing children books and magazines at his house and invited children to visit his house and read there. The books and magazines really became potential magnets for about 40 to 50 children come to his house everyday (Wahyuningsih, 2013).

To make more conducive atmosphere, he made schedule for the children. He allowed them to come after 3 o'clock in the afternoon and they were required to have taken a bath before coming. He also made specific schedule from Wednesday to Sunday: Wednesday for Language Games, Thursday for Logical Games, Friday for Kinetic Games, Saturday for Musical Games, and Sunday for Coloring Games. As there were quite big numbers of children, he was helped by his wife as well as some volunteers. These volunteers at the beginning times were college students from his institution where he teaches as a lecturer.

Through the times, the number of people who care of RKWK activities increases. However, only a little serve to play English language games with the children. The situation motivates us, then, to involve with them by presenting *English Fun-Taste Tick*.

The initial condition of children's reluctance to English before *English Fun-Taste Tick* program could be seen when one of the volunteers said, "Today we learn English" and the children responded, "Uuuhh..." Learning the situation, *English Fun-Taste Tick* program avoids to use the word 'learn' but 'play'. It follows Piaget's Cognitive-Developmental Theory about playing and its urgency to children's cognitive development. We started by joining their daily activity at Language Games when they wrote poetry. We mentioned some English vocabularies while composing poems that raise their curiosity on other words and the way to pronounce. It was really a good start that they asked many new words and the way to pronounce to fulfill their interest.

On the following schedule, we played colors with them. *English Fun-Taste Tick* team prepared color papers, crayons, stationary, and (as always)...doorprizes. We sang together “yellow...yellow...green...green...green... pink... pink... pink... pink...red and blue” with the rhythm of *Cicak-cicak di Dinding* song that is very familiar for them. While singing, everybody showed the color paper mentioned in the lyric. Enactive (action-based) and Iconic (image-based) activities were applied at once here. The song was repeated many times until they did understand the name of the colors mentioned.

The song, then, was added with a question “*What is your favorite color?*” (as language-based activity) to some of them to know that they really could answer well. We varied the question to “What is(/are) your (bag/shoes/dress/blouse/pen/house/...) colour?” or “What is(/are) the color of your (bag/shoes/dress/blouse/pen/house/...)?” Surprisingly, they who at first were hesitate to speak up, looked so happy with the new game. Even, a child say, “*Wah tambah asyik nih... (Woww!!! It gets merrier...)*” At this phase Vygotsky’s Zone of Proximal Development (ZPD) was proven by children’s understanding that they knew things by the help of friends or adults.

Soon as they knew some colors as well as some objects they meet everyday, they were introduced to shapes. When other children came late, we gave the children who had been there before the chance to share their color paper by cutting the papers. We said to some children who had been there, “Let’s share our papers...” and to those who came late, “What shape do you want to have? Rectangle...(while folding the square paper into two shaping rectangle...) Or triangle... (while folding the square paper into two shaping triangle)?” “Rectangle...(while folding the square paper into two shaping rectangle...) Or triangle... (while folding the square paper into two shaping triangle)?” They seemed to understand and we gave them the new shaped paper according to what they wanted. . It is a kind of Bruner’s and Vygotsky’s notions proven here about social condition to help children learning. We continued with some basic shapes, “*Kalau lingkaran bahasa Inggrisnya apa...?*” and so on, until they did understand basic shapes and colors so that they can say, “Red triangle, green square, yellow circle, pink rectangle...”

As children do not have enough span of concentration, we go on to the next actions. They were grouped according to their favorite colors, so we had red team, green team, yellow team, etc. Each team was given a big colored paper on which they could stick their color shaped papers into certain illustrations. Enactive (action-based) and Iconic (image-based) representation existed through this activity. As they could not manage time yet, they were motivated to be given doorprizes when finished first with full illustration. Soon, they were asked to create a story dealing with their illustration. At this step, we came to Symbolic (language-based) activity. The yellow team made an illustration of beautiful scenery that was composed of green triangles that shaped the mountains, yellow circle as the sun, some composed-pink triangles into beautiful flowers, etc. Green team showed their imagination of RKWK as a house and its environment: purple triangle and rectangle as house, blue rectangle as the wall, yellow rectangles as windows, red rectangles as the door, etc. Red team displayed a train in which was made of pink, blue, yellow rectangles, green, pink, blue, yellow circles as the wheels, yellow line as the railway, etc. The children here were so happy and excited to join the agenda, they looked no more afraid of English. They even asked so many questions dealing new words in English.

At the following chance, we reviewed the color game. They were asked to draw their own picture individually. Both Enactive (action-based) and Iconic (image-based) activities were applied here. The picture they drew should be based on basic shapes they learnt at the previous meeting. To anticipate their mismanagement of time, we gave door prizes for those who have finished the picture and colored with at least three different

colors. After finishing the pictures, they were asked to collect them, to mention their names, and to spell their names. As spelling were still new for some of them, they need facilitators' help to do (ZPD theory is here).

#### 4 CONCLUSIONS AND SUGGESTIONS

The outcome shows a significant triumphant: the first group whose members were mostly introvert girls showed their interests in English and were confident to perform their ability in practicing English while the second group who showed their reluctance in English finally found it fun and even very curious to know English more.

The turning-into-brave expressive girls show that the program got its success. Reward giving at every single achievement seems to promote their motivation to do even better time by time. They even asked questions on when to have follow-up agenda. Their involvement at the program makes them feel English as part of their learning life. Though they are active learners as Vygotsky suggests, they still need motivation to achieve higher, in this case through the door prizes. So, Vygotsky assumption on active learner is proven here but the one mentioned that children do not need motivation from adults can not be accepted here.

The group of children at Rumah Kreatif Wadas Kelir who were elementary school children and did not know English before and seemed reluctant to start, finally became so glad to know English and even asked so many questions dealing with new vocabularies. While junior high school students showed more confident in answering questions and expressing themselves in English. It shows that the *Fun-Taste Tick English* program really helps them in both knowing and understanding English.

*Fun-Taste Tick English* program is an applicable method to motivate young learners using English practically in a fantastic way. The method that was constructed by considering Gardner, Piaget, Bruner, and Vygotsky theories of childhood will help so many young learners. It can be done through any informal education or institution to help the young learners achieve better both at schools and daily communication.

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# GENRE-BASED APPROACH TO TEACHING WRITING IN A SECONDARY EFL CONTEXT

**Mayang Sari Nirmala Dewi**  
nirmaladewi106@gmail.com

**Lisa Khaerunnisa**  
lisaoct@rocketmail.com

**Susan Puspitasari**  
susan.puspitasari@ymail.com

## ***Abstract***

*The research reported in this paper centered around the issue of the implementation of Genre-based Approach (GBA) in an EFL context. It particularly aims to investigate the benefits and challenges and also students' responses toward the implementation of GBA in teaching writing of Hortatory Exposition at a secondary school. To collect the data, classroom observation and interview were employed in this qualitative research. The findings revealed that GBA is beneficial in assisting students to cope with difficult tasks during writing process. Besides, the challenges mostly occurred during Modelling and Joint Construction phases. In relation to students' responses, the usefulness of GBA into learning Hortatory Exposition text was predominantly recognized among students.*

**Keywords:** *EFL, genre-based approach, teaching writing*

## **1 INTRODUCTION**

Writing is an important skill to be acquired and also is considered the most difficult language skill to be mastered. In the context of especially language teaching, this skill encourages students to be involved in meaning-focused use, language-focused learning, and fluency development; besides, through writing, a writer can be a local expert on the topic of what h/she writes by seeking information on the subject and also getting information from any literary works or media (Nation, 2009).

Writing is challenging for students to master since the difficulties not only lie on generating and organizing ideas, but also lie on translating these ideas into a readable text (Gibbons, 2002). Despite the difficulties, writing skills are possible to be taught through providing Genre-based Approach. The current research focuses on investigating benefits and challenges of the implementation of GBA in teaching writing of Hortatory Exposition Text to tenth graders in EFL context.

GBA is sequential stages in which a particular text type can be taught explicitly to students. This original framework was firstly published by Callaghan and Rothery in 1988 proposed a three-phase cyclical approach in teaching literacy (Hammond, 2001).

Nevertheless, there have been number of modifications to that original framework by considering the balance between spoken and written language, and also the role of language in learning. The modifications of the framework present a four-stage cycle (Derewianka, 1990, cited in Gibbons, 2002; Emilia, 2010; Hammond, 2001). The four stages are Building the Field, Modeling, Joint Construction, and Independent Writing stage.

### **1.1 Building Knowledge of the Field**

Building the knowledge of the field is a core element of critical thinking as the strong background knowledge of writing (Emilia, 2010), therefore, a shared basis of experience can be drawn upon in classroom talk before then extended through reading and writing to develop effective language and literacy (Gray & Cazden, 1992 in Hammond, 2001, p.27). It is aimed at building students' background knowledge about topic they are going to write in which the content of the topic is the focus and activities in this stage involve a lot of listening, speaking, reading, and note-taking (Emilia, 2010; Gibbons, 2002; Hammond, 2001). To implement this stage during learning process, building up students' knowledge can be done through teaching vocabulary by building up semantic web or pictures, gathering a list of questions from students which will find out about, developing world wall/world bank about the topic, extending children's knowledge base through jigsaw listening, getting further information by interviewing an expert in the field, matching sequential pictures or sentences can be conducted by teachers (Gibbons, 2002). Teaching relevant vocabulary through building up semantic web or pictures are applicable in this stage, so the students become more familiar with vocabularies, sentence patterns, and organizational flow when the more they read (Derewianka, 2003; Raimes, 1983).

### **1.2 Modeling**

Modeling refers to a stage which involves explicit explanation, analysis, and discussion of a text model (Emilia, 2010; Hammond, 2001). This stage aims to introduce and to familiarize the students with the text in focus by building up students' understandings of the purpose, overall schematic structure, and language features of particular type of text by introducing a specific genre explicitly and demonstrating and deconstructing text (Emilia, 2010; Gibbons, 2002; Hammond, 2001). A text chosen in this stage should be similar to the one that will be used in the next stage (joint construction) in order to avoid confusion and to convince students about the concept (Emilia, 2010; Gibbons, 2002; Hammond, 2001). Gibbons (2002) adds that the text used can be commercially produced, teacher-written, or previous students-written. To apply this stage in the learning classroom, teacher may show and read text model to the students, familiarize the students with the function and social context of the text in focus, present the schematic structure of the text, present a model text, present an overview of grammatical features of the text, provide pairing text reconstruction for the students, and use text model as a cloze exercise (Derewianka, 2003; Emilia, 2010; Gibbons, 2002).

### **1.3 Joint Construction**

Joint construction refers to a chance for students to check their readiness to think about writing even though they do not write any text individually, therefore, teacher and the students cooperatively write a particular text through rehearsals, co-constructions, and reconstructions (Emilia, 2010; Gibbons, 2002; Hammond, 2001).

The purpose of this stage is to hand-over some of teachers' responsibilities in constructing a text to the students to build students' critical thinking (Emilia, 2010; Gibbons, 2002; Hammond, 2001). During this stage, it should not be seen as teacher-

dominated, therefore, the students take the lead role since they are handed the main responsibility, while the teacher takes as the monitoring role whose are assessing the students to complete task successfully (Hammond, 2001).

The implementation of this stage in learning process can be done through deciding on the topic which will be constructed, discussing overall structure of the text, suggesting more appropriate vocabulary, considering alternative wording an idea, correcting grammatical error, spelling, and punctuation (Gibbons, 2002). In deciding on the topic of a text to be written, it is possible for the teacher to choose similar topic in Joint Construction stage and in Independent Writing stage to reduce students' confusion (Sam, 2005).

Moreover, Emilia (2010) also suggests some activities can be involved in this stage such as grouping students, observing students' development in critical thinking and control of the genre, and consulting the draft.

Those possible various activities in this stage make the students busy. They are then busy with their partners to contribute in the process of constructing the text. This is the most common activity where the students 'buzz' or generate ideas and opinions quickly and informally (Harmer, 2007).

#### **1.4 Independent Writing**

Independent writing as the final stage of curriculum cycle refers to the stage where scaffolding is removed (Emilia, 2010; Gibbons, 2002; Hammond, 2001). This stage aims to ensure students whether they have developed their understanding to be able to write their own text confidently (Gibbons, 2002; Hammond, 2001).

In Independent Writing stage, the students are able to construct their own text individually, in pair, or in groups as suggested by Emilia (2010), Gibbons (2002), and Gracia (2009). This is the stage when a teacher fosters students' self-reliance by handing over responsibility to the students to write a text fully after support is eventually removed (Hammond, 2001; Sam 2005).

Some alternative ways which can be implemented in this stage are asking students to write a text individually, in pair, or in group, reminding students to write a first draft, self-editing, discussing the draft with friend and later with teacher, displaying the text in the classroom or made into a class book (Gibbons, 2002). Meanwhile, Emilia (2010) proposes that in this stage, the teacher builds students' background knowledge and in some relevant vocabularies. Emilia further suggests that appropriate implementation of schematic structure and linguistics features of certain genre can be also parameter of students' achievement in constructing a text. In addition, pair-checking is also possible to be conducted in this final stage in order to make the students have a neat final draft (Emilia, 2010; Gibbons, 2002).

## **2 METHOD**

The design of this study was qualitative research as it identified and analyzed details from participants which are developed from data recording. This research was undertaken at one of state senior high schools in Bandung, West Java, Indonesia. The participants involved in this research were 33 students of tenth grade.

There are two forms of data collection techniques used in the present research, those are classroom observation and semi-structured interview. Both of techniques were used to answer two research questions, including to figure out the benefits and challenges and also students' responses toward the implementation of GBA in teaching writing of Hortatory Exposition at a secondary school. To answer the research questions, six



meetings were conducted. Each lesson took 90 minutes per meeting. The observation was also video-recorded, replayed, and transcribed to discover the benefits and challenges of GBA among students. To crosscheck the data from classroom observation and also to figure out students' responses to GBA, semi-structured interview were used. Through this kind of interview, it allowed the researcher to respond to the situation at the time, to the emerging worldview of the respondent, and to new ideas on the topic.

### **3 FINDINGS AND DISCUSSION**

This section presents the findings and discussion of the benefits and challenges of the implementation of Genre-based Approach. Besides, the students' responses toward the implementation of Genre-based Approach are also included.

In the learning process, the topic chosen was the role of TV. In this case, the students were guided to analyze the benefits and drawbacks from TV, before then they wrote a text about the role of TV as their final product. During implementing GBA in the classroom, different strategies were used in each stage of GBA due to some consideration. The following is the analysis of the strategies used and also the benefits and challenges in it.

In the first stage, Building Knowledge of the Field, as found during the investigation, some activities to stimulate students' prior knowledge were employed by the teacher such as exploring the students' experience by providing some pictures and videos, inviting the students' participation by giving directed or follow-up questions, and also triggering students to guess the content of a selected text based on its title.

The first activity to commence this stage was exploring the students' experience by providing a video. The video was a video of one of TV shows, especially soap opera in Indonesia. This activity which is aimed at collecting information from the students' prior knowledge is appropriate to be conducted in this stage because Gibbons (2002) states that Building the Field is aimed at collecting information about the background of the knowledge in which the content of the topic is the focus. The videos used in this activity were meaningful and close to students' daily life. It was said so because visual scaffoldings are able to connect the students to hear English words (Herrel and Jordan, 2004) and it will improve students' comprehension about significant information from the text (Hammond, 2001).

Still in the activity of exploring the students' experience, the students were invited to discuss what the meaning beyond the videos. This activity was useful to be conducted because Hammond (2001) proposes that interaction which are initiated and directed by the teacher extend student's understanding. Initiated and directed interaction also appeared in the next activities, which were finding detail information from a selected Hortatory Exposition text. The questions which have been already formulated by the teacher in almost all activities in this stage are aimed at engaging and stimulating students to think critically. Hence, stimulating the students during this stage can be considered as crucial activity because Emilia (2010) and Gibbons (2002) state that Building the Field is a core element of critical thinking to ensure students whether or not they have strong background knowledge of writing.

During discussing the videos, feedback interaction was found when the students could not share their idea smoothly. It happened when the students' answers were limited to one- or two-word utterances in response to teacher questions. The teacher's decision to keep encouraging her students to maximize their level of performance is appropriate with Hammond (2001) and Roehler & Cantlon (1997) who assert that follow up question is supervision to monitor students' answer to engage them to deal with further talk.

The third activity which was conducted by the teacher was triggering the students to guess content of a selected text based on its title. The teacher seemed understand how to assist her students in reading activity because that activity conformed Carrel (1984) and Walqui's (2006) ideathat guessing the content from the title is important before reading because through this way, students begin their reading with general knowledge of broad picture of topic. Besides, in this stage, the purpose of News Item textwas introduced explicitly.

The second stage of GBA is Modeling, it aims to introduce and to familiarize students with the text in focus by building up students' understandings of the purpose, overall schematic structure, and language features by introducing a specific genre explicitly (Emilia, 2010; Gibbons, 2002; Hammond, 2001).

In classroom activities, modeling can be implemented by describing, comparing, summarizing, and evaluating appropriate language use for specific academic functions explicitly (Walqui, 2006). Meanwhile, in this present research, some activities could be identified were engaging students' attention with a certain topic, triggering the students to guess the content of a selected text based on its title, and explaining schematic structures and linguistics features of the selected text. Those activities will be elaborated in the following paragraphs.

To commence this stage, the first activity which was conducted by the teacher was engaging the students' attention through video and some directed questions. The selected video which was played was abouta critique to the condition of TV shows in Indonesia nowadays. The topic of the video was chosen because it is considered familiar with the students.

After playing the videos, the teacher gave some directed questions about what actually beyond the video is and students' opinions about the occurrence of video. This activity is relevant to Kim and Kim's idea (2005) that to achieve knowledge acquisition, good scaffolding is required in learning activity because learning occurs best when students are cognitively engage in development. The interaction in engagement occurs through close interaction between more knowledgeable peers or teachers and students.

The second activity in Modeling stage was exploring and analyzing a selected Hortatory Exposition text explicitly. Before asking the students to read the text, the teacher challenged them to guess what the text was about based on the title. That activity conformed Carrel's idea (1984) in Walqui (2006, p.173) that guessing the content from the title is important before reading because through this way, students begin their reading with a general knowledge of the broad picture of the topic.

The next activities which were conducted by the teacher were explaining schematic structures and linguistics features of a selected text. When explaining the schematic structure, the teacher related purpose of Hortatory Exposition text with the students' life. This activity is essential to simplify the complex materials because Cameroon (2000), Walqui (2006), and Wood (1998)assert that providing relevant materials explicitly help students to understand materials easily.

Meanwhile, when explaining linguistic features of the text, the teacher explained the use causative and modals. The teacher also discussed how to construct causative sentences. The activities of prompting students' awareness of grammar confirmed Derewianka's idea (2003) that learning grammar is great value for students because it can extend students' understanding in constructing meaning of a text and also in comprehending meaning of the text.

The third stage in GBA is Joint Construction. The purpose of this stage as discussed in chapter two is to hand-over some of teachers' responsibility in constructing a text to students to build students' critical thinking (Emilia, 2010; Gibbons, 2002;

Hammond, 2001). Some activities occurred in this stage were constructing mind mapping collaboratively and re-explaining certain materials.

The first activity was constructing mind mapping collaboratively among students. Collaborative learning conducted by the teacher is good because it is relevant to Vygotsky's notion (1978) in Ramey (2010, p.77) that learning is not an achievement of independent effort but of social collaboration. Besides, collaborative learning in this stage can be considered as good activity because Derewianka (2003) states that inviting students to participate in constructing a text can develop students' knowledge naturally.

During this activity, the teacher led the students to compose and to share their opinions concerning the topic, lexicogrammatical features, and schematic structure as well. Therefore, the students then were busy with their partners to contribute in the process of text construction. This is the most common activity as also suggested by Harmer (2004) and Kissel (2008) that students 'buzz' or generate ideas and opinions quickly and informally when they collaboratively construct a text.

However, during this stage, the teacher kept giving supervision to cross out and gave some suggestions about the schematic structure and the linguistics feature of Hortatory Exposition text. Hence, the teacher re-explained certain materials to correct any mistakes, such as clarifying grammar error and word order. That activity indicated that learning cycle becomes more beneficial when it is conducted more than once (Callaghan and Rothery, 1989).

What the teacher did above showed that she had exemplary behavior to maximize the students' performance by providing clarification because Gibbons (2002) and William (2005) say that revision given by a teacher is a crucial role to enhance students' ability when students construct a text independently. Besides, the activity also showed that the teacher was able to traverse zone of proximal development by providing scaffolding because scaffolding is the assistance occurred in that cognitive gap between what a child can do unaided and what the child can do jointly in coordination with a more skilled expert (Cameroon, 2000; Gibbons, 2002; Hogan & Pressley, 1997).

Independent writing as the final stage of GBA is the stage where scaffolding is removed (Emilia, 2010; Gibbons, 2002; Hammond, 2001). This stage is aimed at ensuring students' ability whether students have developed their understanding to be able to write their own text confidently (Gibbons, 2002; Hammond, 2001). As investigated in the classroom observation, some activities occurred in this stage were guiding the students to choose a certain topic to be written, designing mind-mapping, constructing a text individually, proof-reading by the teacher, and re-constructing the text.

First, the teacher guided the students to choose a certain topic to construct a text. The topic used in this stage was the same as the topic in the previous stages, The Role of TV. This activity shows that the teacher understood how to build students' confidence and to avoid ambiguity because by doing so, the students are able to write their own text confidently since they have knowledge and skills of that genre (Gibbons, 2002; Sam, 2005).

The next activity is designing mind mapping and constructing a text individually. This activity is applicable in this stage because Emilia (2010), Gibbons (2002), and Gracia (2009) suggest that Independent Writing can be done individually, in pair, or in groups. The activity when the students wrote a text individually can be considered as a good choice because Sam (2005) and Hammond (2001) propose that when support eventually removed and teacher is handing over responsibility to students to write a text fully, it is the time to foster self-reliance in the students.

The next activity occurred in this stage was proof-reading by the teacher. In this part, the teacher checked students' works to correct any grammar error, wording, and

coherence and cohesion of the text before then they came to a final draft. Through proof reading, the students' comprehension about schematic structures and linguistics features of News Item text could be examined. And the final step of Independent Writing was re-constructing the text individually after some feedback received.

Based on the explanation above, it can be said that GBA has several benefits for students to increase their writing skills. Besides, GBA which also deals with explicit teaching, are able to minimize the ambiguity and the level of confusion of the students during learning process. Besides, there are also several challenges of implementing GBA, including the amount of the students in the classroom. Therefore, she had to manage her way in providing strategies during the lesson. It is relevant to Hogan and Pressley (1997:84) who say that sheer number of students in a class poses a problem when a teacher cannot interact with each student. The second challenge is time constraints. 2 x 45 minutes per meeting was not enough in teaching English, especially writing. The last challenge is demands on teacher which occurred because of the previous challenges mentioned. In a large class with students who have different intelligence, the teacher has to teach a complex current topic and make sure the goal of the lesson is delivered. It is in line with a notion that a teacher as a guide must know students' ability by looking for the point in which students can do any task individually first before knowing what scaffolding should be provided next (Gibbons, 2002; Hogan & Pressley, 1997).

#### 4 CONCLUSION AND SUGGESTION

English teacher should master the knowledge of genres, the understanding of teaching learning-cycle, and strategies to help students to tackle a current topic. It is said so since writing is challenging for students to master because of the difficulties which not only lie on generating and organizing ideas, but also lie on translating these ideas into a readable text (Gibbons, 2002). Hence, effective instruction in teaching writing is possible to be conducted to produce successful outcomes.

In line with the topic under discussion, this research was carried out with a small number of subjects due to the time constraint. Therefore, the findings will not be as rich as the research conducted with a large number of subjects. Regarding the shortcoming stated before, it would be more useful for further research to use a bigger number of subjects in different context to get richer and more reliable data.

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# DO WE HAVE TO LEAVE K13?

**Titis Agunging Tyas**  
agungingtyastitis@gmail.com

**Lusia Kristiasih Dwi Purnomosasi**  
lusiakdp@gmail.com

*IKIP PGRI MADIUN*  
Jalan Setia Budi No. 85 Madiun

## **Abstract**

*The study conducted by Purnomosasi and Tyas (2014, p. 1) shows that the implementation of K13 at six Junior High Schools at Kota Madiun got some hurdles especially in teaching and learning English. They found that there was no integration between the English skills, the situation and condition of the schools influenced the teaching and learning process, assessment became one of the difficult things to be administered by teachers, and the questioning phase in the scientific approach was the salient difficulty during the teaching and learning process. These findings support the government policy to halt the implementation of K13 in all level of education all over Indonesia. This curriculum was still pilot projecting for two years. It needed evaluation not a stoppage but the change of the wind in the government side and a lot of negative obstacles which were blown up in the implementation of this new developed curriculum polished the policy. It looked too immature to issue this policy but it seemed that everybody agreed to stop this curriculum. In yet, the research conducted by Purnomosasi and Tyas (2014, p.1) revealed some positive ideas to have this curriculum implemented. These researchers found that basically the students felt fun with the English teaching and learning activities during the K13 implementation. The students were accustomed to its assessment. K13 made the teacher and the students creative as well. In short, the government policy related to K13 implementation stoppage should be wisely considered again by listening to the student and teacher's voices.*

**Keywords:** *K13, implementation, teacher's voice, student's voice*

## **1 INTRODUCTION**

2013 Curriculum (K13) was implemented in several schools as the pilot projects. It was implemented in Primary School, Junior and Senior High School around Indonesia. This curriculum replaces 2006 curriculum. Since this curriculum was pilot projecting, the real data of its implementation was needed. It encouraged some researchers include the authors to make a study about it. Some results of the study showed that there were no integration between the English skills, the situation and condition of the schools influenced the teaching and learning process, assessment became one of the difficult things to be administered by teachers, and the questioning phase in the scientific approach was the salient difficulty during the teaching and learning process (Punomosasi & Tyas,

2014, p. 1). These results support the government policy to halt the implementation of K13.

Besides those results, it was found that K13 got positive responses from the students and the teachers. The students felt fun with the English teaching and learning activities during the K13 implementation. They were accustomed to its assessment. K13 made the teacher and the student creative (Purnomosasi & Tyas, 2014, p. 1).

K13 has not only negative idea but also positive idea. What this curriculum needs is an evaluation of its implementation so that it can be revised and developed. Unfortunately, the change of the wind in the government side and a lot of negative obstacles which were blown up in the implementation of this new developed curriculum seemed force K13 to be halted.

To show that this curriculum gives positive idea for the teacher and the students, the authors will briefly describe K13 and the rationale for continuing K13. The conclusion and suggestions will give an overview that K13 should get a chance to be implemented.

## **2 CURRICULUM 2013 (K13)**

2013 Curriculum (K13) is a curriculum which is developed from the previous curriculum. The development is emphasized on thinking pattern, the strengthening of curriculum and material management, teaching and learning process, and material adjustment. Thinking pattern is developed using student-centered teaching and learning process, interactivity, networking, discovery learning, real context, team-based learning, collaborative activity, stimulus for all senses, multimedia usage, and cooperation.

Two prominent development of this curriculum in terms of its strengthening were the teaching and learning process and the assessment process. The teaching and learning process of K13 uses scientific approach (observing, questioning, associating, experimenting, and networking). It uses knowledge as the trigger of all the subjects. It leads the student to discover and emphasize language as means of communication, knowledge and critical, systematic, and creative thinking carrier. The assessment process has several reinforcement characteristics. It measures the student's thinking order from lower order thinking to higher order thinking. It emphasizes on questions which needs a deep thought.

This curriculum has juridical, philosophical, empirical, and theoretical base. The juridical base is Pancasila and other government rules. The value of the ancient glory is used as the based for K13 philosophical base. The empirical base is the consideration of economic growth, social phenomenon, and PISA AND TIMSS research result that shows Indonesia has low literacy level, math and science as well. The theoretical base of K13 is standard-based education and competence-based curriculum theories.

Competence-based curriculum means the content of the curriculum is stated in terms of main competence (KI) and basic competence (KD). KI describes the competence of spiritual, attitude, knowledge, and skills that should be achieved. KD is the competence that should be learned in a theme or a subject.

Several principles are employed by K13. English is included in intra-curricular. It is implemented on the principles that the teaching and learning process is based on teacher's lesson plan and student-centered. Knowledge is classified as mastery content, and it should be taught directly, skill is developmental content and trainable that should be taught indirectly, and attitude is developmental content and it should be developed through indirect teaching.

### **3 RATIONALE FOR CONTINUING K13**

#### **3.1 The Implementation of K13 in Madiun**

Curriculum 2013 is implemented only in several junior high schools that are pointed by the government. These schools implement K13 in all subjects include English. Class X has 80 minutes each meeting for the time allotment. Many factors determine the success of K13 implementation. They include the situation and condition of the schools and the students.

The situation and condition of these schools is proven to influence the implementation of this curriculum. Schools with good facilities show that those facilities really help the teacher to be creative. One of the facilities is LCD Projector that is available in the class. It makes the teacher easy to use any videos, pictures, or slide as the media. The class does not need to change the room into the English laboratory. The presence of air conditioner (AC) creates a comfortable air during the teaching and learning process. It is supported by a clean class. The teacher always asks the students to clean the class before the class begins.

Other schools do not have such kind of facilities. It brings difficulty to the teacher to implement the teaching and learning process based on this curriculum. The class is large class. They do not have LCD Projector, air conditioner (AC), and the class looks dirty.

The students become the second factor which influences the implementation of K13. Some of the schools are favorite schools that have high achiever students. The others have low achiever students. The schools with good facilities and good students input make the teacher easy to apply the scientific approach orderly. The teacher also varies the media in observing phase. She can emphasize on language component and the students can understand it well. Not only uses the materials provided in the book but she also uses other sources. The phases of scientific approach can be identified clearly.

In other hand, the implementation in less favorite school is not as good as in the favorite school. The reason is the facility does not accommodate the teaching and learning process of scientific approach. The teacher only uses handouts, book, and worksheet. Since there is no LCD projector or loud speaker, when the teacher wants to use songs, she must bring the equipment by herself.

#### **3.2 The Hurdles of K13 Implementation**

Some hurdles are found during the implementation of K13 in junior high schools. The main problem for the teachers is the assessment. They have to converse the numbers into letters. The various aspect of the assessment that should be identified brings difficulties as the schools have many students. Another problem is time allotment. Some teacher said that they need more minutes allocated for English. Lesson plan becomes another problem because different training will give them different type of lesson plan. When the teacher uses scientific approach, the problem happens in questioning phase. The five phases cannot be implemented in one meeting. Some phases need more time. The other problem is the training includes some teachers at those schools, but the schools send different teacher every time training is held. Therefore, the teachers do not have a comprehensive knowledge.

#### **3.3 The Current Policy**

Many problems and the change of the wind in the government make the government halt the implementation of K13. The current policy asks some of the school to continue the



implementation of K13, some are given a choice to stop or continue, and the others are asked to stop and used 2006 curriculum (Permendikbud No. 160 year 2014).

### 3.4 Teacher's Voice and Student's Voice

Some hurdles seem support to halt the implementation of K13, but some facts told by the teacher and the student give proofs that K13 is viable and it has positive effects. K13 gives appropriate materials for the students. They are not too wide but deep. The assessment that involved all aspects (spiritual, attitude, knowledge and skill) is viewed as a good combination of assessment. The syllabus is provided so that the teacher only develops the lesson plan.

The students stated that they like English during the implementation of K13. It is fun and interesting although the use of English as medium of instruction sometimes makes them confused. Scientific approach and K13 assessment ask the students to be active during teaching and learning process. Although the approach has many phases and the assessment has many aspects, but the students are accustomed with it.

## 4 CONCLUSIONS AND SUGGESTIONS

The study related to the implementation of K13 shows positive and negative idea. The negative idea supports the halt of K13 implementation. The positive idea supports it to continue. The immature decision has been made and need to be reviewed since K13 shows not only the negative idea but also positive idea. So, the authors here strongly suggest the government to continue the implementation of K13 along with fixing the problems that have been found during the implementation.

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# EFL TEACHERS' NEEDS AND THE ROLE OF GOVERNMENT'S PROGRAMS ON TEACHERS' PROFESSIONAL DEVELOPMENT

**Diah Safithri Armin**

dsafithri@yahoo.com

*Universitas Pendidikan Indonesia*

Jl. Dr. Setiabudhi No. 229 Bandung 40154

## **Abstract**

*Indonesian government provides many programs to help the teachers develop their professionalism, namely the standard of education background, certification, and the teachers' groups such as KKG, PKG, and MGMP. Unfortunately, the teachers assume that the programs which are provided by the government are considered less effective in helping them develop their professionalism. This study attempted to investigate the teachers' perspectives on professional development, the teachers' needs in developing their professionalism, and the teachers' perspectives of the government's programs to develop their professionalism. This study was conducted in basic interpretive qualitative research. Open-ended questionnaire and semi-structured interview were used as the techniques of the data. The data were interpreted and then were analyzed by using descriptive analysis. Nineteen EFL teachers from Bandung, Medan, Jakarta, Bangka Belitung, and Purwokerto were involved as the respondents of this study. The results of this study reveal that the teachers have positive perceptions on professional development in improving their teaching skill. The teachers' needs in developing their professionalism are having more experiences in teaching, having enough time to do professional development, getting more access to various teacher training or workshop, being provided with well infrastructures, getting support from other colleagues, being given the opportunity for the study in university, getting the opportunity to do educational research, and getting financial support. In addition, the research results also reveal that many of the respondents have a positive perspective on the government professional development programs. The government was suggested to pay more attention in helping the teachers to improve their teaching skill through the professional development program.*

**Keywords:** *Teachers' perspective, teachers' needs, government's programs, professional development*

## **1 INTRODUCTION**

To support the quality of Indonesian teachers, the government provides the teachers professional development programs. However, in one occasion, the researcher has a pedagogic class discussion, and Dewi (pseudonym) as one of the students who is a teacher

assumes that government programs are less effective in helping the teacher's professional development, and the teachers only excited in two-three weeks after training, but after that they came back to their daily teaching ways (class discussion, 11 February, 2015). Therefore, this study would be done to answer: (1) What are the teachers' perspectives on professional development? (2) What are the teachers' needs on developing their professionalism? (3) What the teachers' perspectives on government programs are in developing their professionalism?

The results of this study hopefully can be used as a reference for the other researchers; as information for the EFL teachers and other educational experts; and as a reflection for the government and other policy makers in educational context.

The teachers need to develop themselves to be up to date in knowledge, skills, vision and review their beliefs for good teaching (Day, 2002; McNamara, 2002) because teachers' beliefs affect their instruction decision (Vries, Grift, & Jansen, 2012) and teachers' development is an important component of education reform (Hall & Hord, 2006, p. 7).

The teacher cannot only can use their experience in developing themselves, because professional relates to the someone's work which not only needs knowledge and skill, but also many experiences and extensive study or formal education because of involving some performances in specific functions with some degrees of expertise and using mental of thinking not manual work for instances doctor, teacher, and lawyer (Danim, 2011; Ur, 2002). Then, being a professional teacher means that the teachers have to be ongoing learning (Chatib, 2009, p. 148). Besides, in UU. No. 14 year 2005, professional is a job or activity which done by someone and becomes an income source that needs skill, proficiency, or skill which fulfill the quality standards or certain standards and professional education. Furthermore, this regulation also explains four basic competencies that teachers have to master as the indicators of professional teachers; they are pedagogic competence, personality competence, social competence, and professional competence (Sujanto, 2007, p. 31; Syafaruddin et al, 2012).

Next, the professional teacher has to have the characteristics that are included intellectual knowledge that is obtained through education that at least undergraduate education; has special knowledge such as English, science, physics, and chemistry; becomes a member of profession organization; has practice knowledge that can be utilized directly by the others; has work strategy that can be communicable; has capability of work by self-organization; understands students' psychology development; readies to improve his/her knowledge; familiarizes with current media and technologies; always arranges the lesson plans in detail; emphasize other's altruism; places the students as learning subject and teacher as facilitator and students' friend; has energetic, innovative, patient, objective, consistent, critical, dynamic, and optimistic attitude; be able to engage students' attention; be able to make quick decision; be efficient in organizing time; has codes of ethics; has community sanctions and responsibilities; has salary system; has professional culture; implements annual professional meeting, produces works (Sujanto, 2007; Thompson, 2007, p. 7; Khalifah & Khutub, 2009; Danim, 2011; Rugaiyah & Sismiati, 2011).

To fulfill these characteristics, teachers have to develop themselves, but every teacher has different needs and ways in developing themselves based on their personal, circumstance, and professional histories (Day, 2002, p. 1), a certain level of knowledge, teachers' contextual needs (Han, 2013, p. 173), and the needs assessment are the important components in effective professional development (Snyder & Wolfe, 2008), and the teachers' need for cost and convenience (Siko & Hess, 2014, p. 101).

There are many professional development activities that the teachers can do. Some of them are peer coaching, peer observation, teacher support groups, attending workshops, self-monitoring, keeping a teaching journal, team teaching or pair teaching, teaching portfolios, and action research (Nunan, 1996; Brown, 2001; Richards and Thomas, 2005; Harmer, 2007; Gebhard, 2009).

The Indonesian government provides three programs for developing teacher's profession, namely the teachers must have academic qualification at least undergraduate (UU RI No. 14 year 2005), certification (Permendikbud No. 62 year 2013), the provision of the teacher's activities such as PKG (*Pusat Kegiatan Guru*), MGMP (*Musyawarah Guru Mata Pelajaran*), and KKG (*Kelompok Kerja Guru*) (UU RI No. 14 year 2005).

The teachers have a positive perspective on professional development which could be seen from their attitude (Noordewir, Korthagen, & Zwart, 2009), in terms of interest, confidence and enjoyment on professional (Lee, et al, 2008). Then, Gonzalez, Montoya & Sierra (2002, pp. 35-44) found in their research that EFL teachers' needs that need to be addressed are better salary, less work load, a stable job, autonomy to make decision, prevention of school violence, and logistic support from administrators; the teacher as an instructor demands smaller classes, more teaching aids, more English classes per week, cross curricular integration, and teaching techniques; the teacher as learner demands the elements that enhance their professional satisfaction such as language proficiency, networking, graduate studies, reflective teaching, and humanistic approach to teaching EFL.

## 2 METHOD

The participants of this research were nineteen EFL teachers in primary, junior, senior and vocational high School in Bandung, Bangka Belitung, Jakarta, Medan, and Purwokerto. Thirteen EFL teachers come from Bandung, two other teachers come from Bangka Belitung, one teacher comes from Jakarta, three others come from Medan, and the last one comes from Purwokerto. Three of nineteen participants are EFL teachers in Primary Schools, seven are in Junior high school, five are in Senior high school, and four are in vocational school.

This research was conducted in the basic interpretive qualitative study. Because of limited time and opportunity to meet the teachers, the researcher only used an open-ended questionnaire and semi-structured interview as the techniques of collecting data. Then, for the data analysis, some procedures were done in analyzing the data, namely data reduction, data display, and drawing conclusions (Alwasilah, 2009).

## 3 FINDING AND DISCUSSION

This study reveals three findings. The first, based on the data analysis from the questionnaire and interview, most of the teachers have same perspective on the definition of professional development, namely a professional teacher is a teacher who masters pedagogical competence, personal competence, social competence, professional competence, emotional competence, cultural competence; understand the teacher's role and obligation in teaching; know students' needs; have multi intelligences and many experience in teaching; and focus on teaching in one school. However, no one of them argue that professional teacher have to join a teacher group as what is cited in Sujanto (2007), Thompson (2007, p. 7), Khalifah & Khutub (2009), Danim (2011), and Rugaiyah & Sismiati (2011). One thing that is also interesting is the comment of one of the teachers who was interviewed that teaching is about teaching, not make a lesson plan. This

argument is opposite to one of the characteristics of professional teacher that are pointed out by Sujanto (2007), Thompson (2007, p. 7), Khalifah & Khutub (2009), Danim (2011), and Rugaiyah & Sismiati (2011), namely the teacher always arranges the lesson plans in detail.

The teachers argued that professional development is important, because it help the teachers keep themselves up to date with the new information, teaching methods and strategies, improve their career. It is similar with Day (2002) and McNamara (2002) arguments that the teachers need to develop themselves to be up to date in knowledge, skills, vision and review their beliefs for good teaching.

Thesecond, the teachers' needs in developing their professionalism that are written by teachers in the questionnaire are suitable with what mention by Han (2013) and Seezink & Poell (2010) that there are some contextual needs and level knowledge, namely good school infrastructure, learning media, improving their English knowledge and access to the current information, online books and journal. Then, Siko & Hess (2014) mention that one thing that is also important in teachers' need is cost. It is also found in the teachers' argument that they need money to do professional development.

The third, the teachers have a positives perspective on the teacher professional development programs that are provided by government. However, these teachers also argue that the government's programs will be better if it does not only discuss about administration, but more focus on how to help the teachers improve their teaching skill. Then, the government needs to be paid more attention to the teachers who teach in the villages, because these teachers need more access to the information and facilitation in developing their professionalism.

#### **4 CONCLUSIONS AND SUGGESTIONS**

The teachers have positive perspectives in doing professional development that can be seen from their opinion on the definition of professional teachers, the importance of professional development and how many activities that they do in improving their professionalism.

The teachers also have many things that they need in improving their professionalism. They are teacher training, seminar, workshop, educational books and journal, good school infrastructure, learning media, doing research, supporting colleagues, continuing study in university, improving English knowledge, teaching methods and strategies, access, money, time to read and do research, teaching experience, excellent curriculum, discussion, and support from the government.

Most of the teachers have a positive perspective on government programs. Only a few of them argued that the government programs will be better if it is not only discussed about administration, but more focus on how to help the teachers improve their teaching skill.

This research only uses open-ended questionnaire and semi-structured interview as the techniques of collecting data. It is because of the limited time and opportunity to meet the teachers. It will be better if there is an opportunity to observe the government programs that are joined by the teachers and involve more participants, so the data will be more valid.

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# **THE MAN WHO WAS ALMOST A MAN IN THE PROSE CLASSROOM:ANALYZING SHORT STORY IN LANGUAGE TEACHING**

**Bambang Purwanto**  
bpurwanto78@gmail.com

*English Literature, FBS, Unnes, Semarang*  
B3-B8 Building, FBS, Sekaran – Gunungpati, Semarang

## **Abstract**

*Some people believe that almost all Education students always deal with teaching, in which they have to come inside the class and do teaching as one of their needs. This idea has also clicked in the students of Education in the past. They had the idea that the process of teaching is their way to be a teacher will be. Time by time they have used quantitative data in their research or teaching and they spread their positive influence to their juniors. There was a big question in their mind? Could they use literature in language teaching or could they analyze short stories in their teaching? At present, the students of English Education, especially the students in my department, uses a qualitative data in their teaching. They analyze short stories to show that they also have the ability in dealing with the description. There are some ways I used in this article. At the first time, we examine the understanding and the evolution of literature in this class. Next, we give them short stories, not only to be read but also to understand and to analyze their intrinsic element. The Man Who Was Almost a Man is an excellent short story to improve their understanding of intrinsic element in this class. They find out that all intrinsic elements could show the writer's mind and it also shows that the writer's environment and behavior. Finally, they will also use qualitative data and they will also focus in their understanding of short story.*

**Keywords:** *Short Story, Quantitative, Qualitative, Intrinsic Elements.*

## **1 INTRODUCTION**

Etymologically, literature is derived from the word litterature (latin). We can find literature in visual and writing. Klarer (1998) stated that we can enjoy literature from the side of visual and writing. We can also find text inside story in which this is the source in learning about literature. Before writing developed as a system of a signs, text were passed on orally. We can find out any folk such as Cinderella, Snow White or even from our own country; Malin Kundang, Timun Mas, Sangkuring, etc. Those stories include in Literature. Literature is important in society. People put their life into story and sometimes they want to share to other people by writing a novel or a short story. They do not write only in a book but also through blog or even web site. They also transfer their culture to other people in which they want to show that their culture is a good culture for all people. Culture is a glue in which it can stick a group of people (Brown, 2007:206).



Literature is the best way in learning people's culture. We can imagine if we go to other area in which we do not know the culture; confusion will always be in our mind.

The understanding of culture or even story depends on people's ability. They always try to understand or even analyze the content of it and sometimes they connect it with their real life. The authors of the story may write the content of his/her creation based on their experiences. The readers can also learn from the content and sometimes, they usually apply in their life. Readers can understand or even analyze short story or even novel with many elements, such as character, setting, social life, behaviour, etc. Sometimes, they even have discussion or critics about literature. Literature interpretation occurs when critics begin asking questions about what they have observed (Rapaport, 2011). Readers always want to know deeply about the meaning behind the words and sometimes they have kind of discussion or criticism about the story. Sometimes they do a research by using qualitative or even quantitative. Denzin and Lincoln cited in Creswell (2007) that qualitative approaches in the world. They turn the world into some representation. The definition is listed:

*Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn into a series of representations, including fieldnotes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researches study things in their natural setting, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them.*

The definition above shows that qualitative has a strong orientation toward the impact of research and in transforming the world. People use qualitative research because a problem needs to be explored. This exploration is needed, in turn, because of a need to study a group or population, identify variables that can then be measured, or hear silenced voices (Creswell, 2007).

## 2 METHOD

In this study, the lecturer applied qualitative in which they did not use number in their matrix. So far, they have applied quantitative because they did pre-test and post-test in some of their research. At the first time, they showed confusion since they never applied it but they finally did the qualitative since they could not apply quantitatively when they knew some questions in the lecturer's research. The lecturer used qualitative and he put some question through Reader Response.

### 2.1 Reader Response Strategy

Beach and Marshall cited in Inderawati (2010:220) states there are seven reader response strategy. They applied those seven strategies to understand the meaning behind the content. Those strategies are describing, conceiving, explaining, interpreting, engaging, connecting and judging. Those strategies are constructed based on the responses.

No	Responses	Indicators	Question to Guide
1	Describing	Character, characterization,	a. What do you think of the character of the story? Is he/she good or bad? Do you like or dislike him/her?

		setting, theme, style	b. Where does the story happen? Do you like the setting? Why? c. Does the story tell about the good things? d. Is the story reasonable? Is the style of the story communicative of figurative? Explain it! e. What event in the story do you think is very important? Why?
2	Engaging	Feeling, imagination, thought	a. Can you tell what is felt by the character? What does he/she feel? b. Would you do the same thing if you were the character? Explain it! c. Can you imagine what happens? Explain it!
3	Conceiving	Reason	a. Why is the character forbidden to do something?
4	Explaining	Character's action, agreement	a. A character is extremely hated by someone but he/she keeps patient and obeys. What do you think of the character's action? b. Do you agree or disagree of the bad action done by anyone to the character? Why?
5	Interpreting	Opinion	a. In your point of view, what does the story talk about?
6	Connecting	Experience, other story, Film, Social life, Culture, Religion	a. Do you have the same experience with the character? Your brother? Parents? Neighbor? Friend? b. Have you ever read book or watched film which is similar to the story read? Tell the story and connect it! c. Can you connect this story to social life? Culture? Religion? How do you connect it?
7	Judging	Story line, Moral Values, The author	a. Is the story interesting? b. Is the story valuable? What values do you get from reading the story? c. What do you think of the author?

Source: Rita Inderawati (2010)

Some of those guiding question have been given to all students in the class. The expectation from the lecturer, they will use descriptive qualitative not descriptive quantitative. The use of the strategy is expected to improve the students' understanding

especially to the short story. The students indicator shown by describing character's action, engaging feeling, imagination, and thought of the character, conceiving the character's reason and explaining the character's action, interpreting the opinion from the reader, connecting the social life with the reader and the last one, judging from the reader to the story line of the story.

### 3 FINDINGS AND DISCUSSION

I currently teach prose in English Education Department. There are 2 classes and I asked them to analyze some short stories I have given. One of the title of those short stories is *The Man who Almost be The Man* by Richard Wright. They must give presentation based on the intrinsic elements from the lecturer. They must also read, understand, and analyze the content of that short story. This is not the first time for them to do it but the difference they must analyze the content in detail. On the other hand, sometimes they have different opinion inside the group. At the first time, I thought they have already understood about the content but I have found out they have difficulties, especially the intrinsic elements inside.

The content of Wright's story *The Man Who Was Almost a Man* is about the passion of a boy, for being a man. Here, the main character, Dave, has a big passion for having and owning a gun. Students can understand all the content in simple way without knowing the intrinsic elements in that story. Potter (1967) stated that some of the problems in the interpretation and in the analysis of characters will also arise later in relation to other literary concepts. Their understanding was just the character and its characterization only, they never thought about another parts of instrinsic elements. Here, the lecturer gives a reader response strategy to ask students to analyze the content of *The Man who Almost be The Man*. The following are some of the summary from the result of applying the strategy.

#### 3.1 The Appreciation Of The Man Who Almost Be The Man

As what I have explained before, the coda of the story is about the seeking of independence from the main character, Dave, by buying a gun. Here, the main character always insists his parents for giving him some money. His parents, especially his beloved mother, disagree about Dave's idea since Dave is still a child below 17 years old. But Dave thinks that he wants to show to all people that he can be mature and indepedece by having his favourite stuff, a gun. The following is the reader response from the students:

No	Name	Describin g	Engagi ng	Conceivi ng	Explain ing	Interpret ing	Connecti ng	Judgin g
1	Matsya Avatar Praset ya	Dave is basically a good boy. He still think about the good and the bad. However , he still find out admittio	No, I wouldn 't. for me getting admitti on from people is by the best version	Because what the character want to do is somethin g harmful for people around. The risk is not the	I agree with the action because it is like giving the trauma effect of doing somethi ng bad	The story talk about the boy that want to be a man in a short way. Then he wants people to admit his maturity.	It is represent the west culture up on my opinion. It shows that having a gun is common there. The	That to be mature, you'll be up even down but in the end life will give you

		n from people around that he no longer boy but a man. Yet, the way that Dave take for getting the admittio n is not the best way for my opinion.	of me. So that people admit me as the way my person ality comes out. Take short way to push people to admit my maurit y will not best as long as we hope	thing that the character think going to be happen	that cause too many harmful things happen. Having illegal gun is somethi ng that shouldn 't be done by 17 years old, so he should get some punish ment. By punish ment mean bad action	He want to get all of them by buy a gun. By having a gun, he think that he could get admittio n from people. Yet, it is not the best way, many bad effect will happen right after he has a gun.	point is that there is some regulatio n that should be done.	best mature of you. To get the admitti on for people, all you need is cherish your day and be the best version of you.
2	Septia n Prawis uda Putra	Personall y my favourite character is ave. Why? Because he has the intention to become a man. Nowada ys, young man in my generatio n thinks	Well, I would' t becaus e I really concer n about people' s percept ions over me. I can't imagin e if I was doing the	Because it is uncomm on and some people consider it as unaccept able. A 17 year old boy who has a gun?som e people would frown their eyebrow	I persona lly agree with the action of the society to Dave. Well, especial ly his parents. They must be worried sick for his society.	It is about how society think of maturity. They still think that maturity comes after age, but that is not a guarante e. Dave's action here is an	In Indonesi an culture, we still think that weapon is somethin g a young boy should not have. Maybe not only in Indonesi a, but universal	Yes, it is. Never measur e maturit y simply from the appeara nce and/or age.

		that they want to play around without any thoughts for the future. Dave's intention on becoming a man is a start of a manhood itself.	same thing as Dave. My parents' hearts will crumble like cookies in kids' hearts. I don't want that to happen.	s if they listened to this. Simply, if we went to be acknowledged, we need to follow society's mainstream and become greater than everyone.	The only way is to give him a speech and clarification for everyone so that Dave would never do that horrible thing again.	interpretation of a mature thought. Even though some people think that his action is ridiculous or even funny.	ly. It is such a rare action that Dave took. He shows us that maturity doesn't come on its own. We need to be aware of our surroundings and take responsibilities for our action.	
3	Khilma Nahdi a	The character of the story is Dave. He is a boy who wants to search for power for himself. He is an immature boy who still thinks egoistically. He is also a childish boy because he wants to own the gun (	No, I would not do the same thing as Dave because I would not use the gun as the tool to make people believe that I have been a mature person. Someone's	Dave is forbidden to use the gun because he is still underage. He is also forbidden to use the gun because it brings more harm than good for him and people around him.	I agree with their action because they do that to make Dave do the right thing. But I think it is not necessary to do physical punishment to Dave like his father	The story talks about Dave and his way to search for power. He wants to own and use the gun as the representation of his maturity. He is sure that being able to use the gun will make people	This story has connection with social life because teenagers in every era will be like Dave. Adolescence is the time for teenagers to find who they really are. They will try to find their identity and they will try	Yes, the story is valuable. By reading this story, I get some moral values such as: we have to think more than twice when we want to do something. We

		as the representation of his adultery) even though people around him have forbidden him to do that. He is also a bad boy because he doesn't listen to his mother's advice to bring the gun directly to their house after he buy the gun	maturity is not only measured by his/her ability to use gun. It depends on his/her thinking about anything. Someone's maturity will be shown by his/her thought and behaviour.		done to him because actually Dave is an immature boy who still think childish. He needs guidance from his parents to know which is the good or the bad thing for him. He feels unbridled because he has no space to do things that he wants. His parents do not give him that space so They he make the space by	believe that he is a man and stop underset him.	to ensure people around them that they have grown as a mature person. Sometimes, the way they do that is wrong like what Dave have done.	also have to be responsible with mistakes that we have done even though we do not like to do it. We also have to care each other and remind someone when he/she does something wrong.
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					himself which is wrong.			
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Based on the opinion above, some students have different opinion in fact some students prefer Dave as a boy they like. They also have discussion toward the main character. They feel that this is common for a western boy to solve his problem by doing that thing. They also think that Dave is a boy who has think about their life. This situation is quite different with eastern boy. They also support Dave's idea but not Dave' action. Being mature is not always follow what the man do, sometimes we can be ourselves in which our action is acceptable. Some opinion from my students also describe the action of Dave with the teenagers is their social. The problem is totally definitely different. Eastern teenagers usually never respect old man and they choose action than thinking to solve any problem. Dave wants to show to all people that he can be a mature boy (almost a man). Owning a gun is also the effect from his society in which that almost a grow up male has a gun. When he thinks that he is a man, he is insisting himself for having a gun.

### 3.2 Research Explanation

Another result from my research is that the students know the way to describe the result of their opinon is not only by numbering. They finally know that the way they interpret story is not only writing their idea in numbering but also describing their idea into statement. They can prove that they can give description from short story they read. In fact, sometimes the content of the story can be guidance for students to do he same thing as in a short story. The way thinking of the students is not only just analyzing but they also doing in some ways. There are many cycles when they understand not only intrinsic but also extrinsic. The cycle **Connecting** in reader response ask the students to think better in which in this part students must connect what the main character did to social life. The students connect the content to Indonesian culture. They don't want to compare but they just state the benefit in living Indonesia. **Engaging** is the part in which the students state their own feeling or thought. Although they never do the same as what Dave did, but they put themselves into the story. They also write what happen after they do the same action as Dave.

They know that the character makes mistake in doing the action. They give their reason in **Conceiving**. Most reason state that Dave action is harmful. The students think that the action of Dave is uncommon for a boy. Specifically, having a gun is a forbidden for someone who doesn't have any skill in shooting. Beside blaming Dave, the students also blame uncle Joe, a gun seller. In the **Explanation**, they state that a gun seller must look at the age or at least all people must follow rules in owning a gun. A gun seller must not think about economic only. They also have to think about the society's opinion to someone who has a gun. The students know the content after they **Describe** and **Interpret** the short story. The last cycle they can do is **Judging** the content of short story. The students judge that maturity is not as the easiest thing to take. Another value is that the main character should connect with other people, especially his parents, to solve the problem.

## **4 CONCLUSIONS AND SUGGESTIONS**

### **4.1 Conclusions**

Based on the findings and discussion, it can be concluded that people have to know literature. They can use qualitative method to research. Reader response is one of strategy to be used in analyzing story. Reader response strategy gives significant contribution to improve students' literary appreciation by describing short stories in any media. This strategy can improve the students understanding as long as students enjoy reading story. They have to know about the respond strategy so they will analyze and understand stories easily. The guiding question of reader response strategy consist of describing, engaging, conceiving, explaining, interpreting, connecting, and judging. They have to know the intrinsic of the story and they can answer all question connecting to their opinion.

### **4.2 Suggestions**

As we know that reader response is a good strategy to improve the students understanding, that is why researchers can use this strategy to people. Readers can understand the content of any stories as long as they understand about the reader response strategy. Besides understanding the intrinsic, researchers can also understand the extrinsic of story. They can analyze about psikoanalysis, deconstruction, structuralism, etc. The strategy applied here means that students can give their descriptive opinion about the content of the story.

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# THE DEVELOPMENT OF A CHARACTER-BASED ENGLISH SYLLABUS FOR KINDERGARTEN STUDENTS IN BENGKULU CITY

**Wisma Yunita**  
i\_wish\_0702@yahoo.com

**Gita Mutiara Hati**  
gitawitanto@gmail.com

*English Education Study Program, University of Bengkulu  
Bengkulu-Indonesia*

## **Abstract**

*The best moment of learning an English language is at the very early age of a child because this period is critical that he/she will experience a vast cognitive development including the language development. However, in Indonesian context, there is no official English syllabus developed yet. From the pre-observation, it was found that many kindergartens in Bengkulu city are eager to introduce English language to their students but they have been only doing it occasionally. They have not integrated it to the school curriculum because they do not have the capacity to develop the program not to mention the syllabus. Therefore, a valid and appropriate English syllabus for kindergarten students is urgently needed by many kindergartens especially in Bengkulu city. An English syllabus that is based on good characters, designed thematically, and able to boost students' language aptitude is then proposed. The objective of this paper is to share the research on the development of a character-based syllabus for kindergarten students. The paper starts with the discussion of the importance of introducing English language as early as possible. It is then continued to present the method applied in developing the character-based English syllabus. The last part of the paper will show the result of the developed syllabus which consists of the themes and subthemes, basic competence, indicators of achievement, character development, materials, and time allotment.*

**Keywords:** *syllabus, characters, themes, kindergarten students*

## **1 INTRODUCTION**

Learning a new language at critical period is considered to be the best moment since the lateralization of the brain has not yet occurred. The lateralization is the separation of brain function which according to Lenneberg in Dardjowidjojo (2003) happens at the age of less than 12 years old. It is said that when a child learn a language at this period, he will be able to produce the language similar to the native speaker. This is in line with Clark (2000) who mentions that children or young learners can learn language faster with accurate pronunciation just like the native speaker because their speech organs is in the

developing stage so that they can produce sounds easily as if in the target language. In order to get the full benefit of learning English language since their early ages, simultaneous language input should be given to the children at the age of 3-8 years old. At this period a child will absorb new knowledge fast and experience the development in language ability both in spoken and written (Espinosa, 2008; Kovelman dan Petitto, 2006; Collier dan Thomas, 2004).

In addition, a child who learns more than one language at this period will have a better intrapersonal intelligence, the ability to know and understand himself and take responsibility on what he does (Fakhrudin, 2010). If only Indonesian children learn English at this period in kindergartens or other informal institution, they will grow as children with better intelligence and will help the government program in creating golden generation in 2045. Unfortunately, in Indonesia there is no policy that urges school such as kindergartens to teach English for their students. Even though there is no such policy, many kindergartens have introduced English lesson to the students including in Bengkulu city. The lesson is conducted without any official guidelines such as a syllabus or book which is especially designed for the kindergarten students. In this paper, the writers will share the research on the development of a character-based English syllabus for kindergarten students in Bengkulu city.

### 1.1 Character-based English Syllabus

Character is someone's way of thinking and behaving which will become the characteristics of the individual in living and cooperating with others in his environment (Suyanto, 2009). In order to create children with good character and high emotional intelligence, character-based education should be applied simultaneously and systematically. Emotional intelligence is important in preparing the future life of a child. The child will be able to conquer any obstacles in life if he has emotional and cognitive intelligence which will be shown through his character. According to Suyanto (2009), there are nine pillars of characters which derived from noble universal values: 1) love God the Al-Mighty and all His creation, 2) responsible and independent, 3) honest, reliable and wise, 4) respectful and polite, 5) generous and helpful, 6) confident and hard-working, 7) has leadership and fair, 8) kind and humble, 9) tolerance, peace, and unity. The nine pillars should be taught systematically in a holistic education model with the method of *knowing the good*, *feeling the good*, and *acting the good*. *Knowing the good* is taught by giving knowledge theoretically and cognitively. *Feeling the good* is taught by developing the feeling of wanting to do good things. *Acting the good* is developed along with the habit of doing good things. In the research conducted by the writers, the characters instilled in the syllabus are the healthy life habits, honest, caring, creative, critical, confident, discipline, independent, able to cooperate with others, adaptable and well-behave or good manners. These characters were elaborated in the designed syllabus named the character-based English syllabus for kindergarten students.

## 2 METHOD

This research is a developmental research as the objective of the research was to develop a product (Ellis & Levy, 2010; Borg & Gall, 1983). In this research, the product is a set of character-based English syllabus which in the design process involving four steps: analysis, design, development, and evaluation. In the analysis step, the data and information related to the development of the syllabus was taken by using a questionnaire and a document analysis as well as literature review form. The questionnaire consisted of 8 questions and was given to 15 core kindergartens teachers representing each sub district

in Bengkulu City in order to: 1) uncover the problems faced by the kindergartens in the teaching of English language, 2) find out the teachers' needs and expectation toward the material that will be designed, and 3) find out teachers' point of views on the appropriate content and activity in the material to be developed. The data was analyzed quantitatively. Meanwhile, the document analysis and literature review form were used to review the theoretical point of view regarding the learners' characteristics, students' standard competence, characters building in kindergarten and appropriate learning materials as well as activities. The result from the analysis step was then used as the references to design and develop the character- based English syllabus for kindergarten students in Bengkulu City.

### 3 FINDINGS AND DISCUSSION

This part presents the result of the development of the syllabus. In more detail, it describes the data taken from the needs analysis step, followed by the process of the design and development of the syllabus and then the evaluation step.

#### 3.1 Needs Analysis

There were two parts in the needs analysis step; gathering data from the kindergarten teachers and analyzing the document and related literature in teaching English to children. The data taken from the kindergarten teachers shows that most of them thought that it was difficult to teach English to kindergarten students since there is no official guidelines in teaching and learning English for kindergarten students. Teachers also said that it was difficult to make all the students participate in the teaching and learning process and to develop the teaching and learning materials since they do not possess the knowledge and the ability in material development especially for English language learning. For the materials, all of the teachers expected to have colorful materials with as many pictures as possible and suggested teaching media to be used in delivering the materials. The media may be in the form of miniatures or toys which are suitable with the materials being delivered. In addition, many teachers thought that the materials with its easy to pronounce vocabularies should also be accompanied by a selection of games, songs, music and videos.

For the content and activities in the teaching and learning process, all of the teachers agreed with the suggested themes proposed by the researchers which consisted of *My Self*, *My Environment*, *My Needs*, *Animals*, *Plants*, and *Transportation* as the contents to be developed in the materials. In addition, they added two more themes; *Jobs* and *Public Places* to be included in the materials. While for the activities, all of the teachers suggested to include the interesting activities which involved body movements such as imitating words, singing, bolding the letters, drawing, and connecting the words to the appropriate pictures. Some teachers added that storytelling and a competition (a game) was also good to make the children actively participate in the learning process. The story telling may be accompanied by appropriate songs, body movements, and even an audio-visual media. In general, all of the teachers expected to have a set of teaching and learning materials which is ready to be used in the classroom.

In the second part of the needs analysis step, reviewing the documents and literature related to the development of a character-based syllabus for the teaching of English to young learners, the information gathered was about the students' characteristics, standard competencies for kindergarten students especially for level A students (4-5 years old), characters building in the kindergarten, and appropriate learning materials and the activities. For the students' characteristics, teachers should keep in mind

that children develop emotionally, morally, physically, and cognitively at different speed (Linse, 2005). They are often happy playing and working alone but in the company of others. They learn things through playing, love playing with language sounds, imitating, and making funny noises (Shin, 2009).

For the competencies, the core standard competencies for kindergarten students are developed based on are the competencies in the area of spiritual, moral and characters, social behavior, the content knowledge, and skill, while, the standard for minimum level of children language development are; understanding of receptive language, the ability to express the language, and being literate. For the character building in the kindergarten, the regulation from the Ministry of Education and Culture Regulation states that the characters are being healthy, honest, care, curios, creative, critical, confident, discipline, independent, able to work collaboratively, adaptable, and polite. It is in line with what Suyanto (2009) says that there are nine pillars of characters which derived from noble universal values. Those nine pillars should be taught systematically in a holistic education model.

For the learning materials, the Guideline of 2013 Kindergarten Curriculum Development by Kementerian Pendidikan dan Kebudayaan (2014) mentions that the materials introduced to the kindergarten students should emphasis on the development of attitude, ethics, and the feel of loving the homeland and it is better taught through thematic teaching and learning model. While, for the learning activities, children's characteristics in learning need to be considered such as learn from concrete things and use senses, think in a unique way, like to observe and think about their surroundings (Eshach & Fried, 2005), and learn a lot of things through the interactions with the environment. They can develop their language and social emotional ability faster if they are given the chance to work collaboratively with friends, surrounding things, and people (Sato, 2014). In addition, children also learn through playing in which they can explore and utilize their physical surroundings so that they may have a meaningful learning. Considering the characteristics, principles in learning in the kindergarten are: playing while learning and vice versa; children's needs-oriented; integrated stimulation; children development-oriented; conducive environment; thematic approach; active, creative, effective and fun learning; and the use of various media and learning sources (Kementerian Pendidikan dan Kebudayaan, 2014).

### **3.2 Design and Development of the Syllabus**

Based on the data and information gathered from the analysis step, the development of the syllabus was then initiated. In designing the syllabus, the steps included: 1) making a list of themes and sub themes, 2) ordering and sequencing the selected themes, 3) formulating the basic competencies, 4) making a list of indicators of achievement, 5) selecting the appropriate materials for each theme, 6) selecting characters to be emphasized, and 7) setting up the time allocation for each theme. These steps are the framework of the whole set syllabus. It was adapted from the Guideline of 2013 Kindergarten Curriculum Development (Kementerian Pendidikan dan Kebudayaan, 2014).

#### **(a) Making a list of themes and sub themes**

From the analysis result, the selected themes and sub themes are: My Self (Self-Introduction and My Body), My Environment (My Family, My House, and My School), My Needs (Food and Drinks and Clothes), Animals (Domestic and Wild Animals), Plants (Fruit and Vegetables), and Transportation (Land, Air, and Sea Transportation). While

the additional themes are Jobs (Kinds of Jobs and Job Places) and Public Places (Park, Market, Recreational Places, and Tabernacles).

(b) Ordering and sequencing

In ordering the themes as well as the sub themes, the consideration is based on the closeness to the students' life and the complexities of the themes. The result from this step is that the themes are ordered to be *My Self*, *My Environment*, *My Needs*, *Animals*, *Plants*, *Jobs*, *Transportation*, and *Public Places*.

(c) Formulating the basic competence

The basic competencies are: the understanding of receptive language, the ability to express the language, and the ability of being literate.

(d) Making a list of indicators of achievement

The indicators were listed based on the level of children development achievement regulated by the government (Kementerian Pendidikan Nasional, 2009) in the field of language ability. For children age 4-5 years old, some indicators of achievement are: 1) listening to others, 2) imitating words, 3) using simple sentences, 4) mentioning some taught vocabularies, 5) singing, 6) connecting pictures with corresponding words, 7) producing correct sounds of the language, 8) bolding letters, and 9) writing simple words.

(e) Selecting the appropriate materials for each theme

Material selection is based on the simplicity and attractiveness. In each theme, there are new vocabularies related to theme, simple sentences, and song. For example, in the theme *My Self* for the sub theme *My Body*, the materials are: 1) vocabularies: head, nose, eyes, ears; 2) simple sentence: Touch your nose; 3) song: Head and Shoulder.

(f) Selecting the characters to be emphasized

The selection of the characters building is based on their relation to the indicators of achievement and the materials. For example, for the theme *My Needs* sub theme *Food and Drinks*, some of the indicators of achievement are: 1) listening to the teacher saying the names of food and drinks, 2) imitating the words, 3) stating the students' want. The materials are: 1) vocabulary: rice, chicken, milk, tea, etc. 2) simple sentence: I want a glass of milk. Therefore the characters are curious and confident since the students are required to listen to the teacher and to be confident in saying what they want.

(g) Setting up the time allocation

The time allocation was set up based on the simplicity and complexity of the themes and the materials. The simple and familiar themes with only one sub themes will require approximately 60 minutes.

### 3.3 Evaluation

The first draft of the syllabus was ready. The next step is to have the evaluation from the expert. However, this research has not been through the evaluation step since the research is still under the development process at the time of the paper was submitted.

#### 4 CONCLUSION AND SUGGESTION

Providing children with English at the early stage of their lives (eg.4-6 years old) is a good practice that can be done by parents and educational practitioners especially at the kindergarten level. The reason is because at this age level the children are still in a critical period in which the brain functions have not yet been fully separated. The children will learn English better and their English may be similar to the native speaker. This research is an attempt to develop the character-based English syllabus and material for the kindergarten students especially in Bengkulu city which was done through the following steps: the analysis, the design and development of the syllabus and the evaluation step. At this moment, it is at the design and development step with the result is a character-based English syllabus which has the following content: themes and sub themes, basic competencies, indicators of achievement, materials, characters to be emphasized, and the time allocation for each theme. Regarding the feedback from the teachers in the analysis step which said that they need a ready to use set teaching materials, it is suggested having a more thorough research in developing the ready to use set of teaching and learning materials for the kindergarten students.

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# TEACHERS' VIEWS ON COMMUNICATIVE LANGUAGE TEACHING: A CASE STUDY OF TWELVE INDONESIAN JUNIOR HIGH SCHOOLS

**Yuyun Yulia**

yuyun.yulia@ustjogja.ac.id

*Sarjanawiyata Tamansiswa University*  
Yogyakarta

## ***Abstract***

*Widdowson (1978) and Wilkins (1976) put forward the notion of communicative approach in language teaching of both second and foreign language contexts. In the Indonesian context, the ultimate goal of English language teaching is communicative competence and for secondary students specifically is to participate in discourse or to communicate ideas, feelings, in spoken and written English accurately, fluently and in an acceptable manner. However, teachers' view regarding the communicative competence is different from what has been stipulated. Having English teachers in junior high schools either in government or private schools in five districts in Yogyakarta revealed teachers' inadequate capacity of communicative language teaching including macro and micro skills to be taught. The result highlighted also the notion of character building and moral value embedded in their teaching. It indicated that the district educational supervisors who should have been responsible for developing teachers' competence seemed only to rubberstamp the guiding school document (curriculum, syllabus, and lesson plans) prepared by the teachers. In-service training for teachers occurred but it seemed not to affect teachers' performance in the classroom.*

***Keywords:*** *communicative competence, school-based curriculum, macro and micro skills, character-building, moral value*

## **1 INTRODUCTION**

Widdowson (1978) and Wilkins (1976) were among those who put forward the notion of communicative approach in language teaching of both second and foreign language contexts. In the Indonesian context, the ultimate goal of English language teaching is communicative competence and for secondary students specifically, it is to participate in discourse or to communicate ideas, feelings, in spoken and written English accurately, fluently and in an acceptable manner. However, teachers' views regarding the communicative competence is different from what has been stipulated.

The structure of this research article is structured as follows. It begins with the description of English language teaching in Indonesia and followed by the research participants of the twelve case study schools. Teachers' perspectives on communicative language teaching are outlined before conclusion and pedagogical implication.



## 2 ENGLISH LANGUAGE TEACHING (ELT) IN INDONESIA

On the day following independence, immediately after the end of the World War II, the 1945 Indonesian Constitution was proclaimed. Chapter XV, article 36 declared that the language of the newly independent was Bahasa Indonesia. Regarding foreign language, English was mandated as a compulsory subject in Indonesian secondary schools.

The era of English language teaching immediately after independence needs more in-depth historical researching. The Grammar Translation Method reigned as it was a left over by the Dutch (Dardjowidjojo, 2000). Due to the great demand for English teachers, the Indonesian Ambassador to the US, Ali Sastroamidjojo, approached the USA Institute of International Education in 1953 for assistance to improve the capacity of English teachers. Eventually through grants from the Ford Foundation, in-service training for English language teachers was held in ten cities throughout Indonesia in October 1953. The goal was to introduce English language teaching into schools as speedily, effectively, and extensively as possible (Gregory, 1964 as cited in Dardjowidjojo, 2000). The Ford Foundation also set up a two-year English teachers' training institute known as *Kursus B-1* (B-one Course), popularly named the Standard Training Centre (STC). There were only two, one in Yogyakarta established on September 27, 1954, and the other in Bukittinggi (West Sumatra) in October 1954.

With the Ford Foundation providing grants to revamp English language teaching, the notion of the Oral Approach had been introduced to English teachers. The spread of this approach was implemented through the English teaching materials and Salatiga textbooks which were popularly named as *English for SLTP* and *English for SLTA* which were officially used in 1973 and becoming the embryo of the 1975 curriculum. These two books became compulsory for students in the implementation of the 1975 curriculum. The 1975 curriculum can be seen as the development of the 1968 curriculum that targeted skills in this order of priority – listening, speaking, reading and writing (Dardjowidjojo, 2000). Madya (2008) noted that the 1975 curriculum was obviously structurally oriented which was reflected in the subtopics which were mostly about grammatical structures. The obvious weaknesses prior to the 1975 curriculum according to the British Council report (1975) were (1) complete absence of printed materials, (2) the abysmal salaries of teachers, (3) inadequate and poorly conceived pre- and in-service training, (4) poor physical conditions and very large classes, and (5) an administrative and promotional structure which tended to block rather than promote reforms.

By 1983, the 1975 curriculum was considered no longer compatible as language was seen as a social phenomenon. The oral approach that had dominated the teaching of English since the 1950s in Indonesia was replaced by the communicative competence approach which viewed language as an instrument of communication. People began to think of language use rather than language usage (Widdowson, 1978; Wilkins, 1976; Celce-Murcia, 1991; Dardjowidjojo, 2000).

The significant change according to Madya was in the 1984 curriculum which was focused on three types of language activity: reading, dialogues, and writing. However, Dardjowidjojo (2000) claimed that though it was labelled as communicative, the guidelines still showed very strong structural (grammar) points and did not provide a clear explanation of pragmatics aspects in the teaching material; thus, textbooks were mostly misguided and misinterpreted. The pragmatic aspects were discussed in separate topics, not being incorporated into the four skills. The ministry realized that speaking was not the target of English language teaching; the order of the four skills of English then became reading, listening, speaking and writing.

To strengthen the communicative orientation, the 1995 curriculum seemed to reflect such views. Madya (2008), as one of its designers, further noted that the 1994

curriculum emphasized the mastery of communicative skills through the implementation of a meaning-based approach. Kasihani (2000) noted that in the 1994 curriculum the common approach used was the communicative approach adopted from the earlier 1984 curriculum (Kasihani, 2000). Mistar (2005), however, points out the 1995 curriculum with the Meaningfulness Approach was not successfully implemented due to teachers' inadequacies. His suggestion was to improve English teachers' professionalism in which the responsibility is in the hands of the local districts.

Under the MONE through its Directorate of Development for Junior Secondary Education (DDJSE), the teaching of English is positively encouraged by the Indonesian government aiming at facilitating learners to acquire English. One initiative of the government has been to review and then to change the curriculum. The 2004 (Competency-based Curriculum) or *Kurikulum Berbasis Kompetensi* (KBK) outlined four important components: linguistic competence, sociocultural competence, discourse competence and strategic competence as based on work by linguists such as Hymes (1972), Halliday (1973), Celce-Murcia et al. (1995), and Richards & Rodgers (2001).

Within two years of implementation, the 2006 curriculum was introduced as the 'perfect revision' of the competency-based curriculum that was to be developed by schools based on school and students' characteristics. So, the standard competence and basic competence are stipulated by the government and schools need to annually develop teaching aims or learning objectives according to the particular characteristics of both school and its student body. Such development was to accommodate local or district potential resources and needs which should, however, be in line with the national education system. This curriculum is aimed at providing school graduates with the requisite skills in the sense that they are expected to achieve the competence required to communicate effectively. Such curriculum should have been implemented in any level of schooling in 2010. The discussion so far has provided the context to this article outlining teachers' view regarding communicative competence began in 2004 and officially implemented in 2006.

### 3 RESEARCH PARTICIPANTS

The total number of junior high schools in Indonesia in 2013 was 47,385 schools. This study was part of a larger study of teaching English in junior high schools (CS 1 – CS 12) in the Yogyakarta province with 420 schools managed under MONE and 85 schools under MORA. The subjects of this study were principals and English language teachers in twelve randomly sampling, covering government and private schools in five districts, ten schools under MONE and two schools under MORA: six were government and six private schools.

The location of the schools also varied - two schools in the city, five urban schools and five rural schools. This systematic sampling done by the researcher represented the overall profile of junior high schools in the Yogyakarta province. A total of 4849 students attend these twelve schools with 427 teachers, including 47 English language teachers. A questionnaire survey and interviews were employed to the English language teachers combined with class observation. Document analysis was also used to gather the data.

### 4 TEACHERS' VIEW ON COMMUNICATIVE COMPETENCE

Findings generally indicated teachers' inadequate knowledge regarding the new paradigm of English language teaching with the notion of communicative competence. Teachers'

views can be categorized into developing (1) students' competence and (2) teachers' role. The following section describes the two points.

#### **4.1 Students' Competence**

In the 12 case study schools, most teachers highlighted their view that communicative competence was to develop students' linguistic competence, in particular grammar and vocabulary items. A senior teacher with 36 years' experience teaching in an Islamic-based school contended his target was to teach grammatical features and vocabulary. He proudly noted that the curriculum implemented in this Islamic boarding school was a combination of the Islamic education framework and the government curriculum guidelines. He said,

*The education system here follows the teaching methods implemented in Gontor. The methodology for English is based on Gontor that lets teachers to be more autonomous in teaching.*

According to him, the teaching of English is based on the "Gontor" system in which teachers were free to choose any teaching methods. He further noted, "CBC is like a doctrine from Jakarta, the topic is, for example, about SEA Games whilst KTSP for schools in Yogyakarta is about 'sekaten'. It depends on the culture of each region. So the difference is on the text type which is more about the characteristics of each region". In a similar vein, the junior teacher (CS 8) said very directly, speaking in English,

*I don't know about CBC and KTSP. Maybe KTSP we have to make a planning for our studying and teaching so we have to use KTSP so we can manage the time and we can know until our students can reach for our lesson. The aim is the students be able to speak English well and understand the native speaker. I don't know exactly.*

It seemed to indicate that both teachers had insufficient understanding about English language teaching, particularly regarding the curriculum, syllabus and lesson planning. This might have happened because of their limited educational background and lack of participation in in-service training even though the senior teacher claimed that he had 'previously' always participated in in-service training sessions conducted by MONE, not MORA.

The two teachers (CS 1) said, "The competency-based curriculum focuses on students' competence, that is, the four skills. The school-based curriculum is not significantly different and there is contextual teaching and learning which deals with students' daily life according to their level of schooling. KTSP is more complete by adding character building embedded in the teaching and learning such as politeness and moral values". However, when the researcher asked how they developed teaching materials, they responded, "We teach grammar, vocabulary items, phrases and the structure of the text though we sometimes find difficulties in time management because there are too many things to cover in the syllabus".

The senior female teacher in CS 11 wearing a hijab had started teaching in the school in 2003. She had gained her bachelor's degree from a private university majoring in English language education in 1997. She further stated that what she taught was based on the syllabus devised by the district panel of subject teachers. Another teacher was a fresh graduate having insufficient knowledge about English language teaching including communicative competence, curriculum, syllabus and lesson plans. He said that he always asked his senior teachers and made lesson plans together with them. In fact, he

basically felt unsure what and how to teach. “What I need to do first is to motivate the students to learn English in a fun way”.

Regarding developing linguistic competence for students, most teachers focused on sentence-based level. A junior English teacher with 24 years’ experience in junior and senior high schools and had graduated in English language education in 2008 was confused when asked about the curriculum (syllabus). He said, “Competency-based curriculum and school-based curriculum now is confusing, it’s difficult to understand for both teachers and students, including myself”. Further evidence of his insufficient understanding about curriculum issues was based on observation of his teaching. When the researcher came into his classroom, he explained to the students about the simple English present tense in Bahasa Indonesia. His orientation in teaching focused on sentence form.

A junior teacher in rural school (CS 6) said that the curriculum was good because it depended on the school conditions such as writing a greeting card, notice, advertisement and so on. “The students are asked to write simple sentences”, she said. This seemed to indicate that the teacher had an inadequate knowledge of English language teaching by saying that the aim of teaching in the KTSP curriculum was to write ‘simple sentences’. She further stated, “I have no idea about curriculum. My focus is still learning what and how to teach English. My problem is my English competence as well”, implying her self-doubt about her English language competence as well as how to teach English appropriately. A senior teacher in CS 6 also noted, “*Hadrah* and Islamic culture can be developed here, not English”. He further said that he did not know any kind of curriculum, syllabus or lesson plan. When the researcher tried to question him about what was meant by competency standard, basic competence, and indicators, he was able to identify them but unable to give examples to support his explanation. On the basis of evidence, these two teachers did not completely understand the notion of communicative competence.

Some teachers also highlighted their teaching on reading comprehension. A senior teacher in CS 2, for example, taught narrative text by first explaining the new words, then listening to the text, discussing the structure of the text and eventually asking the students to respond to comprehension questions. There was no explanation about the grammar of the narrative text. It might have happened due to the researcher’s time availability to observe the whole lesson planning. However, there was no section/time to explain the grammar in the lesson plan.

Two teachers in CS 1 taught the reading materials and emphasized the meaning of some words and the structure of the texts. They did not write down specific indicators regarding the text in their lesson plans. They just simply wrote, for example, students can answer the questions; in fact, students were too busy checking the meaning of the words in their dictionary to answer the questions. So, the target of reading text, on the ground, was aimed at answering reading comprehension questions; there was no training in reading strategies, for example skimming and scanning.

A senior teacher in this Catholic school contended that the 2006 curriculum was more learner oriented with the teacher as facilitator; however, their understanding was not implemented in the classroom. This could be seen from what they had already planned and what they taught in class. She first explained in Bahasa Indonesia the difference between verb and noun, including the characteristics of nouns, by reading from the teacher’s own notes shown on the screen and then talked about greeting cards. She eventually asked students to do a task from their textbook. Next was listening to the recording and she sometimes interrupted the recording by explaining something else, such as ‘this’ and ‘that’. About fifteen minutes before she finished, the teacher asked one

of the students to come forward and present their homework about story telling though her friends had talked one to another in Bahasa Indonesia and Javanese. It seemed to signify that this teacher had 'unclear' teaching aims, some of which were unrelated to each other.

A senior teacher in the pilot school of international standard seemed not to have difficulties in implementing the English language syllabus nor the techniques. This might have been because she was an English teachers' coordinator in the district and actively participated in any seminar or workshop dealing with English language teaching. However, the situation was different from a junior teacher. His comprehension of both curricula was inadequate. His understanding was genre-based teaching for junior high school students to prepare them to pass the national exam. When the researcher joined the class in the afternoon, the class was very noisy from students speaking in Bahasa Indonesia and Javanese though he previously said in the interview that in the classroom practice of this pilot school of international class, English was used as the classroom instruction. Another senior male teacher changed the aim of teaching in class from recount text to how to send an email. Students kept busy with their laptops rather than listening to the teacher. Some students used a headset to listen to their laptops. When students found problems in their laptop, some asked the teacher in Bahasa Indonesia and some spoke in Javanese to the teacher or their friends in this 'international' class.

The teachers in CS 5 who opted to be interviewed together said, "The KTSP curriculum is good to implement because it accords with students' characteristics and it shapes the character building of the students". They added, "We are just confused because the 2004 curriculum or competency-based curriculum had just been implemented, but then it was changed to the 2006 curriculum, so we have no idea about the competency-based curriculum (CBC). We feel good with the school-based curriculum (KTSP). Our difficulty is to get the texts because we need more texts to be examples for practice and for assessment". This implied that both teachers had insufficient knowledge about the aims of teaching English. The teachers believed that teaching grammar should be avoided because there would be no time for it. Their understanding of teaching English was for reading comprehension as well as new lexical items and the generic structure of a text. They clarified that their understanding of the English teaching paradigm was gained from in-service training for their certification, and it was only done for the sake of gaining a double salary.

#### **4.2 Teachers' Role**

A female senior teacher in CS 7 outlined her insufficient capacity to understand competency-based curriculum. She said, "I don't understand about competency-based curriculum. What I know is the KTSP curriculum which depends on students' characteristics and school conditions". Furthermore, she remarked that she had 'a copy-paste' version of the syllabus and lesson plan from the district teacher panel. She did not 'adjust' them to the school or student context. Whether she was teaching in either government or private schools, all the documents, syllabus and lesson plans were similar. She further added that the difference was in the 'technique', but she could not explain what it meant; the junior teacher said, "The competency-based curriculum means students are active and the teacher is facilitator and this curriculum is from MONE; while the KTSP curriculum has the same meaning in which students are active, and this curriculum is developed by the school. The development itself is about the teaching materials and teaching strategy, such as three phase techniques".

Two female teachers were confused when asked about the curriculum paradigm. They had inadequate overall knowledge concerning the current curriculum. They said,

*The 2004 competency based curriculum is the teacher as the learning resource; while, in the KTSP curriculum, the students are active in finding learning resources by reading the textbook or downloading from the internet while teachers are as 'facilitators'. The similarity of the two curricula is they talk about daily activity and accord to the students' environment.*

Further responses given by these female teachers were that students were demotivated to learn English. When, for example, teachers spoke in English in class, students directly 'protested' and asked them to speak in Bahasa Indonesia or Javanese.

A recent graduate of an English language department, he had taught since 2010 in this school and noted that CBC was a curriculum in which students were active in learning and the teacher was a facilitator; whereas KTSP meant the school developed the curriculum with guidance from the central government that accorded with the school's characteristics. When the researcher asked what it meant, he could not explain. The senior teacher described how the competency-based curriculum was 'learning' while the school-based curriculum was 'teacher as a facilitator'. Her answers indicated that she had an inadequate knowledge of the two curricula, and she said that the aim of teaching English to junior high school students was to introduce the English language but she could not clarify what and how to introduce it.

The only English teacher (CS 10) in this rural area did not understand what CBC meant. She noted that the CBC was good but she had not understood it, then it had been already changed to KTSP. When asked about the KTSP curriculum, she contended that the school itself found difficulty to develop it. She remarked proudly that she was the only accredited teacher in the school and it was difficult for her to manage her time, develop her teaching professionalism as well as complete her administrative tasks. The teacher said, "I often discuss the syllabus and other things with my friend, an English teacher in a government school. I copy the teaching material from her and change a little bit in the documents."

The teacher's acknowledgement indicated that the syllabus and lesson plan were 'made' by another teacher. This might be because of her lack of understanding of the syllabus. She further acknowledged that she never participated in in-service training held by the district or teachers' association. But she also claimed that the school had not received any invitation letter to participate in any kind of seminar or workshop. "This is because the school was a private school and too far from the main road, or the district perhaps does not understand that there is a school here", the teacher noted wryly.

The 2004 competency-based curriculum (CBC) which changed in 2006 to the KTSP (school-based curriculum) with the notion of communicative competence was understood differently on the ground. English teachers articulated their views in different ways. Based on the interviews and classroom observation, it seemed that some English teachers found it difficult to understand communicative English language teaching, particularly in implementing it in class. They were able to define literally what competency-based curriculum and school-based curriculum implied, but when asked to put them into their teaching practice in class, they found it difficult to 'translate' what the basic competence is in terms of teaching aims or indicators. Most teachers remarked that CBC was general and KTSP was specific because KTSP took into consideration school and student characteristics.

The teachers in the twelve case studies had a mostly inadequate knowledge regarding the 2006 curriculum which targets communicative competence. Most teachers

understood the 2004 curriculum literally, merely the word ‘competence’; they had an inadequate capacity in implementing ‘competence’ in the class. They even did not understand the term ‘indicators’ that were written down in the syllabus provided by National Education Standard Agency (*Badan Standar Nasional Pendidikan - BSNP*). Data also implied that teachers depended for their teaching materials on the textbook rather than the basic competence that students need to achieve as stipulated by the government. This might be because of insufficient understanding of the teachers of the curriculum and accordingly lack of teachers’ motivation in developing their competence as well as lack of in-service training provided by the districts. Few teachers had sufficient understanding regarding the competency-based curriculum (CBC).

The KTSP curriculum was interpreted in different ways. Interestingly, most teachers emphasized the notion of character building and moral values in teaching English in the 2006 KTSP curriculum. They proudly said that they had written into the lesson plans the notions regarding character building and moral values though they believe them ‘difficult’ to measure for learning achievement. Most simply noted that they ‘had to’ clearly state these two elements as they were obligated by the district education office through the district supervisors and principals in 2010 for teachers as the development of the 2006 curriculum (KTSP).

## 5 CONCLUSION

Having been implemented for more than a decade, communicative language teaching was still poorly understood by most teachers in the 12 case study schools. They had inadequate knowledge of both pedagogical and professional competences that impacted upon their performance at schools, particularly in class. They felt unsure what and how to teach English including how to select or create teaching materials for their students. The notion of communicative competence in the four skills seemed difficult to implement in class. Their linguistic competence was also inadequate. What the teachers learned was classroom materials to be used in class and mostly from the textbooks. To achieve the communicative competence in language teaching, scholars have maintained that its success depends on teachers; however, it seemed hardly to achieve in the foreign language context.

The implication of this research finding targets on district supervisors as their responsibility of teachers’ professional development. Also, teachers’ incapacity was triggered by lack of professional collegiality among English teachers and in-service training.

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# THE USE OF INTERACTIVE MULTIMEDIA IN ELT TO ENHANCE STUDENTS' AUTONOMOUS LEARNING

**Ari Setyorini**

arisetyorini@gmail.com

**Masulah**

mmasulah@gmail.com

*English Department, University of Muhammadiyah Surabaya  
Jl. Sutorejo 59, Surabaya*

## **Abstract**

*Multimedia has been broadly known for its effectiveness to improve student's language acquisition, particularly in TEFL. The ability of multimedia to perform authentic audio and visual modalities is very important for English learners because it will help them to acquire better understanding about English. The basic role of multimedia in classroom is as a learning source from which students can use interactively without depend much on teacher. This study aimed at knowing the use of interactive multimedia to enhance EFL students' autonomy and self-efficacy. Furthermore, the study described three prominent issues, namely interactive multimedia, autonomous learning, and self-efficacy that were explored in the teaching process. The research was done qualitatively by observing and interviewing tenth-graders of Senior High School about the implementation of multimedia in their learning activities. The interactive multimedia designed to meet the goals of learning were used to serve the materials, assignments, and assessment integratively. Each student must follow the learning process through the direction of interactive multimedia, while the teacher was only as the facilitator. Through this study, it could be seen that the strategies of teaching using interactive multimedia were carried out very well and met the goals. It was also found that using interactive multimedia was one of the best strategies to facilitate students to experience autonomous learning, motivate student's self-efficacy to be more engaged in the learning process and create more interactive learning situation.*

**Keywords:** *Interactive Multimedia, ELT, Autonomous Learning, Self-Efficacy*

## **1 INTRODUCTION**

Multimedia has become a newborn techno-media which recently witnessed profound increases in its form. It evokes sorts of talks and studies over the researchers across the disciplines (Kassim & Ali, 2007; Faizah, 2009; Mulyanto & Syahman, 2009; Coelho, 2010). Multimedia itself is enormously utilized in educational context by which to describe and unite the roles of video and audio cassettes, printed text and handbooks in teaching learning process (Collins, Micahel H, and Jerry W, 2002). Therefore,

multimedia is aimed traditionally to present learning materials in interactive ways which incorporates the use of a computer environment such as video, audio, text, and images in teaching learning process.

The roles of interactive multimedia and its effectiveness have been the subject of many studies. In fact, researchers have shown that an interactive learning environment can generate effective instructions and learning systems. In different researches carried out by Mayer, results indicate that using multi-modal instruction is more effective than using any single mode (1997, 2001). In other words, this finding demonstrates that media do impact learning, through the instructional possibilities that they enable. For example, based on Mayer's research, one could state that when it is used appropriately, the video medium should be more effective than cassette, since the latter cannot provide visual information. The presentation of ideas in visual form has proven to be particularly important as it critically helps the educational process. In a review by various researchers of studies who have investigated the effectiveness of multimedia in learning suggested that the people who used computer-based multimedia instruction performed better in terms of test scores, compared to those who received instruction through traditional classroom teaching.

Due to the plentiful benefits of multimedia, from the viewpoint of teaching English, they will help learners in many aspects. The modes of multimedia such as video, sound, and texts will take roles as authentic multimodal compositions by which they bridge English learners' acquisitions to easily understand the presented learning materials in English. Therefore it becomes a learning source in the classroom which can be used by the students without depending much on the teachers. Of this case, the perspectives of Teaching English as a Foreign Language (TEFL) see multimedia giving more centeredness on the students' autonomous learning and self-efficacy. As the essence of TEFL itself is to acquire L2 or target language that multimedia will give real examples of natural or authentic languages from English native speakers. Students can therefore increase their abilities on English skills (listening, speaking, reading, and writing) and English components (vocabularies, pronunciation, and grammar) by self-study, so that they can do self-correction, by which the students develop their confidence and independence on learning English.

The autonomous learning and self-efficacy formed by multimedia learning are essentially in line with the practices of English teaching in curriculum of 2013 (C13) in Indonesia. It is reflected through the essence of autonomous learning and self-efficacy themselves. The autonomous learning as explained by Taylor (2000), is traditionally knowledge constructed merely from the students and the teachers just become a facilitator in learning instead of a presenter of information (Kember, 1997). Besides, self-efficacy, according to Piper W. (2000), is students' judgments about being able to perform in particular activities. From the definitions, the implications of both autonomous learning and self-efficacy on the teaching English allow the students to choose what to study and how to study.

Students with the scientific approaches offered by curriculum of 2013 will automatically be encouraged to boost their independence and confidence in learning English. They do not depend on the teachers as a learning source. In this case, a lot of schools are using technology to ease learners in learning English and multimedia is no exception. Therefore, this research is conducted to know the use of interactive multimedia to enhance EFL students' autonomy and self-efficacy in Indonesian TEFL settings.

## 2 METHOD

This study is descriptive and qualitative in nature. It focuses on observing, interpreting, and understanding the collected data to find the enhancement of student's autonomous learning and self efficacy. Cresswell (1984) states qualitative study in nature is conducted inductively, meaning that the study begins from data collected from the field and analyzed. This research applied descriptive method since it attempts to describe characteristics and events that exist (Kamil, 1985). The research was conducted in Senior High School of Muhammadiyah 7 Surabaya, class of MIA, the tenth grade.

## 3 DISCUSSION

### 3.1 Interactive multimedia

Multimedia has been broadly known for its effectiveness to improve student's language acquisition, particularly in TEFL. The ability of multimedia to perform authentic audio and visual modalities is very important for English learners because it will help them to acquire better understanding about English. To illustrate the use of interactive multimedia in the research, this part of discussion will describe the features and content of interactive multimedia used.

### 3.2 Main Screen Design Features

Main screen design play a significant role to the multimedia. An effective screen design causes learners to develop and maintain interest in lesson content, promotes the engagement of the learner with the material, and facilitates deep processing of important information (Hannafin and Hooper, 1989). In this multimedia, the main screen was design to show the menus of the media, those are: standard of competence, material, observing, questioning, exploring, associating and communicating. It can be seen from the main screen menu that the multimedia was designed to accommodate the five phases of scientific learning as a method of learning which is expected by the curriculum of 2013. The menu screen contains navigation buttons that hyperlinked to the selected part.

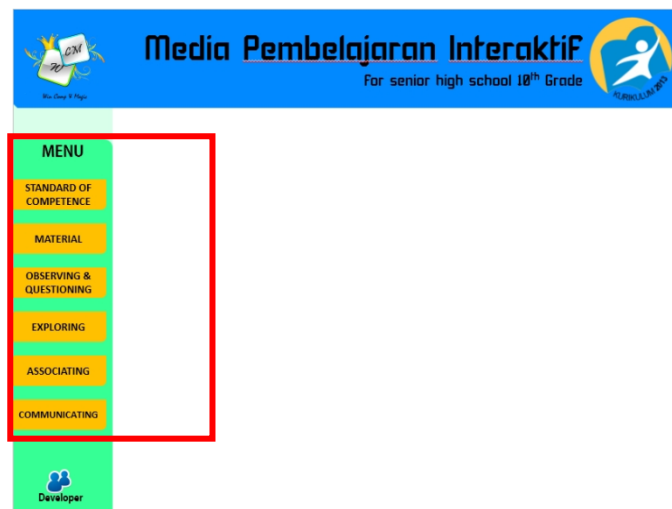
The menu of standard of competence consists of the core competence of the topic lesson. The standard of competence here was cited from the curriculum of 2013 for the tenth grade of Senior High School. The menu of material comprehends the outline of the lesson. Furthermore, the display was made in the form of table, chart or diagram so that the material is presented more systematically. This strategy is to avoid a long and wordy explanation which might make students difficult to understand the material.

The multimedia is orderly set up based on the five phases of scientific learning method, namely: observing and questioning, exploring, associating, and communicating phase. Whereas the five phases of learning which accommodate the need of scientific learning method were developed using a combination of text, image, and video. The phases are ordered based on the level of difficulty, from the easiest exercises to the most difficult ones. The phase of observing and questioning gives the students an opportunity to learn by themselves the provided material. In this phase, the students should observe the pictures and answer some questions related to the topic. Here, the students are expected to have some inquiries of the topic in their mind. From the questioning stage, the students are directed to collect any possible information that may relate to the material and answer the questions. The whole learning process here are done through the multimedia.

Next stage, the students associate the pictures and the material into a meaningful concept. The associating part can be designed with quizzes. At the end, the students are

expected to be able to communicate the knowledge into more orally applicable exercise. The communicating phase performs games that support the students to use English in communicating the topic of discussion. The last part is evaluation phase. In this case, multimedia attaches some exercises to evaluate student's understanding about the material that has been explained. Figure 1 shows each scientific phase in multimedia.

*Figure 1*



### 3.3 Text

Bailey et al suggest that it should not be more than two or three types and sizes of fonts be used per screen (1997) in the multimedia. Here the research uses two fonts, it is times new romans for the content and exercises and arial for the instructional words. Garner adds that one font per screen be used unless certain material needs to be emphasized. In this case, varying the size and font of the texts can be used to attract attention.

### 3.4 Animation and Sound

The interactive multimedia program was built to cover some of main topics in English for the tenth grade of Senior High School. It was designed and implemented by integrating different multimedia elements by using authentic audio and visual modalities to deliver the material interactively. It means that the text, images, sounds, and video used in multimedia were based on the topic of learning, student's interest and authenticity. Special attention was given to the interactivity user control, vivid colors and animation to make it more attractive and different than traditional way. It is generally recognized that the use of animation can offer many subtle benefits (Rieber, 1994) such as highlighting important information, heightening student's interest, facilitating recall. Here, the animation is congruent to the learning task, so it can offer instructional benefits to the student.

When discussing about describing people, the design of multimedia should underline the animation used. The selected images are pictures of people who attract students' attention. For instance, the pictures of artists, famous figures, or even animated figures and famous cartoon characters. Meanwhile the features were implemented within a user-friendly interface. Figure 2 shows some of the animated pictures that attached in the multimedia.

Figure 2



### 3.5 Quiz

The exercises in the multimedia were created using *Ispring quiz maker*. The types of exercise in the multimedia are varied, such as: true/ false, multiple choice, matching, filling in the blank, or sequencing. The exercises were designed to enable students to do self-evaluation and correction. After each attempt, the students will receive feedbacks and grades that they can use to be improved in the next attempt. This condition will allow them to manage their own learning which means that they can learn at their own pace. Those who manage to get good scores can proceed to the other activities, while those who don't, they can review their attempt and improve their understanding. Figure 5 illustrates the quizzes in the interactive multimedia.

Figure 3



### 3.6 Autonomous Learning

The basic role of multimedia in classroom is as a learning source from which students can use interactively without depending much on teacher. Using Multimedia in the EFL teaching learning context will not change students' learning behaviors directly, but it aims at building autonomous learning through several learning practices. By doing so, the students are expected to take part actively via multimedia learning activities and prepare for their own autonomous learning. Holec (1981:3) defines that learner autonomy is "an ability to take charge of one's own learning". Little (2003), moreover, describes that learner autonomy is manifested by the learner's ability to initiate, monitor, and evaluate

learning process. To encourage the students' participation in English class, for example, interactive multimedia facilitates a structured environment that accommodates the students learning needs and learning materials. This second part of discussion is going to explain the autonomy and the enhancement of students' self efficacy when practicing interactive multimedia in English classroom.

Class environment of multimedia-based learning should be started with teacher's explanation informing that teaching learning process will be held using interactive multimedia. This is to prepare student's awareness of the use of multimedia in the class. After preparing the multimedia, teacher explains the competencies that must be achieved in the study through the main menu screen. From the perception stage, the teacher then goes immediately to the next learning step of material explanation which is included in the multimedia.

The application of interactive multimedia here is using scientific approach of Curriculum of 2013 which has five stages of learning process (observing, questioning, exploring, associating and communicating). It also covers four language skills of reading, listening, speaking and writing skills. Here, the receptive skills are carried out through observing and exploring stage, while speaking and writing activities contained in the questioning and communicating stage.

The topic of multimedia developed here is about "Describing People". This topic is for the tenth graders of Senior High School. In observing stage, the multimedia shows a video illustrating about people's characteristics. To make students more interested in the lesson, the picture shown in the multimedia are animated famous figures. Students are required to observe various pictures of people and read aloud the adjectives provided that follow the picture. Learning the right pronunciation of some adjectives, students are instructed to listen to the voices from the multimedia and try to say exactly as what they have heard. Through this phase, students are studying about vocabulary and listening skill. For exploration, the multimedia provides quizzes. As explained before, this phase explores the students' receptive skills through reading and listening activities. SCL process in the both phases is clearly shown when the students do the exercises. They can replay the video by themselves, rewind the audio for several time, and do self correction for every wrong answer. The authentic materials for observing and exploring phases here are taken from British Council's and EFL's video.

In associating stage, students can apply the material in multimedia and connect it with the real condition in their everyday lives. At this stage, students are asked to describe the physical characteristics of their friends according to the material that is already taught in multimedia. All of the students show their active responses to learning process and willingly present their work in front of the class. This associating phase aims at developing the productive language skill of students through speaking.

Assessment used in the multimedia is online evaluation and self-assessment. This kind of assessing models will make students and teacher know immediately the score got by the students from working on the exercises in the evaluation stage. Online evaluation in this multimedia allows teachers to keep the score of the students on computer.

The assessment also accommodate the three learning aspects according to the curriculum of 2013. There are cognitive, affective and psychomotor learning aspects. Teachers can assess students' cognitive abilities through practicing the exercises and doing self-evaluation contained in the multimedia. For the affective aspects, the teacher can observe student's independence, teamwork, and discipline, creativity and responsibility during the multimedia learning process. Whereas the psychomotor assessment can be observed through presentation and writing exercises done by students.

From the explanation above, it is clearly illustrated that multimedia guides the students with clear instructions and easily help them understand as well as operate it. The teacher's role here is just as a facilitator who directs the students to explore the stages of multimedia. Students centered learning is clearly reflected in this system, in which each student can observe and explore the material. Other than that, the multimedia also gives reward and punishment. By including elements of reward and punishment, this multimedia makes students reflect their own ability to do the exercises and answer the questions based on the material.

### **3.7 Self Efficacy**

Self efficacy is not seen as its reference to individualism, but it is more about a strong sense of self belief to adapt and change successfully (Bandura, 1997: 32). Related to learning and teaching, Bandura explains that academic achievements can be predicted by individuals' sense of self-efficacy. In line with it, Multon et al (1991) illustrates the correlation between self efficacy and academic performance by stating that it gives a positive effect on learner's academic performance and persistence. Still, there is another non academic factor influencing self efficacy, it may be less apparent but student's effortful control could also directly or indirectly influence academic achievement (Liew et al, 2008: 516).

From the observations, it is known that the use of the learning multimedia can significantly increase students' self efficacy and motivation during the learning process in the classroom. All students are enthusiastic and attentive to the direction of the teacher about the stages of learning and the stages of use of multimedia. They actively responded to the stimulus provided by the teacher and delighted to learn to use the media. The materials present in the media also conveyed properly and easily understood by the students. As Bandura (1977) explains that individuals' sense of self-efficacy can be predicted by academic achievements, this research notes that high self efficacy is shown from the result of evaluation test. The teacher recorded that 14 (out of 20) students passed the passing grade of evaluation phase (passing grade score is 75).

In the stage of questioning and exploring, the students have the opportunity to ask questions and express ideas or opinions. It enhances creativity and encourages students' initiative in learning. They have the opportunity to ask teacher about the matters which are still questionable. Besides the creativity of the students are also accommodated through the stages of evaluation and exercises. It also stimulates students' responsibility to work on the problems through individual tests in a limited time. The direct scoring makes students more competitive to get maximum score from learning through the media.

The students also give positive response to the use of interactive multimedia in English classroom. It can be known from the students' comments that mostly appreciate the function of multimedia in enhancing their self confidence and boosting their willingness to learn the material. Random interview with the students notes positive comments, such as:

*"It (multimedia) eases me to understand the material that be thought by the teacher. I found it more interesting to learn English by using the interactive multimedia because I can replay the listening material as often as possible." (Vigo Trianto, student of tenth grade of MIA 1)*

*"I like the display. The cartoons are funny. But what I like most is its interactivity. I can operate it by myself. I can go back to the material whenever I feel confused to the questions. The multimedia will directly show my score, right after I finish doing the exercise." (Agathe Citra Apsari, student of tenth grade of MIA 1)*

#### 4 CONCLUSION

The interactive multimedia designed to meet the goals of learning were used to serve the materials, assignments, and assessment interactively. The students must follow the learning process through the direction of interactive multimedia, while the teacher was solely the facilitator. Through this study, it could be seen that the strategies of teaching using interactive multimedia were carried out very well and met the goals. Moreover, it was found that using interactive multimedia was one of the best strategies to facilitate students to experience autonomous learning, motivate students' self-efficacy to be more engaged in the learning process, and create more interactive learning atmosphere.

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# PREDICTING ENGLISH PERFORMANCE OF POLYTECHNIC STUDENTS BY USING TOEIC SCORE AND STUDENT PERCEPTION ABOUT ACADEMIC MOTIVATION

**Sri Endah Kusmartini**

sriendahkusmartini@yahoo.com

**Tiur Simanjuntak**

tiur\_simanjuntak@yahoo.com

*State Polytechnic of Sriwijaya*

Jalan Srijaya Negara Bukit Besar Palembang, Indonesia

## **Abstract**

*This study attempts at predicting English Performance of Polytechnic students by using TOEIC score and student perception about Academic Motivation. The researchers try to find out whether TOEIC score added to Academic Motivation as perceived by the students correlate and give contribution towards English Performance of Polytechnic students. Next, the researchers try to find out whether there is a significant difference in terms of Gender towards English Performance of the students. Finally, the researchers try to find out whether there is a significant difference in terms of Origin towards English Performance of the students. This is a Quantitative Correlational Design. This research involved 60 students of English Department State Polytechnic of Sriwijaya semester one, academic year 2014/2015 as the samples. Academic Motivation Scale by Vallerand et. al. (1992) with some adaptation conducted by the researchers was used to find out the Academic Motivation as perceived by the students. Meanwhile, the average score of Listening 1, Reading 1, Speaking 1, and Writing 1 were used to describe English Performance of the students. TOEIC scores were used to describe TOEIC achievement of the students. Pearson Product Moment Correlation Coefficient, Multiple Regressions and Independent Sample T Test were used to analyze the data. The results reveal that TOEIC score added to Academic Motivation as perceived by the students correlated and gave contribution towards English Performance of the students. Furthermore, the difference in terms of Gender towards English Performance of the students was not significant and the difference in terms of Origin towards English Performance of the students was not significant either.*

**Keywords:** *English Performance, TOEIC, Academic Motivation*

## **1 INTRODUCTION**

As one of higher educational institutions in Indonesia, polytechnic carries out vocational education system in several domains of science and technology (*Peraturan Pemerintah Republik Indonesia Nomor 4, 2014*). In Palembang, State Polytechnic of Sriwijaya also

carries out vocational educational system. State Polytechnic of Sriwijaya has a vision to be a superior and leading vocational institution (Politeknik Negeri Sriwijaya, 2009). To gain the goal, State Polytechnic of Sriwijaya empowers all of its strength to improve the education in the field of engineering and non-engineering on the basis of quality assurance system (Politeknik Negeri Sriwijaya, 2009).

It is understood that industries grow very fast nowadays. They apply very competitive requirements for their prospective employees. In general, the industries require the prospectus employees to have good academic background in relevant discipline, have good soft skills, still young, have good TOEFL or TOEIC score, physically and mentally healthy, and fluent in English both oral and written. Even, if the graduates want to have their own businesses, they have to compete with other competitors. They will be left behind if they do not have such competencies needed to develop the businesses. For that purposes, the management of State Polytechnic of Sriwijaya tries hard to assure that the graduates can fulfil all of those requirements.

Many efforts have been conducted by management and all staffs in terms of improving hard skills as well as soft skills of the students. In terms of hard skills, the management has decided to develop the education in the field of engineering and non-engineering on the basis of quality assurance system (Politeknik Negeri Sriwijaya, 2009). In terms of soft skills, the management empowers all of its strength to improve the students' soft skills by motivating, mediating and facilitating the students to be active and involved in co-curricular activities and extra-curricular activities available in and outside of the campus. Therefore, it can be hoped that the graduates can meet the requirements asked by the users especially in terms of hard skills and soft skills.

In terms of English competencies, the management has been working very hard and smart to develop English competencies of the students by preparing, conducting and evaluating English learning in and outside of the classroom in curricular, co-curricular and extracurricular activities. Furthermore, for new students, the management applies TOEIC because the management beliefs that it is really needed so that the management and English lecturers will understand what to do regarding the availability of English performance of new students whether to improve or to maintain their English performances in order to fulfil the requirement needed by industries and other relevant institutions after the students have graduated. Moreover, this decision is also based on the facts that many institutions around the world have applied TOEIC to hire the prospectus employees (see <https://www.ets.org/toeic>). Therefore, the decision to apply TOEIC is considered logical and in line with the needs of the graduates of State Polytechnic of Sriwijaya to have good and promising jobs.

In line with this belief, the researchers tried to investigate whether there is a significant correlation between TOEIC score and English Performance of the students. This investigation is very important so that the management can decide whether to continue or to stop the program of applying TOEIC to new students. Next, the researchers also tried to investigate whether there is a significant correlation between Academic motivation as perceived by the students and English performance of the students. This investigation is much needed so that the management and all lecturers and staffs understand what to do regarding the academic motivation of the students whether to improve the academic motivation of the students or not. After that the researchers tried to investigate whether TOEIC score added to Academic Motivation as perceived by the students correlate and give contribution towards English Performance of the students. Next, the researchers tried to investigate whether there is a significant difference in terms of Gender towards English Performance of the students. This investigation is essential so that management and all English lecturers understand whether to apply the same or

different approach to each gender. Finally, the researchers tried to investigate whether there is a significant difference in terms of Origin towards English Performance of the students. This investigation is also essential for the management and all English lecturers so that they understand whether they have to apply the same or different approach and techniques to students from different origin.

In terms of academic motivation, Christiana (2009) mentioned that motivation of students is very important for better output in the academic pursuit. Kusmartini (2012) reported that academic motivation of English Study Program students, Sriwijaya State Polytechnic correlated significantly towards their writing achievement. Moreover, Kusmartini (2012) stated that positive correlation between academic motivation of English Study Program students, Sriwijaya State Polytechnic and their writing achievement implies that the higher the academic motivation given to English Study Program students, Sriwijaya State Polytechnic, the better their writing achievement. In terms of the best predictor of school performance, Tiwari, Tiwari and Sharma (2014) reported motivational belief as well as self regulated learning as the best predictor of school performance.

In terms of gender, Hyde, Fennema and Lamon (1990) reported that Gender differences in mathematics performance are small. Meanwhile, Kusmartini (2012) reported that there was no significant difference in terms of gender towards writing achievement of the students. It can be seen that there was slight difference between those results. Therefore, research on gender is still needed to find out whether lecturers should perform the same or different approach to both genders.

In terms of origin, Alok and Arijesuyo (2013) reported that there is no significant difference in the academic performance of students from rural environment. Meanwhile, Obasi (2011) reported that one consistent indicator of differences in school certificate geography achievement is school location. It can be seen that there was a difference in terms of origin of the students towards their academic achievement. Therefore, research on origin of the students is much needed to find out whether lecturers should perform the same or different approach to students from urban as well as from rural community.

## **2 METHOD**

This is a Quantitative Correlational Design. There were 3 variables in this current research. The independent variables were TOEIC Score and Academic Motivation. Meanwhile, the dependent variable was English Performance of the students. This research involved 60 students of English Department State Polytechnic of Sriwijaya semester one, academic year 2014/2015 as the samples.

The variable of TOEIC Score means the TOEIC Score of the students of English Department State Polytechnic of Sriwijaya semester one. The variable of Academic Motivation means the Academic Motivation as perceived by the students of English Department State Polytechnic of Sriwijaya semester one. The dimensions of the variable of Academic Motivation were intrinsic motivation (to know, toward accomplishment, and to experience stimulation), extrinsic motivation (identified, introjected, and external regulation), and amotivation. The number of the dimension was three and the number of item was 28. Academic Motivation Scale by Vallerand et.al. (1992) with some adaptation conducted by the researchers was used to find out the Academic Motivation as perceived by the students. The lowest possible score was 7 and the highest possible score was 196. Finally, the variable of English Performance means English performance of the students of English Department State Polytechnic of Sriwijaya semester one.

The objectives of this research were to investigate whether TOEIC score added to Academic Motivation as perceived by the students correlated and gave contribution towards English Performance of Polytechnic students; to investigate whether there was a significant difference in terms of Gender towards English Performance of the students; and to investigate whether there was a significant difference in terms of Origin towards English Performance of the students.

The average score of Listening 1, Reading 1, Speaking 1, and Writing 1 were used to describe English Performance of the students. TOEIC scores which were taken from the archive of English Department were used to describe TOEIC achievement of the students. Pearson Product Moment Correlation Coefficient, Multiple Regressions, and Independent Sample T Test were used to analyze the data.

### 3 FINDINGS AND DISCUSSION

The title of this current research was “Predicting English Performance of Polytechnic Students by Using TOEIC Score and Student Perception about Academic Motivation”. The Independent variables of this research were TOEIC Score and Academic Motivation as perceived by the students. Meanwhile the dependent variable was English Performance of the students.

The researchers tried to find out whether TOEIC score added to Academic Motivation as perceived by the students correlated and gave contribution towards English Performance of Polytechnic students. The researchers also tried to find out whether there was a significant difference in terms of Gender towards English Performance of the students. Finally, the researchers tried to find out whether there was a significant difference in terms of Origin towards English Performance of the students. The following was the descriptive statistics of the variables.

*Table 1 Descriptive Statistics of the Variables*

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
English Performance	60	68.13	85.94	76.1577	3.46572	.564	.309
TOEIC score	60	165	690	412.08	121.587	.201	.309
Academic Motivation	60	144	190	163.53	12.887	.379	.309
Valid N (listwise)	60						

In terms of English Performance, the minimum score of 60 respondents was 68.13; the maximum score was 85.94; the mean score was 76.1577; and the standard deviation was 3.46572. The ratio of Skewness of English Performance was 1.8252 (0.564: 0.309). Because the ratio was between -2 and 2; therefore it can be said that the data were

distributed normally. In terms of TOEIC, the minimum score of 60 respondents was 165; the maximum score was 690; the mean score was 412.08; and the standard deviation was 121.587. The ratio of Skewness of TOEIC Score was 0.6505 (0.201: 0.309). Because the ratio was between -2 and 2; therefore it can be said that the data were distributed normally. The respondents who responded and submitted the questionnaire about Academic motivation as perceived by the students were 60 persons. The minimum score was 144; the maximum score was 190; the mean score was 163.53; and the standard deviation was 12.887. The ratio of Skewness of TOEIC Score was 1.2265 (0.379: 0.309). Because the ratio was between -2 and 2; therefore it can be said that the data were distributed normally.

The following was the table about the correlation between TOEIC Score and English Performance of the students.

**Table 2***The Correlation between TOEIC Score and English Performance of the Students*

		TOEIC Score	English Performance
TOEIC Score	Pearson Correlation	1	.678**
	Sig. (2-tailed)		.000
	N	60	60
English Performance	Pearson Correlation	.678**	1
	Sig. (2-tailed)	.000	
	N	60	60

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The table showed that the correlation between TOEIC score and English performance of the students was 0.678. Moreover, the probability value was 0.000 which was lower than the alpha level ( $0.000 < 0.05$ ). Sugiyono (2008) mentioned that the level of correlation starting from 0.60 until 0.799 was categorized as strong correlation. Therefore, it can be concluded that there was a significant correlation between TOEIC score and English Performance of the students. Furthermore, the correlation was strong.

The following was the table about the correlation between Academic Motivation and English Performance of the students.

**Table 3** *The Correlation between Academic Motivation and English Performance of the Students*

		Academic Motivation	English Performance
Academic Motivation	Pearson Correlation	1	.681**
	Sig. (2-tailed)		.000
	N	60	60
English Performance	Pearson Correlation	.681**	1
	Sig. (2-tailed)	.000	
	N	60	60

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The table showed that the correlation between Academic Motivation and English performance of the students was 0.681. Moreover, the probability value was 0.000 which was lower than the alpha level ( $0.000 < 0.05$ ). Sugiyono (2008) mentioned that the level of correlation starting from 0.60 until 0.799 was categorized as strong correlation. Therefore, it can be concluded that there was a significant correlation between Academic Motivation and English Performance of the students. Furthermore, the correlation was strong.

The following was the table about the correlation and the contribution between TOEIC Score added to Academic Motivation towards English Performance of the students.

**Table 4** *The Correlation and the Contribution between TOEIC Score added to Academic Motivation towards English Performance of the Students*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.683 <sup>a</sup>	.467	.448	2.57473	2.150

a. Predictors: (Constant), Academic Motivation, TOEIC score

b. Dependent Variable: English Performance

The table showed that the correlation between TOEIC score added to Academic Motivation as perceived by the students towards English Performance of the students was 0.683. The table also showed that TOEIC score of the students added to Academic Motivation as perceived by the students gave 46.7% contribution to English Performance of the students.

The following was the table about the influence of TOEIC Score added to Academic Motivation towards English Performance of the students.

**Table 5** *The Influence of TOEIC Score added to Academic Motivation towards English Performance of the Students*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	<b>Regression</b>	330.798	2	165.399	24.950	.000 <sup>a</sup>
	<b>Residual</b>	377.865	57	6.629		
	<b>Total</b>	708.664	59			

a. Predictors: (Constant), Academic Motivation, TOEIC score

b. Dependent Variable: English Performance

From the table above, it can be seen that the F-obtain was 24.950. Meanwhile the F-table was 3.159 (df 1= the number of the variables – 1 = 2, and df 2 = the number of data – the number of independent variables – 1 = 60 – 2 - 1 = 57). Because F-obtain was bigger than F-table (24.950 > 3.159) and the significance was smaller than  $\alpha$  0.05 (0.000 < 0.05); therefore it can be concluded that TOEIC score of the students added to Academic Motivation as perceived by the students influenced English Performance of the students simultaneously. The following was the output of group statistics in terms of Gender towards English Performance of the students.

**Table 6** *Group Statistics in terms of Gender towards English Performance of the Students*

	Gender (Male =1, Female = 2)	N	Mean	Std. Deviation	Std. Error Mean
<b>English Performance</b>	1	13	76.0508	4.02826	1.11724
	2	47	76.1872	3.34193	.48747

The table showed the English performance of the students based on gender. The number of male respondents was 13 persons and the number of female respondents was 47 persons. The mean of male respondents was 76.0508 and the mean of female respondents was 76.1872. The standard deviation of male respondents was 4.02826 and the standard deviation of female respondents was 3.34193. The standard error mean of male respondents was 1.11724 and the standard error mean of female respondents was 0.48747.

The following was the difference in terms of Gender towards English Performance of the students.

**Table 7** *The Difference in terms of Gender towards English Performance of the Students*

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
English Performance	.308	.581	-.125	58	.901	-.13646	1.09522	-.232879	2.05586
			-.112	16.845	.912	-.13646	1.21895	-.271004	2.43711

The table showed that the significance was bigger than  $\alpha$  0.05 ( $0.581 > 0.05$ ). It can be concluded that the group data (male and female group data) has the same variance. Therefore, equal variance assumed should be used to have this independent sample T test.

From the output, it can be seen that T-obtain (using equal variances assumed) was -0.125. The degrees of freedom (df) was 58 ( $n - 2 = 58$ ); therefore, the t-table was -2.002. T-obtain was bigger than t-table ( $-0.125 > -2.002$ ) and the significance was bigger than  $\alpha$  0.05 ( $0.901 > 0.05$ ). Therefore it can be concluded that there was no significant difference in terms of gender towards English Performance of the students.

The following was the output of group statistics in terms of Origin towards English Performance of the students.

**Table 8** *Group Statistics in Terms of Origin towards English Performance of the Students*

	Origin (1=Urban, 2=Rural)	N	Mean	Std. Deviation	Std. Error Mean
English Performance	1	50	76.3468	3.50922	.49628
	2	10	75.2120	3.24064	1.02478

The table showed the English performance of the students based on Origin. The number of urban respondents was 50 persons and the number of rural respondents was 10 persons. The mean of urban respondents was 76.3468 and the mean of rural respondents was 75.2120. The standard deviation of urban respondents was 3.50922 and the standard



deviation of rural respondents was 3.24064. The standard error mean of urban respondents was 0.49628 and the standard error mean of rural respondents was 1.02478.

The following was the difference in terms of Origin towards English Performance of the students.

**Table 9** *The Difference in terms of Origin towards English Performance of the Students*

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
English Performance	Equal variances assumed	.018	.894	-.944	58	.349	1.13480	1.20166	-1.27059	3.54019
	Equal variances not assumed			-.997	13.579	.336	1.13480	1.13863	-1.31443	3.58403

The table showed that the significance was bigger than  $\alpha$  0.05 ( $0.894 > 0.05$ ). It can be concluded that the group data (urban and rural group data) has the same variance. Therefore, equal variance assumed should be used to have this independent sample T test.

From the output, it can be seen that T-obtain (using equal variances assumed) was -0.944. The degrees of freedom (df) was 58 ( $n - 2 = 58$ ); therefore, the t-table was -2.002. T-obtain was bigger than t-table ( $-0.944 > -2.002$ ) and the significance was bigger than  $\alpha$  0.05 ( $0.349 > 0.05$ ). Therefore it can be concluded that there was no significant difference in terms of Origin towards English Performance of the students.

The absolute score from 66 to 79 can be categorized as good score and the absolute score from 80 to 100 can be categorized as very good score (Politeknik Negeri Sriwijaya, 2009), the minimum score (68.13) and the maximum score (85.94) got by the students showed that the respondents got good score and very good score on their English performances. TOEIC mean score of 412.08 showed that in average the respondents were in the level of elementary proficiency plus. In this level, according to TOEIC® Scores and Conversion Table (retrieved from <http://wie.ac.nz/toeicconversion.htm>) the respondents can initiate and maintain predictable face-to face conversations and satisfy limited social demands.

The significant and strong correlation between TOEIC score and English Performance of the students showed that the higher the TOEIC Score, the better the English Performance of the students. Furthermore, a strong and significant correlation between Academic Motivation and English Performance of the students showed that the

higher the academic motivation, the better the English Performance of the students. The result also means that if the management and English lecturers want the students to get better English Performance, the academic Motivation of the students should be improved too. The result that there is a significant correlation between Academic Motivation and English performance of the students is in line with the research conducted by Christiana (2009); Kusmartini (2012); and Tiwari, Tiwari and Sharma (2014).

The correlation between TOEIC score added to Academic Motivation as perceived by the students towards English Performance of the students showed that the higher the TOEIC Score and Academic Motivation, the better the English Performance of the students. 46.7% contribution to English Performance of the students showed that there were 53.3% of the variances were influenced by other factors outside of TOEIC Score and Academic Motivation.

The result that there was no significant difference in terms of gender towards English Performance of the students is in line with the research conducted by Kusmartini (2012) but it is not in line with the research conducted by Hyde, Fennema and Lamon (1990). There was no significant difference in terms of gender towards English Performance of the students showed that male and female students have the same chance to get good English performance.

There was no significant difference in terms of Origin towards English Performance of the students. It was in line with the research conducted by Alok and Arijesuyo (2013) but it was not in line with the research conducted by Obasi (2011). This current research showed that urban students as well as rural students have the same chance to get good English Performance.

#### **4 CONCLUSIONS AND SUGGESTIONS**

There was a significant correlation between TOEIC score and English Performance of the students. Furthermore, the correlation was strong. The significant and strong correlation between TOEIC score and English Performance of the students showed that the higher the TOEIC Score, the better the English Performance of the students. Next, there was a significant correlation between Academic Motivation and English Performance of the students and the correlation was strong too. A strong and significant correlation between Academic Motivation and English Performance of the students showed that the higher the Academic Motivation, the better the English Performance of the students.

The correlation between TOEIC score added to Academic Motivation as perceived by the students towards English Performance of the students was 0.683. TOEIC score of the students added to Academic Motivation as perceived by the students influenced English Performance of the students simultaneously and gave 46.7% contribution to English Performance of the students. It showed that there were 53.3% of the variances were influenced by other factors outside of TOEIC Score and Academic Motivation.

The difference in terms of Gender towards English Performance of the students was not significant. It showed that male and female students have the same chance to get good English performance. Finally, the difference in terms of Origin towards English Performance of the students was not significant either. It showed that urban and rural students have the same chance to get good English Performance.

It is suggested to continue this current research to find out why and how TOEIC score added to Academic Motivation as perceived by the students correlated and gave contribution towards English Performance of the students. Furthermore, it is also suggested to find out why the difference in terms of Gender towards English Performance

of the students was not significant and the difference in terms of Origin towards English Performance of the students was not significant either.

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# EXPANDING STUDENTS' LANGUAGE AWARENESS AND PRESERVING LOCAL WISDOM THROUGH FOLKTALES

**Joesasono OediartiSoelistijowati**  
joesa\_os@yahoo.com

**Lambang Erwanto**  
lambangerwanto@yahoo.com

*University of PGRI Adi Buana Surabaya*  
Jl. Dukuh Menanggal XII Surabaya

## **Abstract**

*In many countries around the world, literature is highly valued. Based on this reason, students of English education department may experience a real sense of achievement at tracking literary materials in the classroom. Asking students to retell short stories from their own culture before getting them to read an authentic story in English on a similar theme could be highly motivating. A good novel or short story, a play and a poem are good materials for teaching English. If the materials are carefully chosen, students will feel that what they do in the classroom is relevant and meaningful to their own lives. Literature can provide students with access to the culture of the people whose language they are studying. Literary texts in English reflect the rich and fascinating diversities of our world. The purpose of this paper is to show that literature in language teaching is very crucial in the global era for expanding students' language awareness and preserving local wisdom through folktales to create interesting and amazing atmosphere.*

**Keywords:** *language awareness, local wisdom, folktales*

## **1 BACKGROUND**

Using literature in teaching English as a teaching material is very difficult to apply because it is considered not an interesting one, especially in speaking class. While Lazar stated that "Literature means to meet a lot of people, to know other different pointsof view, ideas, thoughts, and minds to know ourselves better"(1993:1). This paper talks about using literature in teaching English for expanding students' language awareness and preserving local wisdom through folktales in speaking class. We quoted Lazar's statement because it consists of the criteria that the students need in speaking ability.

We use literature in English language teaching because the study of literature can develop the students' literacy competence at university level. It makes literature itself the content or subject of a language course, while the use of literature as a resource,draw on literature as one source among many different kinds of texts for promoting interesting language activities inside or outside the class. Clearly, if it is the study of literature which has the aim in developing the literary competence of the students is crucial in language teaching.

The use of literature in English language teaching is important because it is very motivating to be learnt. The material is authentic and has general educational value. Moreover, it can help students to study another culture. Consequently, it can help them to develop interpretive and understanding abilities. Furthermore, it expands students' language awareness, encourage them to talk about their opinions and willingness which is highly valued and has a high status. The use of literature in English language teaching is as stimulus of language acquisition. This will give impact to the students to have a joyful and fun atmosphere.

Folktales are parts of folklore which represent the values of culture that they come from. It can open the students' mind of how to deal with kindness, steadfastness, bravery and honesty. Honesty in this case is self-evident which is possessed by human being that invokes trust and similar honesty on the part of others. Steadfastness was often represented by the hero who is always tough in facing his life. Bravery takes from risking danger or some other test usually for the benefit of someone else. Kindness refers to someone's wisdom reflection.

Based on the preceding statements, it can be concluded that folktales can be used in English language teaching for preserving local wisdom through moral values.

Finally, the use of literature in English language teaching will help the students to stimulate their imagination, develop their critical abilities and increase their emotional awareness which will empower their abilities to grapple the text and its language that relates to the values and traditions of their own society.

## **2 DISCUSSION**

### **2.1 Language Awareness**

Literature is a useful tool for encouraging students to draw on their own personal experiences, feelings and opinions. It helps students to become more actively involved both intellectually and emotionally in learning English, and as the aids of language acquisition. It can be used as an excellent stimulus for group work.

Some people view of adult education is one of andragogy. This science and art of teaching adults is based on two concepts: the adult learner is self-directed and autonomous; the lecturer is a facilitator rather than presenter of content. There is an assumption that the learner arrives in the classroom with a skill set and knowledge base that will be enhanced by the new learning experience. Developmental learning theory derives from cognitive psychology and believes that adult students have already developed their own cognitive maps and strategies to guide their interpretation of the world. They learn by doing and learning new knowledge and skills which they then associate with previous learning and experience. Prior learning is acknowledged as well as assumed.

Material is chosen on the basis of whether it is appropriate to students' interest and will stimulate a high level of personal involvement. Material is often organized thematically, and may be placed alongside non-literary materials which deal with a similar theme.

A language-based approach is quite a broad approach which covers a range of different goals and procedures. Generally speaking, proponents believe in a closer integration of language and literature in the classroom, since this will help the students in achieving their main aim – which is to improve their knowledge of literature and proficiency in English.

A language-based approach to using literature includes techniques and procedures which are concerned more directly with the study of the literary text itself. The aim here is to provide the students with the tools they need to interpret a text and to make competent critical judgements of it. Here the method of stylistics or stylistic analysis is frequently adopted. Stylistics involves the close study of the linguistic features of a text in order to arrive at an understanding of how the meanings of the text are transmitted.

The advantages of using literary texts for language activities are that they offer a wide range of styles and registers; they are open to multiple interpretations and hence provide excellent opportunities for classroom discussion; and they focus on genuinely interesting and motivating topics to explore in the classroom (Duff and Maley, 1990, p.6 in Lazar).

Ellis defines language awareness as “explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching and language use, Association for Language Awareness (ALA, 2012, p.2 in Ellis). Hawkins in Ellis (1999, p.4). Language learning contributes to language awareness in providing positive feedback on the mother tongue and culture stereotypes.

Language awareness blends a) content about language, b) language skill, c) attitudinal education and d) metacognitive opportunities, which allow the students to reflect on the process of language acquisition, learning and language use. All four of these aspects of language awareness need to be integrated into the existing subject areas. A focus on language awareness is a key aspect of creating student-centered classrooms, and assists the teacher to present material accordingly to student readiness (Bilash and Tulasiewicz, 1995, p.49 in Bilash, 2011).

Language awareness has an “affective element-it engages and helps to evolve attitudes and values”. It encourages teachers to become “autonomous and robust explorers of language (Wright and Bolitho, 1993, p. 299).

Literature on language teacher’s cognition, which is the study of language teachers’ knowledge, beliefs and assumptions about language, language learning and language teaching. Emerges from the interest in teachers’ cognition in general education in the 1980s (e.g., Shavelson and Stern, 1981 in Ellis p.9).

It can be concluded that language awareness is how to encourage the language learner to the reflection of the process on language learning as well as establishing desired knowledge, skills and disposition.

Building language awareness also involves helping students gain a positive attitude toward the target language by developing the confidence to make an attempt or take a risk. By becoming conscious of strategies that can be used to learn the second language, students may become more active in and more responsible for their own learning. Learning more about language in general may help the student develop an appreciation for the target language (Bilash, 2011).

The implementation of language awareness in our speaking class also needs literary competence based on the students’ experiences which concentrates on genre, plot, appropriate diction and folktales choice. The genre that we use in speaking class is folktales which belong to traditional prose. Plot is used to explain the chronological events of the folktales. Appropriate diction will represent the stylistics use. Translation is also needed in the implementation of language awareness which aims to get the right translation of the chosen folktales in order to obtain the proper syntax.

## 2.2 Local Wisdom

Under the influence of globalization communities from Western countries that place importance on economic development and consumerism. Consequently, people in the country have become dominated mentally, intellectually and culturally by forces which are foreign to the traditional atmosphere. Many parents think that their children deserve to get good education with good facilities. The young generation emphasizes relative relationships, respect for seniors, and helpfulness even among strangers. Loss of these values causes problems, namely, moral, ethical, health and environment.

The study of literature provides students with an occasion for focused moral reflection and dialogue, an occasion to examine what informs the moral compass guiding fictional lives. Adolescents need a constructive context within which to talk about the lives of others, how they sorted out conflicting desires and learned (or failed to learn) to make their actions consistent with their ideals. Characters in stories are distant enough not to pose a threat to adolescents' ambitions or self-image. Literature gives students privileged insight into the moral journey of a life to discover an authentic individuality, conceiving great ideals, agonizing over relationships to others, burdened by a sense of fate beyond their control, wondering whether the life choices they make will be the right ones (Appleyard in Bohlin 2005:27). Fictional characters' struggles are of interest to students as they set a course for their own life journey, make their own choices, and in doing so, give consideration to the kind of person they would like to become. Characters in literature often reveal their struggle with conflicting desires (Bohlin, 2005:28). Characters in literature provide us with examples of the various ways human beings deal with fun, happiness, sadness and anger.

Local wisdom is basic knowledge gained from living in balance with nature. It is related to culture in the community which is accumulated and passed on. This wisdom can be both abstract and concrete, but the important characteristics are that it comes from experiences or truth gained from life. The wisdom from real experiences integrates the body, the spirit and the environment. It emphasizes respect for elders and their life experiences. Moreover, it values morals more than material things (Nakorntap et. al., 1996 in Miss Roikwanphut Mungmachon, International Journal of Humanities and Social Science Vol. 2 No. 13; July 2012)

Local wisdom is dynamic and flexible to the global situation. It is simple but elaborative and comprehensive. It is usually oral in nature. It is adapted to local, cultural, and environmental conditions. It is dynamic and flexible. It corresponds with quality and quantity of available resources. It copes well with changes (Padmanugraha, 2010).

### 2.2.1 Knowledge and Local Wisdom

Community knowledge is transmitted through tradition (Settaboonsang, 2006). Community knowledge is obtained from both within and outside the community. It is used in ways that benefit the community and in ways which it can be passed on. The Thailand Research Fund categorizes community knowledge into three classes. (1) Knowledge to maintain the community is its history, important stories, main values, culture, traditions, regulations, and the important teachings of the community. This knowledge is an indicator of the community's strength in the face of the flow of changing values. (2) Knowledge for a living is the knowledge of occupations, religion, and training for development of the potential quality and health of the members. (3) Knowledge of establishing harmony is the knowledge which comes from people's enjoyment of life or the general knowledge found in coffee shops, retail shops, or meeting places such as temple halls and school sport fields. This knowledge includes storytelling, lullabies, harvest songs, everyday stories and general news. It establishes harmony through close

relationships, enjoyment and strength among the members. They value elders who have knowledge that comes from life experiences (Thailand Research Fund, 2009, February 15 in Miss Roikwanphut Mungmachon, *International Journal of Humanities and Social Science* Vol. 2 No. 13; July 2012).

### 2.3 Folktales

Spaulding (2011:36) defines folktales as those stories that have been told through many generations for so long that no one knows who originally thought them up, who change them, or how.

#### (a) Motivating, Authentic and has a General Value.

Literature exposes students to complex themes and fresh, unexpected uses of language. If the students are familiar with literature in their own language, then studying some literature in English can provide an interesting and thought-provoking point of comparison. A folktale may elicit a powerful emotional response from students. If the materials are carefully chosen, students will feel that what they do in the classroom is relevant and meaningful to their own lives.

Asking students to retell short stories from their own culture before getting them to read an authentic story in English on a similar theme could be highly motivating. Literary texts in English reflect the rich and fascinating diversities of our world. Literature can provide students with access to the culture of the people whose language they are studying. They are written by authors living in many different countries and widely divergent cultures which have general value.

#### (b) Help Students to Study and Understand Another Culture

Literature in English language teaching does encourage students to become broadly aware of the social, practical and historical events which form the background to a particular folktale. At the same time, literature does seem to provide a way of contextualizing how a member of a particular society might behave or react in a specific situation. In other words, using literature with our students may enable them to gain useful and often surprising perceptions about how the members of a society might describe or evaluate their experiences. But as this description is very likely to be only a partial one, we should encourage students to treat it critically. In fact, our response to the cultural aspect of literature should always be a critical one, so that the underlying cultural and ideological assumptions in the texts are not merely accepted and reinforced, but are questioned, evaluated and, if necessary, subverted (Lazar, 1993:17).

#### (c) Develop Interpretive Abilities

Any learning of a new language would seem to involve the learner in the forming of hypotheses and the drawing of inferences, whether these relate to when a particular idiom is used appropriately, how far a grammatical rule can be generalized or what is implied behind the literal meaning of what someone says in a conversation. It has been argued that literature is a particularly good source for developing students' abilities to infer meaning and to make interpretations (Rossner's interview with Widdowson in *ELT Journal* 37/1). Thus, by encouraging our students to grapple with the multiple ambiguities of the literary text, we are helping to develop their overall capacity to infer meaning. This very useful skill can then be transferred to other situations where students need to make an interpretation based on implicit or unstated evidence. This skill will be better if it is supported by a reader response theory. Reader response defined as a theory that has many



different manifestations, but essentially, the text is seen to interact with the reader who brings all his/her experiences (cultural, social, cognitive, emotional, literary, linguistic) to bear in the engagement with a text (Sotter,1999:8).

To develop interpretive abilities in speaking class, we use Ande Ande Lumut story. We can find many symbols in this story. Symbol is defined as something that means more than what it is (Perrine,1963:69). The symbols that we discuss in Ande Ande Lumut story are kiss, *temuruno* (please get down), the shit of cows and a piece of palm leaf rib which is called *sodho lanang* in Javanese, and water. The kiss symbolizes women's virginity, while *temuruno* (please get down) symbolizes the holy place for Javanese whose religion are Hindhu. The shit of cows and *sodho lanang* symbolize self protection. Water symbolizes purifying. The fifth symbols are very interesting issues to be discussed but the students only interested in the kiss as an essential one to be explored. The highlighted issue to be discussed in the folktale is the Yuyu Kangkang's (The Crab Monster) kiss toward the three Kletings (Kleting Abang (Red Kleting), Kleting Biru (Blue Kleting), and Kleting Ijo (Green Kleting)). Being kissed by Yuyu Kangkang, they lost their virginity. In Javanese culture, it is very important to keep women's virginity before their marriage based on the story discussed. Yuyu kangkang's kiss is symbolizing the kiss of death. It is not physically death but psychologically because it is about virginity. Demirjian (2006: xiv) stated that she remembered believing that only married people could kiss on the lips. Demirjian had sensed there was an intimacy to this sacred act that warranted an official union. Since kissing is considered sacred, it is not allowed to do kissing without any commitment, such as marriage. According to one of her correspondences who expressed his/her feeling that a kiss is an intimate coming together of lips between two people who want to get closer (2006:20). A kiss is something important for those who build their long lasting relationship in marriage. But the kisses done by Yuyu Kangkang and the three Kletings are not sacred because they are done for satisfying his desire. Furthermore, Gourmont in Demirjian (2006:29) that women still remember their first kiss long after men has forgotten their last. The kissing will stay in their mind forever which will haunt the three Kletings' mind that make them always think about Yuyu Kangkang's unforgettable kiss. The unforgettable kiss is considered that the three Kletings had lost their virginity psychologically, which means loyalty, even though they are still physically virgin. When the three Kletings' lost their virginity psychologically, they had lost their loyalty as well. Loyalty is very important in developing future commitment, such as marriage. Consequently, Ande Ande Lumut rejects the three Kletings' loves. The moral value in the story tells us that we have to keep our virginity both psychologically and physically as well as we can, in other words, the prestigious Javanese women are valued by their loyalty for their future commitment in marriage.

#### **2.4 Expand Students' Language Awareness**

In folktales students learn to interpret the themes more easily. By focusing on the deviant use of the verb, we are helping students not only aware to become aware of specific stylistic effects in literary work, but also to consider how this effect is achieved by departing from a norm. For the language learner, stylistics has the advantage of illustrating how particular linguistic forms function to convey specific messages. It uses terminology and a set of procedures reasonably familiar to students (those of grammatical description) to reach and justify literary intuitions. In the same time, we are involving them in process of discovering more generalisable features of language like usual rules of syntax and cohesion in plot. For example, in expanding students' language awareness and preserving local wisdom through folktales in speaking class, we use Ande Ande Lumut story. We

can find many symbols in this story for the implementation of stylistic. The symbols that we discuss in Ande Ande Lumut story are kiss, *temuruno* (please get down), the shit of cows and a piece of palm leaf rib which is called *sodho lanang* in Javanese, and water. The students can imply the syntax by changing past tense into present tense in retelling the story which applies the chronological plot to reach their cohesion understanding of the plot. Furthermore, they are able to describe that the moral value which reflecting the local wisdom where the story comes from, will be applied forever no matter in the global era, like this moment which a lot of moral decadences occurred.

### **2.5 Encourage Students to Talk**

Focusing on a task which demands that students express their personal responses to this multiple levels of meaning can only served to accelerate the students' acquisition of language. Acquisition may also be accelerated because the overall context for processing the new language is so striking. This language with enhance the students' abilities to explore their understanding on a specific folktales, such as Ande Ande Lumut, as it is stated in the previous subheading. The students encourage in giving opinion based on their personal responses to the story by transferring the language that is Indonesian to English using contextual translation which aims to accelerate their foreign language acquisition and speaking ability.

## **3 CONCLUSION**

Using literature in English language teaching can guide students towards a more sensitive understanding and appreciation of the literary competence and develop interpretive abilities at university level.

Stylistic, which involves the enclose study of literature, has two main objects: firstly, to enable students to make meaningful interpretations of the folktales; secondly, to expand students' knowledge and awareness of the language in general.

For the language learner, stylistics has the advantage of illustrating how particular linguistic forms function to convey specific messages. It uses terminology and a set of procedures reasonably familiar to students (those of grammatical description) to reach and justify literary intuitions. In this way it is not only helps students to use their existing knowledge of the language to understand and appreciate folktales but also deepens their knowledge of the language itself. Stylistic analysis can also provide a way of comparing different types of folklore (whether folktales or fairy tales) in order to ascertain how they fulfill different social functions.

Thus, integrated literary competence, good translation, proper syntax and stylistic will expand students' language awareness and preserve local wisdom through folktales in speaking class.

In conclusion, we can use literature in English language teaching to expand students' language awareness and preserve local wisdom by designing an integrated syllabus which suitable with the students level of education.

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# THE APPLICATION OF DIRECT METHOD IN TEACHING ENGLISH TO IMPROVE JAPANESE STUDENT'S SPEAKING SKILL

Ni Luh Nyoman Seri Malini  
Sherly Lusiana Boru Simorangkir  
seri.malini@unud.ac.id

Udayana University  
Denpasar Bali Indonesia

## **Abstract**

*This research aimed at finding out how direct method applied in order to improve the speaking skill of beginner level student at English Course SIKI - BALI. The finding shows that student's achievement continuously increase during the application of the method. The aspects of speaking skill which are used as indicator in assessing the development are vocabulary, pronunciation, structure, fluency, and comprehension. The improvement of vocabulary significantly comes from noun, adjective, and verb category. The improvement from pronunciation aspect can be seen from the correct pronunciation of /ʃn/ and /r/. The improvement of structure can be seen from the use of adverb frequency and past tense verb (V2). The improvement of comprehension, student is able to understand some of the teacher's expressions which could not be understood before.*

**Keywords:** *Speaking skill, direct method*

## **1 INTRODUCTION**

Speaking is one of the producing skills. It cannot be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking cannot be separated from pronunciation as it encourages learners to learn the English sound. Harmer, (in Tarigan, 1990: 12) states that when teaching speaking or producing skill, we can apply three major stages, those are (1)Introducing new language, (2) Practice, (3) Communicative activity. Wallace (1978:98) adds that oral practice (speaking) becomes meaningful to students when they have to pay attention what they are saying. Thus, the students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation.

Speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary. Nunan (in Ghazali, 2010: 253) states that there are many effective aspects of oral communication (speaking). They are; vocabulary, pronunciation, structure, fluency, and comprehension

In fact, teaching English nowadays both in the formal and informal institutions, mostly apply the grammar translation method. By using this method, both the students and

teacher may use their first language which is easier for the students to understand the grammatical structure of the target language. In applying this method, the students are taught about the grammatical structure, and more focus on writing skills. This causes the students have good understanding in writing skill but very poor in speaking skill because the students have a little opportunity in practicing the language.

Considering the above matters, there are some ideas arise to improve the speaking skill for the students. In this study, the direct method is applied to help the students to improve their English speaking skill. In order to make the application of direct method work effectively, the teacher needs to have some interesting topics that can be discussed with the students in a simple conversation.

Direct method is also known as natural method. In this method, students learn to understand a language by listening to a great deal of it and that they learn to speak it by speaking it associating with appropriate action. Learning a new language through direct association of words and phrases with objects and actions, without the use of the native language by teacher and student. Oral communication skills are built up in a carefully graded progression organized around question and answer exchanges between teachers and students in small intensive classes. Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary is taught by association of ideas. Furthermore, the procedure and principle of direct method based on Richards and Rodgers (1986: 9) are:

- 1) Classroom interaction was conducted exclusively in the target language.
- 2) Only everyday vocabulary and sentences were taught.
- 3) Oral communication skills were built up in carefully graded progression organized around question and answer exchanges between teachers and students in small, intensive class.
- 4) Grammar was taught inductively. It means the rules of grammar should be taught only after students have practiced the grammar points in context.
- 5) New teaching points were introduced orally.
- 6) Concrete vocabulary was taught demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.
- 7) Both speech and listening comprehension were taught.
- 8) Correct pronunciation and grammar were emphasized

## 2 METHOD

According to Brown (2001), "Research is an exploration of experience of one kind or another, sometimes formal and technical, but not necessary". He also states that "a good way of understanding the nature of research is to first experience it by doing it, initially is a simple and elementary way".

This article is based on the research which sourced the data from SIKI BALI English course. Data was collected from a Japanese student at the course. This student was chosen because she was showing low ability in learning English especially at speaking skill. She could understand the grammar and quite good in writing, but she found so many difficulties in speaking. Observation and interview with the student about teaching English using direct method were intensively done for two months. Following statement of Brown and Rodgers (2001: 6) that compiling or collecting data means placing all the data together in one place in such a way that they can be easily analyzed and interpreted, the data in this research were collected through researcher's diary,

interview, and daily communication between the teacher and the student. Before the teaching is carried out, the researcher gave the first interview to know the student's pre existing learning behaviors, attitudes, motivations, and learning difficulties in English especially about the speaking skill. The researcher's diary here deals primarily with recording the activities of the student, which happen during the process of teaching and learning. The result of the interview and researcher's diary will be used as starting points concerning the subject's achievement in learning English. From all the result, the researcher knew the first step in teaching the subject.

The analysis is basically aimed at making the data simpler and to present it in more systematic way. The method to analyze the data was qualitative method. This method was used to describe the characteristic of the data. After all the data were collected from the interview, researcher's diary and the records of the conversation between the student and the researcher, the data were analyzed by two steps. First, the student learning activities are analyzed qualitatively by using observation data that appeared in learning process. Second, the data was analyzed to determine the improvement that has been achieved by the students especially in speaking skill.

### **3 FINDINGS AND DISCUSSION**

This study's main section present further details concerning the research's result conducted for two months to increase student's speaking skill. This chapter described the results of the research that focused on analysis of the improvement of speaking skill, especially in vocabulary, pronunciation, structure, fluency, and comprehension of the student by teaching English through direct method.

In this study, the teacher applied the direct method as an effort to help the Japanese student to improve her speaking skill. To provide an assessment of the ability to speak, the teacher used the five aspects of speaking skill, those are vocabulary, pronunciation, structure, fluency, and comprehension. Speaking skill assessment carried out from the first meeting, early learning until the end of learning English.

### **4 RESULTS OF THE FIRST MEETING**

At the first meeting, the teacher held a basic conversation that aimed to find out the identity of the student and basic English ability that she has already had. This meeting was conducted by interviewing the student so that the teacher knew the first step that must be taken in teaching English to the student, how is the right technique and approach that could be adapted by the teacher depends on the student's character, goals, and motivation in learning English, and also which lesson (topics) that could be given to the student.

Based on interview, it was found that the student has a very low speaking skill, it is shown by the way the student spoke (expressed her opinion) and answered every question that were given by the teacher. It was seldom that the student stopped talking or has a long pause and thought about how to answer the questions submitted by the teacher, but at the end, the student decided not to answer and just smiled and then the teacher gave other questions that could only be answered with "yes" and "no".

Sometimes, the teacher has difficulty in understanding the words pronounced by the Japanese student, because the pronunciation of the student was not clear enough, and the student's vocabulary is considered very poor that made the student found so many

difficulties in having conversation with the teacher. So, from the result of the interview, at the beginning of teaching English, the teacher decided to give more vocabulary to the student with purpose that the student will be able to use the vocabulary in conversation.

## 5 THE FIRST MONTH OF LEARNING ENGLISH

It is important to know that the application of the direct method in teaching English to improve Japanese student's speaking skill is carried out for two months.

At this stage, the teacher focused the first teaching and learning English by giving more vocabularies. These vocabularies are taught by giving the correct pronunciation and how to use them properly in sentences.

### 5.1 Vocabulary

One of the most important aspects in learning a language is to know a lot of vocabulary of the language. Lack of vocabulary would make the student has many problems in communication. It is also experienced by the Japanese student. During the teaching and learning process through direct method, especially when the student communicated with the teacher, the student often stopped and tried to think some words that she has not known yet, then she decided to find the words in her dictionary. In this case, the student also often gave up and decided not to give further explanation which she was trying to explain. In this situation, the teacher would help the student to give an idea about the topic of discussion at the time.

Beside the lack of vocabulary, lack of understanding about the category of words such as, verb, adjective, adverb, and noun became one of the difficulties in communication. It also makes the student use the wrong word or did not fit with the sentences. For example, the student is not able to distinguish between verb and adjective, and the cause of this lack understanding made the student use the words incorrectly in arranging sentences. One example that can be given is the use of the word scary. The student sometimes said "I am scary". In this example, the student wanted to express her fear, but this word is not appropriate with the sentence. The correct sentence should be "I am scared". The word "scary" is known as an adjective but usually followed by a noun, for example scary movie.

Based on the explanation given by the teacher with a variety of different examples, finally the student is able to understand the differences between the word categories and able to use the vocabulary appropriately in the sentence.

### 5.2 Pronunciation

Pronunciation means how a person or group of people in a community pronounce the language (Kridalaksana, 2001:124). There are some errors in pronunciation made by the Japanese student and always been repeated and quite difficult to change the pronunciation correctly because it has become the student's habit for many years to pronounce the words incorrectly, so that the student has difficulty in remembering how to pronounce the words correctly. Those vocabularies are described in the table below.

*Table 3.1 The Pronunciation of Vocabularies with suffix-ion*

No	Vocabularies	Student's pronunciation	Oxford Dictionary
1	Direction	/daileksion/	/dai'rekʃn/
2	Pronunciation	/prononsiasion/	/prə,nʌnsi'eɪʃn/
3	Station	/stasion/	/ˈsteɪʃn/

4	Motivation	/motivaʃion/	/,məʊtɪ'veɪʃn/
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Those vocabulary with suffix *-ion*, which are added with phoneme /t/ so they become *-tion*, the Japanese student usually pronounce those vocabularies as *-ʃion*. This pronunciation is not exist in English, so it is incorrect pronunciation. Based on the interview result, this pronunciation is influenced by the Japanese pronunciation which is always used *-ʃion* and they do not have the pronunciation of the phoneme /ʃ/. In English, the pronunciation of vocabularies with suffix *-tion* pronounce as /ʃn/.

Beside the pronunciation /ʃn/, the other pronunciation is considered not easy to be changed by the Japanese student is the pronunciation of phoneme /r/. For this phoneme, the Japanese student always pronounce this phoneme as /l/. As described in the table below.

**Table 3.2 The Pronunciation of Phoneme /r/**

No	Vocabularies	Student's Pronunciation	Oxford Dictionary
1	Friend	/flen/	/frend/
2	Rice	/laɪs/	/raɪs/
3	Road	/loʊt/	/roud/

For the Japanese student, phoneme /r/ is quite difficult to be pronounced because in Japanese language, the phoneme /r/ is pronounced between /r/ and /l/. To pronounce the phoneme /r/ correctly, the Japanese students should take more practice with some vocabularies that has a phoneme /r/ and also, the teacher should show the student how to pronounce the words correctly. As the example in the table, some vocabularies such as friend, rice, and road are pronounced by the Japanese student as /flen/, /laɪs/, and /loʊt/, they are incorrect pronunciation. According to Oxford Dictionary, the correct pronunciations are /frend/, /raɪs/, and /roud/.

After teaching the student how to pronounce phoneme /r/ continuously, the student finally could pronounce it correctly.

### 5.3 Structure

At the beginning of the learning process, it is known that the student did not understand the use of *adverb of frequency* in the sentence, so in using *adverb of frequency*, the student tend to put it at the end of the sentence. English sentence structure which is arranged by the student is almost correct, the error only occurred because the lack of understanding of the use *adverb of frequency*. For example, in a sentence "George goes to work by car usually", the *adverb of frequency* in the sentence is placed incorrectly, because the *adverb of frequency* in the sentence should be placed between the subject and the verb, so that the correct sentence should be "George usually goes to work by car". But this error is very easy to be fixed by the student.

Other grammatical error which is often done by the student is the use of past tense verbs (V2). This can be seen in any conversation conducted by the teacher and the Japanese student. Every day, before starting the lesson, the teacher would begin to give the student some simple questions about her activities that she did. When the student told the story, at first, the student always used the past tense verb properly, but then she would explain using present tense (V1). Of course, this was incorrect if we look with the time when the activities were done by the student. Because in the context of the conversation, the student explained about something that has already experienced by the student and it should be explained using the simple past (V2).



However, the exercises were done continuously, and finally the student was able to distinguish the verb that can be used based on the time when the activity occurred.

During the study that has been done by the Japanese student for a month which was focused on teaching vocabularies with the correct pronunciation and grammatical structure, it is known that the Japanese student is able to improve her speaking skill on these three aspects. Even though the improvements were not 100%, but the Japanese student showed that she has been able to improve her speaking skill with a better pronunciation and new vocabularies with correct English grammar.

## **6 THE SECOND MONTH OF LEARNING ENGLISH**

After studying English for a month, which focused on vocabulary, pronunciation and structure, in this month, the teacher focused on student's fluency and comprehension in speaking skill. Of course, these two aspects are more difficult to be learned than the other three aspects, especially for the beginner level, but looking at the student's motivation, this allowed the student to be able to improve her speaking skill, especially on fluency and comprehension.

### **6.1 Fluency**

If we compare between the first and the second month of learning English process, it could be seen that the student has improved her skill. This improvement showed from the way the student communicated with the teacher, expressed her idea and answered all the questions from the teacher. Usually, in the first month of learning, especially in the first until the third week, the student preferred to be quiet when she was unable to answer the teacher's questions. In this second month of learning English, the student tried more to answer every question even though she found some difficulties, but at least at this stage the student was not only silent.

To help the student improve her fluency in speaking English, the teacher tended to give more conversation with some interesting topics for the student, for example about *shopping*, *hobbies*, *favourite*, and many other topics. Besides, the teacher also helped the student to build her confidence so that the student felt more comfortable when she spoke in English. The approach that was taken by the teacher at this stage is very important because the approach was adapted based on the character of the student.

### **6.2 Comprehension**

At the beginning of learning English, student's comprehension when communicating was very poor, even though the student was trying to hide it, but from the student's reaction and expression, the teacher knew that the student did not understand the contents of the conversation. However, the teacher always kept trying to help the student to understand the conversation by explaining in different ways and spoke more slowly. In this month, the student's comprehension showed an improvement because the student always able to do the conversation very well. This could be seen from the student's reaction to the story given by the teacher and all the conversations they had.

## **7 CONCLUSIONS**

The application of the direct method in teaching English can help a Japanese student to improve her speaking skill because through the application the student was required to use the target language in the teaching and learning process while

the mother tongue is not used at all. Five aspects of speaking skill can be improved through the application of the direct method of teaching English for the Japanese student, those are; vocabulary, pronunciation, grammar, fluency, and comprehension.

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# SYSTEMIC ANALYSIS OF TEXT APPRAISAL ON STUDENTS' THESES WRITING

**Magdalena Ngongo**

magda\_tars@yahoo.com

Artha Wacana Christian University, Kupang  
Jln Adi Sucipto Oesapa Kupang, P.O.Box 147, Kupang, NTT

## **Abstract**

*This paper is aimed to describe text appraisal of thesis writing, as one of the requirements to fulfil undergraduate degree of English teaching. There are 10 English theses writing taken to be analyzed qualitatively. These theses are written by undergraduate students who got 'A' grade in their theses examination. Based on the analysis, it was found out that in thesis writing, text appraisal employed covers three types of attitude, namely affect, appreciation and judgments. In addition graduation and engagement can be also included in language evaluation in which engagement is the most used. Referring to the attitude, judgment is more used than affect and appreciation. This fact indicates that the students' theses writing more personal and emotional than appreciative. Engagement was also most used than graduation. This fact indicates that undergraduate students make use of types of expand namely, entertain as well as attribute, whereas in graduation they more concerned for intensification and quantification and had very limited concerns or even ignored the use of sharpening and softening resource. This fact might suggest that students should be taught and trained more relating to writing, such as academic writing that specifying in evaluating language.*

**Keywords:** *text appraisal, theses writing, systemic*

## **1 INTRODUCTION**

Writing a thesis for students of English study program of Artha Wacana Christian University (AWCU), Timor, Indonesia is necessary for them as one of the requirements to be fulfilled in the undergraduate degree. Students must write a thesis based on their capacity, interest and field of study, such as teaching English or local languages. It is realized that writing thesis for students needs times to do it. "It is widely acknowledged that writing is seen as a site of interaction between writers and readers." (Liu 2013:1). Through written texts, writers construct solidarity and alignment with potential or target readers (Thompson, 2001 in Liu, 2013). This kind of evaluation and interaction has been a well established research area in the academic context, and different scholars, for different purposes, had employed different terms to account for phenomena such as attitude (Halliday, 1994), stance (Biber & Finegan, 1989), evaluation (Hunston & Thompson, 2000), metadiscourse (Crismore, 1989; Hyland, 1999) and appraisal (Martin, 2000). It seems that there have some researchers or scholars have conducted or studied on evaluation of language or appraisal, such as Hood, 2004; Hyland, 2002; Hyland & Anan,

2006. They had specify study to interpersonal language use relating to the important of constructing a critical voice and building persuasion in argumentative writing.

Concerning to those previous study, the writer realizes that evaluating language is essential too if it is studied from academic writing especially theses writing written by EFL undergraduate students. Therefore, based on Appraisal Theory (Martin & White, 2005, Martin 1997) this study concerned to address this linguistic studies on interpersonal meanings in EFL undergraduate students' English writing.

Appraisal theory was developed by Martin (1997, Martin, 2000; Martin & Rose, 2003; Martin & White, 2005). It is developed from view of Systemic Functional Linguistics (SFL)

(Halliday 1994; Halliday & Matthiessen, 2004) that has a purpose to describe various ways of linguistic realization of interpersonal meanings in language use. It has three subsystems, namely attitude, engagement and graduation. It is stated that each them has certain sub-subsystems.

Appraisal has three subsystems, (Martin, 1997:18) namely affect, judgment and appreciation, and each subsystem has certain subcategories. Moreover Martin stated that affect deals with the resources for construing emotion, judgment relates to resources for judging behavior in 'ethical term', and appreciation concerns to the resources for valuing objects 'aesthetically'. Those resources relates to appraisal, including additional resources for amplification and engagement. Those types of appraisal " have positive and negative dimension that correspond to positive and negative evaluation of text ...'(Martin, 1997:24)

Appraisal is one of three major discourse semantic resources construing interpersonal meaning. Moreover, Martin and White (2005: 35-38) stated that appraisal covers three interacting domains, namely attitude, engagement and graduation. Attitude deals with feelings, including emotional reactions, judgment of behavior and evaluation of things.

Engagement concerns to the sourcing of attitudes and the play of voices around opinions in discourse. It concerned with the ways in which resources such as projection, modality, polarity, concession and various comment adverbials position the speaker/writer with respect to the value position being advanced and with respect to potential responses to that value position – by quoting or reporting, acknowledging a possibility, denying, countering, affirming and so on.

Graduation relates to grading phenomena whereby feelings are amplified and categories blurred. It is also stated that attitude itself is divided into three regions of feeling, namely affect, judgment and appreciation. Affect deals with resources for construing emotional reactions, judgment is concerned with resources for assessing behavior according to various normative principles, and appreciation covers the resources for construing the value of things. Therefore, graduation concerned with gradability. For attitude, since the resources are inherently gradable, graduation has to do with adjusting the degree of an evaluation that relates to how strong or weak the feeling is. This kind of graduation is included as 'force' realizations covering intensification, and quantification ; 'focus' realizations covering sharpening and shortening.

Based on those views of language evaluation in text, the writer can say that analyzing EFL undergraduate written text is needed to be studied in order to get complete understanding of how students in their academic writing in this case in their theses writing applied language evaluation. It is hoped that this study will give contribution to EFL teaching such as in teaching academic writing in which one aspect to be specify in it is language evaluation.

## 2 METHOD

This study was taken from ten academic writing or theses writing written by ten undergraduate students of English study program at AWCU, Indonesia. The students recently had graduated on February, 2015. This study was aimed to describe the undergraduate students' interaction to some writers' views. These theses writing were as final project for undergraduate students to fulfil one of requirements for undergraduate degree.

Based on the evaluation of examiners these students who wrote these theses were graded 'A'. These ten theses are purposively taken in order to describe and analyze students' language evaluation. Those theses then were analyzed qualitatively based on appraisal theory. Therefore this type of study can be classified as documentary analysis. The use of simple number in this study was aimed just to give or support more information to the analysis of language evaluation.

## 3 FINDINGS AND DISCUSSION

This part concerns to language evaluation analysis that based on the resources of appraisal system in which covers attitude namely, attitude (affect, judgment, appreciation), engagement and graduation. This pattern is regarded as a brief outline of appraisal (Martin, 1997; Martin and White 2005). The resultant rhetorical effect of the predominance of appreciation values is to make the text sound more appreciative than emotional or judgmental (Hood, 2004 in Liu 2013)

Based on the analysis it was found out that there were varieties of appraisal subtypes resources used. Information relating to number of language evaluation is presented on table one below.

*Table 01. Types of language used in academic writing (theses writing)*

Ss' writing	Types of Appraisal					Total
	Affect	Judgement	Appreciation	Engagement	Graduation	
1.	5	20	5	42	12	84
2.	11	38	3	31	17	100
3.	9	20	8	30	9	76
4.	4	8	3	39	11	65
5.	9	37	15	36	32	129
6.	4	21	-	27	8	60
7.	7	3	4	23	21	58
8.	10	6	2	47	11	76
9.	3	7	6	29	13	58
10.	7	14	11	9	15	56
Total	69/9%	174/23%	57/7,4%	313/41%	149/19,5%	762

This table shows the distribution of appraisal system used in writing. It shows that the total use of appraisal system in ten writing is 762. Engagement system was the most (313 or 41%) used and followed by judgment is 174 (23%), graduation is 149 (19,5%), affect is 69 (9%), and appreciation is 57 (7,4%). This fact indicates that students used most

engagement system and less used of appreciation. They are more personal in showing behavior of judgment as resources of attitude. Information in detail of each type/subtypes of appraisal system are presented orderly in the following.

### 3.1 Affect in Theses Writing

Attitude showing affect subtype was less used than judgment but more use than appreciation. The affect type of appraisal showing behavior or attitude in theses writing showed that the number use of affect type using security was the most used (49) and followed by happiness (11) and satisfaction (9). Almost all are expressed in positive than negative since positive consisted of 55 and negative was only four number. It seems that affect values were rated low if compared to judgment values even it was higher than appreciation. Resources of security, happiness and satisfaction were used since the undergraduate students stated their attitude by expressing their feeling to what they read and then they stated their confidence, admiration, happiness from positive and negative attitude. Data relating to affect system can be seen in the examples one and two.

- 1) Based on the theoretical views of listening and dictogloss above, the writer **believes** [+affect: security] by using dictogloss technique the students' skill in listening will improve... - Thesis writing number 1 (page 26)
- 2) The writer **hesitated** [-affect: insecurity] to select between these Manulai 2 and Manulai 1... - Thesis writing number 8 (page 39)

The example number one and two show resources of attitude relating to positive (No.1) and negative attitude (No.2). Resources for positive affect were realized more positive than negative one.

### 3.2 Judgment in Text Writing

The resources of judgment type of appraisal system were realized by the use of social esteem and social saction. Social esteem relates to normality, capacity and tenacity. Whereas social saction covers veracity and propriety. The use of judgment in theses writing was 174 (23,5%). It has the highest resources used of attitude system than affect and appreciation.

The use of social esteem values was higher (148 use number) than social saction (26 use number). Social esteem covers 19 number use of normality, 125 for capacity, and 4 for tenacity in which there was not expression use of negative behavior. While social saction covered 19 number use for veracity and 6 for propriety in which only one use number for negative propriety expression. The use of both values in theses writing implies the writers' evaluation of people's intellectual capacity and normality. Social saction value relating to ethics were not concerned. The examples of judgment types can be seen the following data.

- 1) These alternative approaches and methods **can be applied** [+judgment :capacity] in English teaching classroom... -Thesis writing number 4 (page 1)
- 2) Its is **clear** [+judgment: tenacity] that sentences are created by combining words, phrases or even clauses. -Thesis writing number 2 (page 9)

It seems that the parameters for organizing judgment are reflected by the use of grammatical distinctions in the system of modalization (Halliday,1997). Resources of

normality is to usuality, capacity is to ability, tenacity is to inclination, veracity is to probability, and propriety is to obligation.

### 3.3 Appreciation in Text Writing

Appreciation values was the lest used than judgment and affect. It just consisted of 57 (7,4%) number use. Referring to appreciation subtypes, there were 11 use number of reaction in which 9 were used for positive and 2 for negative, 13 use number of composition in which 11 were used for positive and 2 for negative, and 33 for valuation in which 28 were used for positive and 5 for negative. This fact implies that explicit valuation were more specified for things or event. This phenomenon shows the same as what Liu found (2013:46). Writers had very limitation of negative attitude of appreciation. They more have positive attitude to the human views and they quoted, paraphrased or even summarized them for the contribution of their writing.

Even though the use number was least, they still had concern to it by evaluating language as source of attitude system. Examples of data concerning to the use of appreciation values are as follows.

- 1) Body part idiom is very important [+ appreciation: valuation] in learning a language, ... - Thesis writing number 2 (page 9)
- 2) Learning English through the Number Head Together Strategy is very significance. [+appreciation: valuation] Thesis number 3 (page: 43)

### 3.4 Engagement system in Writing

Engagement system in theses writing covers the resources use of contractive and expansive. These two subsystem also consisted of other subsystem, namely disclaim and proclaim for the type of contract and for expand relates to entertain and attribute. It was found out that there were 313 (41%) engagement type used. It was the highest used than attitude and graduation. This fact implies that writers more concerned to attribute. They cited and also paraphrase. The number use of contract was 61 that covered 16 use number for disclaim and 45 for proclaim; whereas the use number of expand was 252 that consisted of 94 use number for entertain and 158 for attribute. Writers seems that they make use of expand types, entertain and attribute.

This fact implies that writers more concerned to expand by acknowledging. It seems that type of citation was more typically used, beside that the writers also paraphrase and summarize. They were less to proclaim or state their view and also they rarely had disclaim. This fact showed that the use of citation was prefer. This fact also found out by Pascual and Unger (2010) that "the highly recurrent use of this type of citations appears to be typical in the disciplines of Chemistry and physics, ...." Examples of engagement are as follows.

- 1) Gardner argues that [+engagement: attribute] we should view intelligence as the ability to solve problems .... - Thesis writing number 4 (page 7)
- 2) We can say that [+contract: proclaim] the MI in ELT classroom must be [+expand: entertain] a tool to help students develop a better understanding and appreciation of their strength. - Thesis writing number 4 (page 12)

### 3.5 Graduation in Theses Writing (Academic Writing)

Graduation system covers two sets of resources, namely Force and Focus. The number use of graduation system in theses writing was 149 (19%). Almost all force values that covered 73 number use of intensification and 74 number use of quantifier dominated the

use of graduation system since graduation related to focus only had 2 use number of sharpening and none for softening. This implies that writers just concerned intensification and quantification and had very limited concerned or even ignored sharpening and softening resources. The graduation values of intensification and quantification were almost balance. Data of graduation system are presented in these following examples.

- 1) It is because they have **many** [force:quantification]experience and they have passed manyconditions and situations. - Thesis writing number 5 (page:39 )
- 2) The effort from the community activities would be for a **genuine** [focus; sharpening]attempt to be made.... - Thesis writing number 5 (page:51 )

#### 4 CONCLUSION AND SUGGESTIONS

The results of this study has shown that EFL students' evaluation of language through their interaction to writers' views covered some types of appraisal system resources. Therefore, it can be concluded that language evaluation in theses writing of EFL undergraduate students concerned more judgment subtype as showing behavior or attitude than affect and appreciation. Engagement type also be concerned since they make use of expand subtypes, entertain and attribute, and are less in contract namely disclaim and proclaim. Relating to graduation, undergraduate students concerned also to intensification and quantification and they ignored to sharpening and softening.

The results of this study makes use of appraisal theory and also is accordance to some previous studies relating to the contribution of understanding appraisal system. Therefore, it could be suggested that future research are conducted in order to have complete understanding on appraisal theory by having more EFL varieties of academic writing from different field of study. It could cover also positive and negative evaluation, and high, median, and low one. It is also suggested to EFL lecturers in their teaching could give more exercises dealing with language evaluation.

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# ENHANCING STUDENTS' CRITICAL THINKING IN COMPREHENDING TEXT THROUGH CDA

Dwijani Ratnadewi  
yani\_rd@yahoo.com

Universitas Muhammadiyah Surabaya

## Abstract

*Critical thinking has been understood as basic survival skills expected for students to succeed in learning and entering into life. Yet, lectures that encourage students' critical thinking skills have not been explicitly implemented in the classroom. High-order thinking in EFL classes is not much implemented in classes. In understanding a text there is little attempt to connect with the broader social context, to use more stimulating text and to encourage students to think using text interpretation devices that uncover the intention and the supposed thought behind the text. This is a best practice of how critical thinking is enhanced by comprehending texts of Discourse Analysis classes for students of English Department. Text was analyzed under the principles of Critical Discourse Analysis (CDA) to explore hidden relationships of causality, ideology and vague structures of power and politics in language use. The discussion was done in Cooperative Group Investigation work, and ended with topic debate of modified Australasia Debate. Text was selected based on the Indonesian current issue that was the Joko Wi's speech in China APEC CEO summit in Beijing, China. For assessment, St Pittersburgh College's Assessment of Critical Thinking (2010) rubric was applied. The score shows that most speakers of the groups were 'developing' (level : 2) their ability to think critically in understanding the text. As foreign language learners, students face difficulty in not only the way to present material based on the critical thinking perspective but they have to use English to understand, analyze, discuss and present material in the debate.*

**Keywords :** CDA, critical thinking, cooperative group investigation learning, text selection.

## 1 INTRODUCTION

Teaching CDA in TEFL classroom goes further than raising students' awareness of only linguistic issues, it needs to explore the effect of social power towards the text. CDA itself has its own characteristics to uncover what happens in the society where the text brings, because it is believed that every social practice that is expressed in text is an illustration of various social elements, such as : activities, subjects, and their social relations, instruments, objects, time and place, forms of consciousness, values, and discourse (Fairclough, 2009). Text comes from the producers, either the speakers or writers, and of course they have intention of every statement that is produced. Everyone of any social group is never free of intention, everything has reason and cause, Van Dyk

(2001) even said that every discourse that is stated will never be free of the producer's ideology. Then any text with definite intention is actually formed as a result of the social effects of the society where they belong.

In comprehending the text, students need to have the ability to see behind the text, as stated by Van Dijk (2001) hidden intention of this kind will require the analysis of micro and macro or linguistic analysis and non-linguistic analysis. To be able to perform such analysis, the students need to think in order to understand the range of possibilities such as good and bad sides, tendencies, distraction, politicization, twist of words for a particular purpose. It is the ability to think critically, as stated by Halpern, D.F (1999: 69) that critical thinking is the ability to think for solving problems, creating inferences, analyzing likelihoods, and making decisions.

In CDA class, as the name says, tends to apply steps to enhance critical thinking skills. Especially the instructional design, steps of learning and the selection of text/material. It frequently happens that the instructional design chosen does not fit this purpose, also in text selection there is less attempt to connect with a broader social context, to use more stimulating text and to encourage students to think using text interpretation devices that uncover the hidden intention and thought behind the text. While in applying steps of learning, the steps do not encourage students to think and does not give enough chance to let students have the experience in analyzing text reasonably.

Critical thinking in learning is primarily believed to support student success in education, because critical thinking is actually the notion of objectivity, where there is no bias, considering all facts explanation and evidence, open to the strengths and weaknesses of his own as well as others. This will produce a fair judgment that will improve self-confidence in understanding any evidence or references and its implications (Judge et.al, 2009: 17). With this capability students will be able to make connections across disciplines, apply knowledge to daily life and understand content on deeper and longer levels (Elder and Paul, 2010).

In learning CDA to comprehend a text, critical thinking skills are necessarily trained by utilizing the principles of CDA. Students need to be given the tools and the means whereby these capabilities are formed and settled into a skill. A Cooperative Group Investigation learning is supposed to be applicable under this learning aim and support the thinking process. Group finding presentation in the form of Australasia Debate type may enhance students to think. This is supported by Nisbett (2003: 210) who states that Debate is an important educational tool for learning analytic thinking skills and for forcing self-conscious reflection on the validity of one's ideas. In debate each member of the team should look at the weaknesses of the opposing team in understanding speech argument and the team realizes the strength of the arguments of own team.

This article is a discussion of the best practice towards learning CDA which is supposed to enhance critical thinking.

## **2 CDA AND CRITICAL THINKING**

Critical discourse analysis (CDA) is a type of discourse analytical study that primarily observes the way social power abuse, dominance, and inequality are enacted, reproduced, and resisted by text and talk in the social and political context (Van Dijk (2001:352). CDA defends the study of discourse as a tool for the social construction of reality, but also as an instrument of power and ideological control that "implies a dialectical relationship between a particular discursive event and the situation(s), institution(s) and social structure(s) which frame it" (Fairclough & Wodak, 1997: 258) 'Critical' in CDA means not taking things for granted, opening up complexity, challenging reductionism,

dogmatism and dichotomies, it may mean proposing alternative, so that unclear structures of power relations and ideologies become clear (Wodak, 2007:3).

As also stated by Fairclough (2001:4) that CDA is a critical analysis which aimed to examine the hidden connections between language, power and ideology. CDA has certain inter or multi disciplinary backgrounds and a great variety of methods and objects of study but it usually has at least seven dimensions (Van Dijk, 2007; Wodak, 2008) in Wodak and Meyer (2009:2) they are : the 'naturally occurring' language use; the 'larger units than isolated words and sentences'; 'beyond sentence grammar'; non-verbal (semiotic, multimodal, visual) aspects; dynamic (socio)-cognitive or interactional moves and strategies; 'contexts of language use'; and phenomena of text grammar and language use. CDA aims to raise awareness of students to a hidden part of the discourse. Discourse analysts want their recipients to dig the meaning when exposed to texts and not only just visible text (Van Dijk, 1997), because text will not be ideologically free.

In line with CDA, critical thinking also motivate learners to think clearly and rationally. It is a cognitive skill that uses the mind or the mental processes (Stella. C, 2011:2) which connects with 'reasoning' or using 'rational thought' including analyzing evidence and drawing conclusions from it. It is considered as thinking skills as stated by Halphen (70) that it is involved in solving problems, creating inferences, analyzing likelihoods, and making decisions. While Judge, et.al (2009:2) states that thinking critically is basically an activity to understand information included observing ideas and information objectively and question the information based on values, attitude, and private philosophy with evidence so that any reason given is strong and verified. Critical thinking competence is represented in critical thinking skills elements.

Facione (2011) states that there 6 elements of critical thinking skills, they are (1) Interpretation, (2) Analysis, (3) Evaluation (4) Inference, (5) explanation, (6) Self-regulation. As cited by Open University, 2008 critical thinking skills support students' capability to understand subjects in their study better. These skills need to be acquired by students especially when they have to read literatures, it enables them to assess the evidence in the text and identify fake or illogical reasoning. Thinking critically may help students to create their own strong argument. Here students present and justify the message in the text based on the evaluated evidence.

### 3 CDA CLASS IN PROMOTING THINKING

In teaching the CDA, there are aspects that are emphasized and carefully planned. In planning the subject, the critical thinking is integrated with the main material. The first aspect of TEFL learning aspects which may promote critical thinking in the understanding of the text is the selection of instructional design. Content-based instruction such as the CDA as a content-based subject is considered as effectively promotes critical thinking skills, as the research of Liaw (2007: 76) which states that the implementation of the content-based instruction for critical thinking skills might not only help the students to develop reviews both their English language skills, but their thinking skills, as (Crocker, J and Margaret Bowden, 2010) also states that content-based classes may be used to develop both English and critical thinking skills in unity.

The second aspect is text selection. That topic was meaningful, interesting, necessary, because it is based on the belief of 'The effectiveness of language teaching will depend on what is being taught, other than language, which will be recognized by the learners as a purposeful and relevant extension of their schematic horizons' (Widdowson 1990: 103). In addition, because the learning according to Ausubel in Brown (2007: 97) will take place through a process of meaningful, interesting and necessary. Moreover

according to the characteristics of the CDA, the text selection also should be based on how close it is related to broader social context, a more stimulating text to encourage students to think using text interpretation devices that uncover the hidden intention and proposition behind the text. The selected text is not authentic text as it should, but since it was students' choice, the text is chosen after all. It is a speech by President of Indonesia Joko Widodo, when delivering his speech at Beijing 2014 during CEO APEC Summit. This topic is considered attractive by the students as it is expected to have vague or could be hidden messages and intention that provoke debate.

The last aspect is learning steps. This time the students are supposed to have understood the rules of the CDA as a text comprehension activities by utilizing context, ideology and power as inherent variables to the social dimension of the text (Fairclough, 1995) and it aims to uncover implicit meanings and intention. The learning steps accommodate three different theories (See Table 1), they are the Cooperative Group Investigation Learning which consists of three elements, they are Investigation, Interaction, Interpretation and Intrinsic Motivation. The Fairclough' step of CDA analysis (1989) and Van Dijk' steps of CDA analysis (2009)

**Table 1. CDA Learning Steps Theoretical Base**

<b>Group Investigation Component Zingaro (2008)</b>	<b>Fairclough' step of CDA analysis (1989)</b>	<b>Van Dijk' steps of CDA analysis (2009)</b>
Investigation Interaction Interpretation Intrinsic Motivation	Description Interpretation Explanation	Investigation and Interpretation: Context Analysis Topic/Semantic macrostructure Local Meaning Finding Social Cognition

The blended steps of learning as the characteristics of each may motivate students to think. Cooperative learning approach is chosen because it is believed to improve learning outcomes for the sharing of ideas and opinions in the group. Group Investigation as part of a Cooperative learning is considered appropriate for the purpose of learning CDA because as Sharan and Slomo (1990: 18-20) suggests, the characteristics of the task give more freedom to the students to decide the kinds of activities in the group. Students decide the activities themselves, like 1) find a topic to be investigated and its related details 2) plan themselves the division of tasks, procedures, find the source of information and carry out an investigation 3) present the result of discussion. Beside that Group Investigation has four important components that motivate thinking, namely, the investigation, interaction, interpretation and intrinsic motivation (Zingaro, 2008: 2). Investigation is the process of asking about the selected topic. Interaction means to explore ideas and help each other in learning. Interpretation means synthesize and elaborate on the findings of each member in order to improve the understanding and clarity of ideas. And intrinsic motivation is student motivation generated through autonomy and responsibility in the investigation. The component of CDA analysis by Fairclough (1989) which are description, interpretation and explanation match with that of Zingaro's, 'description' is the linguistic description of the formal properties of the text; 'interpretation' is the interpretation of the relationship between the discursive processes / interaction and the text, interpretation and 'explanation' is the relationship between discourse and social and cultural reality. So, when the four learning steps of Zingaro's are implemented it means it has accommodated Fairclough' steps as well.

What is done in each of blended steps discussed above? As illustrated in Table 1 above the steps implement Van Dijk's (2009) 4 steps (which are abstracted from original 13 steps). They are : Context Analysis underlies the interpretation on time, place, setting, participants, and background of the event in the text. Topic/semantic macrostructure means available wider topics where the event in the text exists. Local meaning or semantic microstructure is formal structure which supports the meaning. The formal structure may be in the form of grammatical features, rhetorical figures, thematization etc., while social cognition includes the representation of a community's believe including knowledge, attitude, value, norms and ideology.

The presentation of the group work results is held in the form of modified Australasian Debate. Defender team is the team that presents the findings, while offender teams are all of the other teams. In stating its findings speaker of defender team states the reasons why certain phenomena are regarded as a finding. The reason of the discovery of this phenomenon should be based on the 4 steps to analyze the text according to Van Dijk (2009) as shown in Figure 2 previously. As the rule of debate, any assertion of a phenomenon discovered will receive rebuttal from the other teams, so that each team prepares both assertion and rebuttal that will be given by the offenders. Rebutting speaker means indicating weakness in the argument, and the team had to refuse the rebuttal by reasonable argument and giving empirical data from linguistics formal forms or underlying context that is found inside and outside the text.

Assessment of the activity is done by using two kinds of assessment, namely assessment of the results of text analysis and assessment of the achievement of critical thinking skills. Assessment criteria on text analysis is based on the results of the implementation of steps in the CDA by Fairclough (1989) and Van Dijk (2009), that is how the process of a finding found. The process is as follows

- 1) How the data are described (this is the linguistic description of the formal properties of the text, local meaning and/or rhetoric);
- 2) How the finding is interpreted (this is the interpretation of the relationship between the discursive processes/interaction and the text, between the text with its context;topic decision);
- 3) How the finding is explained' (this is the explanation about the finding and how it is explained based on social, ideology, political context, also micro and macro analysis)

The second assessment is an assessment of the critical thinking skills using critical thinking skills assessment rubric of St Petersburg's College, 2010. This column assesses aspects of critical thinking skills such as communication, analysis, problem solving, evaluation, synthesis, reflection; This rubric accommodates aspects of critical thinking skills of Faconne (2010) and Halphern (1999). This tool can be accessed on itsweb, that is <http://www.spcollege.edu/criticalthinking/students/rubrics.htm>

#### 4 LEARNING ACTIVITY

This is the discussion of the teaching of CDA classroom activity in an attempt to enhance critical thinking, to understand the text which promotes critical thinking. Teaching is carried out by assuming that the students have understood the CDA includes knowledge about the steps conducted as an analysis of the text. The purpose of the lecture is to deconstruct the text of the Indonesian President's speech Joko Widodo in an international forum of CEO APEC Summit in Beijing, in November 2014 which arouse the curiosity of

students to their new President, motivate them to understand the ins and outs of the world's trade, introduce them to realize the image of their country, the country needs, know the role of foreign investment in the development of real sector. To find these answers students may encourage themselves to think as suggested by the 4 steps of Van Dijk's like what is the context of this speech, what is the background, why Joko Widodo said that, what is behind the speech as a new president in Indonesia.

Learning steps implemented by adopting Zingaro's (2008), Fairclough's (1989) and Van Dijk's (2009), (see Figure 1) drive students to think more, because the lecturer gives all the chance to the students. Mostly general discussion on the president's speech, probing questions about context and society cognition or fostering students' intrinsic motivation began the activity. The leader of the group was determined in advance based on the result of prior observation during introduction. The leader of the groups were students who were considered to have more critical thinking than others, in order to avoid the group's difficulty to both lack of understanding the English text and the world knowledge. The focus of the activity was then formulated into: investigate the text in interaction between members of each group; interpret phenomena in the text, describe the results of the investigation and explain the reason for the findings. The event ended with presenting findings in a debate format. Assessment was done by another lecturer who was also as an observer to perform field notes, while the lecturer herself facilitated the group activities.

The results of the assessment of the CDA-based text analysis is that every group was generally able to understand the text and made a good analysis of the text. By utilizing all aspects required most of the group provided an overview of interesting findings. The results of the investigation and interpretation of students in general stated that Joko Widodo speech is considered as part of his self-image building considering the President as in his very early presidential position. His winning of approximately 50% of Indonesian people may drive him to build this image. He might want to show his populist policy by raising discourse of financing sectors that is directly in contact with the lower social classes for example farmers, fishermen. These phenomena are also reflected in the statement of success to persuade landowners who used to refuse to exempt their lands for the Jakarta outer ring road. Politically he may want to show the other parties, including his own affiliation the PDI-P party that he deserves to be the president. The speech is the illustration of how to prove himself a capable leader in focusing Indonesian situation in the international arena. Self-image building to the international world is also seen when he opens the widest possible investment opportunities, as he opened the taps wide open to foreign investment, which would be welcomed by foreign investors, so as to raise the popularity in foreign countries.

When students are reminded of the theory of social and power (Van Dijk, 2009), they immediately declare that the president states something unjust, when doing replication 'this is your opportunity' several times. There is an impression that he supports capitalism. Jokowi may leave the image of power abuse against a group of Indonesian businessmen in the country especially the small investors, who are not accounted for in this speech, even not at all mentioned. So there are two forms of power abuse that arises here is the Indonesian inventors' ability is not taken into account to build their own country and their role are underestimated compared to foreign investors.

A really interesting analysis from a group is worth discussed here, they state that Joko Widodo repeatedly utilized number ways in emphasizing his idea to urge his listeners. He used pragmatism approach to solve the problem and advanced his agenda. He turned his speech into investment calls, he persuaded each country to race and compete against each other in this investment offer. The premise of investment should

always involve profit promise, but he did not promise anything, he only showed potential. It is obvious that Jokowi promises massive program, and the only way those program can be implemented is from foreign investor. It is implied that Indonesia cannot stand on its own.

**Table 2. Critical Thinking Skill Level 2 (Assessment of Critical Thinking (ARC) Scoring, 2010)**

<b>Performance Element</b>	<b>Developing (Level 2)</b>
<b>Communication</b>	Identifies the main idea or problem with <u>few</u> details or examples in a <u>somewhat</u> organized manner.
<b>Analysis</b>	Uses <u>superficial</u> reasoning to make inferences regarding solutions; Shows some <u>confusion</u> regarding facts, opinions, and relevant, evidence, data, or information.
<b>Problem Solving</b>	Identifies and addresses <u>some</u> aspects of the problem; develops <u>possible</u> conclusions or solutions using some <u>inappropriate</u> opinions and <u>irrelevant</u> information from analysis.
<b>Evaluation</b>	Makes <u>some</u> errors in data or information interpretation; makes arguments using <u>weak</u> evidence; provides <u>superficial</u> support for conclusions or solutions.
<b>Synthesis</b>	<u>Inaccurately</u> or <u>incompletely</u> relates concepts and ideas from multiple sources; <u>shallow</u> determination of effect of new information on chosen solution.
<b>Reflection</b>	Identifies <u>some</u> personal assumptions, values, and perspectives; recognizes <u>some</u> assumptions, values and perspectives of others; <u>shallow</u> comparisons of alternate points of view.

The results of the assessment of the ability to think critically shows that the average level of students' critical thinking after this activity is mostly in Level 2 or 'developing Level. From 40 students 17.5% are at level 3 (proficient), 57.5% at level 2 (Developing) and 25% at level 1 (Emerging) of the range of level 0-4. The criteria of Level 2 itself is illustrated in Table 2. With this result it shows that most of the students are willing to think critically under this kind of activity.

## 5 DISCUSSION

The activity to comprehend the text was done with content-based instructional design applying Cooperative Group Investigation Learning completeing with Fairclough's and Van Dijk's step of CDA, implemented with the careful topic selection makes the class more stimulating, encouraging and motivating students to think critically. They are forced to investigate a phenomenon that can be seen and can not be seen in the text. To understand these two kinds of phenomena they must utilize the evidence that might be in various different forms. These forms in detail are in the form of ways of analyzing text that all require thinking.

CDA assessment results illustrate that students are able to create an interesting and critical analysis of the speech of Jokowi the President. In addition to the results of the analysis, the assessment results of critical thinking skills are also quite good, which is most of the students are at the level of 'developing' or level 2 of the 0-4 range. Seeing this fact it should be considered whether it is the students lack the ability to think critically or



is there something else that hinders students to think critically. To find the answer, it would require more in-depth observation. But logically, in terms of language, where English is a foreign language for the students, then the language might be the constraint. Although the text is non authentic text, it is made by Indonesian which would be more easily understood, but to participate in the debate to presenting the finding, the English acquisition hold a very important role, without a good command of English it is impossible to able to participate in the debate. Maybe a student is actually quite critical, but because his/her English hinders her/him it seems that he/she are not able to express their ideas well.

This activity is very good and useful for students, in one activity they have learned a great deal not only CDA, comprehending text and critical thinking skills, but they also learn the formal language (grammar, semantics, rhetoric, diction); about social issues, politics, ideology or culture, learning about people's minds or psychology, including learning to speak English, learning discourse how to express, retain and question an opinion. In that respect it can be said that the CDA is a holistic model of learning English. In order to be a good participant, students need to have strong foundations of linguistic knowledge, a good English command, and an adequate knowledge of the world. This three blended knowledge together provides a good understanding of the text, if they fail to acquire these three, the students may find difficulty to join this learning, this way they may assume that CDA is a difficult science so that they avoid or do not like it. Thus the learning objectives will not be achieved

## 6 CONCLUSION

This is a best practice in the teaching activity of a CDA that combines a variety of theories, learning theory and the theory of language and other theories necessary to understand the text, because as mentioned before that the CDA is a multi disciplines knowledge. This learning uses content-based instruction, Cooperative Learning Group Investigation, Fairclough's and Van Dijk's steps on text analysis based on CDA principles. Understanding the speech of Joko Widodo the president of Indonesia primarily intended to seek whether any hidden intention is there, and it must be connected with the relevant social conditions. With its characteristics CDA learning persuades students to think critically in order that they will be able to be 'critical' or giving reasonable, balanced and fair judgment towards the texts and any hidden message that is available. The learning result describes that students are challenged to think critically to understand the written and implied meaning of their president's speech abroad. They can provide an interesting review of their president's speech. While the results of the assessment of the critical thinking skills illustrate that they are at modest level 2 or 'developing' out of 0-4 range of levels.

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# FOSTERING LEARNER AUTONOMY IN GRAMMAR CLASS

**Siti Aisyiyah**

s.aisyiyah@gmail.com

*Politeknik Negeri Jember*  
Jl. Mastrip No.164 Jember 68101

## **Abstract**

*Grammar is considered as a complicated subject for most English learners. This makes the learners are not interested in learning grammar. Moreover, there are some opinions considering grammar is not an essential thing to learn. Grammar has been a controversial topic for years; nevertheless, learners' grammar acquisition and awareness can improve the quality of their English skill. To have good acquisition and awareness in grammar, the learners need a long and continuous process. Therefore, the learners are required to have autonomy in learning grammar. Learner autonomy refers to learner responsibility to their own learning process. Some experts define learner autonomy as "the ability to take charge of one's own learning", and "playing an active role in learning". This paper reports on how to foster learner autonomy in grammar class by combining learner-centered grammar teaching and explicit grammar teaching. Learner-centered grammar teaching refers to inductive approach, while explicit grammar teaching deals with deductive approach. Learner-centered grammar teaching was carried out through group discussion, presentation and language awareness activities. Meanwhile, explicit grammar teaching was done to review the learners materials in presentation and reinforce their acquisition. Those two different approaches were applied due to differences on learner's characteristics and needs. Result showed some success in the practice of autonomy, indicated by changes on learners' attitude. However, many learners showed that they focused more on obtaining score than on developing their language acquisition. By implementing the approach, the teacher can assist learners to be aware of their ability to learn independently and equip them with the skill needed for long-life learning.*

**Keywords:** *Learner autonomy, learner-centered grammar teaching, explicit grammar teaching*

## **1 INTRODUCTION**

Learning language requires learners to learn language construction or grammar. Thinking about the rule of language construction can cause the learners who learn English as a foreign language feel difficult to communicate using English. It makes grammar is considered as a complicated subject for most English learners; therefore, they are not interested in learning grammar. Moreover, there are some opinions considering grammar is not an essential thing to learn. Grammar has been a controversial topic for years.

Recent work has addressed the debate over whether or not grammar should be taught. On the other hand, learners' grammar acquisition and awareness can improve the quality of their English skill. Nunan (1998) states that no one seriously interested in the development of second and foreign language has ever suggested that learners do not need to master the grammatical system of the target language; the debate has been over how learners can best acquire the target grammar. Wilkins (1976) cited by Nunan (1998) points out that acquiring the grammatical system of the target language is of central importance, because an inadequate knowledge of grammar would severely constrain linguistic creativity and limit the capacity for communication.

Further, Nunan (1998) conveys that grammar exists to enable us to "mean", and without grammar it is impossible to communicate beyond a very rudimentary level. In terms of methodology, the debate has been over the procedures through which learners attain mastery, whether and to what extent they should undertake exercises with a deliberate focus on form, or whether they should pick up the grammar in the process of meaningful interaction. In addition, it is necessary for the learners to have language awareness because the best way to acquire good language is being aware of the language learned so that they are able to correct their own mistakes and improve their language.

To have good acquisition and awareness in grammar, the learners need a long and continuous process. Therefore, the learners are required to have autonomy in learning grammar. Dincer, et.al. (2010) states autonomy is basically described as an individual's taking responsibility for his/her own learning and seen as one of the most significant features of life-long learning process.

Learner autonomy has been claimed to be an ultimate goal of education for a long time and has been identified as a complicated capacity that potentially has a great impact on personal growth and achievement (Benson and Dang, 2009 cited by Dincer, et.al. 2010). The autonomy positively affects language learning and it is no doubt that learner autonomy is a prerequisite for effective language learning. During the past decades, moreover, researches have claimed that learner autonomy can increase motivation to learn and consequently increases learning effectiveness (Sanprasert, 2010 cited by Dincer, et.al. 2010).

Commonly, learners are not willing to take responsibility for their learning process and will not find it easy to reflect critically on the learning process. That is why there is a need for an attempt in ongoing classroom practice to foster learner autonomy. This paper describes how to foster learner autonomy in grammar class by combining learner-centered grammar teaching and explicit grammar teaching.

## **2 METHOD**

This paper is a descriptive study. It means the data collected take the form of words or pictures rather than numbers (Bogdan and Biklen, 2007). The goal is to describe attempts to foster learner autonomy in grammar class, in which the teacher applied combination of learner-centered grammar teaching and explicit grammar teaching. Learner-centered grammar teaching was carried out through group discussion, presentation and language awareness activities. Meanwhile, explicit grammar teaching was done to review the learners' materials in presentation and reinforce their acquisition.

The participants consisted of 69 students of English Department of Politeknik Negeri Jember who enrolled the grammar class. The data was collected through observation and personal documents. Observation was used to get data about learner activities in grammar class, including group discussion, presentation and language awareness activities. Personal documents, in the form of learner's written work and video

recording, provided data about learner language awareness. The collected data was analyzed qualitatively and comprehensively.

### 3 FINDINGS AND DISCUSSION

The teaching learning process of grammar in English Department of Politeknik Negeri Jember was divided into two different classes. Those were a 60 minute - lecture or theory class and a 120 minute - practicum class. The grammar class was enrolled by 69 students. In the theory class, the whole learners joined the class altogether. Meanwhile, in practicum class, they were divided into three classes of 23 learners each. Formerly, the theory class was held by teacher presentation, and the practicum class was mostly carried out by doing written exercises provided on students' worksheets. That condition resulted in the learners who were less active and relied only on the teacher's presentation and instruction. Without teacher's instruction, they used to doing nothing related to their learning process.

To improve the learner attitude in grammar class, it is necessary to introduce them with learner autonomy. Promoting learner autonomy is essential when teaching grammar in language classroom. There are some reasons why learner autonomy should be promoted. Little (2008) defines two general arguments in favor of trying to make learners autonomous. First, if they are reflectively engaged with their learning, it is likely to be more efficient and effective, because more personal and focused, than otherwise; in particular, what is learned in educational contexts is more likely to serve learners' wider agendas. Second, if learners are proactively committed to their learning, the problem of motivation is by definition solved; although they may not always feel entirely positive about all aspects of their learning, autonomous learners have developed the reflective and attitudinal resources to overcome temporary motivational setbacks.

Besides, Little (2008) adds in the particular case of second and foreign languages there is a third argument. Effective communication depends on a complex of procedural skills that develop only through use; and if language learning depends crucially on language use, learners who enjoy a high degree of social autonomy in their learning environment should find it easier than otherwise to master the full range of discourse roles on which effective spontaneous communication depends.

### 4 LEARNER AUTONOMY

In general, learner autonomy refers to learner responsibility to their own learning process. According to Thanasoulas (2008), the term autonomy has come to be used in at least five ways:

- (a) for *situations* in which learners study entirely on their own;
- (b) for a set of *skills* which can be learned and applied in self-directed learning;
- (c) for an inborn *capacity* which is suppressed by institutional education;
- (d) for the exercise of *learners' responsibility* for their own learning;
- (e) for the *right* of learners to determine the direction of their own learning.

Little (2008) defines learner autonomy as a holistic view of the learner that requires us to engage with the cognitive, meta cognitive, affective and social dimensions of language learning and to worry about how they interact with one another. The cognitive dimension

refers to the thinking and reasoning skill. This dimension is closely related to the brain activities in receiving, manipulating, and processing information.

Meta cognitive dimension is identified as general skills through which learners manage, direct, regulate, and guide their learning, i.e., planning, monitoring, and evaluation (Wenden, 1998). In the planning phase, the learners identify learning goals and define how the goals can be reached. This phase is usually carried out before the learning process takes place. Besides, this phase can be done when the learning process is in progress, that is called *planning-in-action*. If so, it is possible for the learners to change their learning goals and consider the method to reach it. Next phase is monitoring. In this phase, the learners monitor their own learning process. They monitor how they learn and identify difficulties they face. The last phase is evaluation, in which the learners evaluate the outcome of their learning process. Further, Wenden (1998) states that evaluation has three steps. Those are: 1) the learners examine the outcome of their learning process; 2) the learners define criteria for assessment; and 3) the learners apply the assessment and evaluation.

Affective dimension deals with learner attitudes. Attitude is a part of learners' perception about themselves, other people, culture in which they live, or culture related to what they learn. Attitude is also related to how the learners respond to what happens in their environment. Besides, the attitude is much influenced by learner motivation. The motivation can be classified into two kinds. They are intrinsic and extrinsic motivation. Intrinsic motivation comes from the learners themselves, while extrinsic motivation comes from their environment.

Social dimension is related to learners' skill in communicating and interacting with others in their learning process. To be autonomous learners, they are required to have good communication skill. They need to interact not only with the teacher, but also with their peers or other learning resources.

In the grammar class, not all of those aspects could be covered to foster the learner autonomy, particularly in sharing the setting of learning goals. Due to the policy of developing curriculum, the learners were not involved in designing the course program. Accordingly, the learning goals were taken from course syllabus available in English Department of Politeknik Negeri Jember. However, the learners understood the purpose of their learning program because the teacher introduced the syllabus at the beginning of the course. Besides, they were explicitly informed about their responsibility in the learning process. The teacher also gave opportunities for the learners to take initiatives in doing learning activities and selecting learning resources. Next they were trained to review their learning and evaluate its effectiveness. To foster learner autonomy in grammar class, the teacher applied the combination of learner-centered and explicit grammar teaching.

## 5 LEARNER-CENTERED GRAMMAR TEACHING

The concept of learner autonomy is closely associated with the concept of the learner-centered classroom. Lamb and Nunan (2001) define learner-centered classrooms as those in which learners are actively involved in their own learning and the decision-making process. The process starts with learners' awareness about preferred learning styles and approaches. The learner-centered approach does not mean leaving learners alone without teacher's support. Instead, the teacher's role is even more significant than that in teacher-centered instruction (Tudor, 1993).

Edwards (2004) introduces an action research process for the teachers who aim at learner-centered grammar teaching; the teachers who want to encourage their students to

find out a grammatical rule for themselves come up with a principle that students should learn inductively. The inductive (rule-discovery) learning means the learners first study examples given by the teacher and work the rules out for themselves. On the other hand, deductive (rule-driven) approach means the grammar rules are simply presented by the teacher. In other words, the deductive approach refers to explicit grammar teaching.

The inductive approach also promotes cognitive ability of learning. It helps the learners develop the skill to investigate and explore language autonomously. Harmer (2001) names the inductive approach “discovery learning” and points out that discovery learning may not be suitable for all learners because there are two types of learners: analytical and holistic. Analytical learners extract rules from examples and test hypotheses, while holistic learners learn best by doing little or no analysis; instead they learn by exposure to large chunks of language in meaningful contexts (Celce-Murcia & Larsen-Freeman, 1988). Therefore, discovery learning may not be suitable for holistic learners but suitable for analytical learners. Teachers should take learner variables into consideration. Every learner has different learning strategies and styles, and not all learners take a single approach.

In this study, the learner-centered grammar teaching was carried out through group discussion, presentation and language awareness activities. Those activities were done in practicum classes. The learners in each class were divided into some groups of three or four learners. Each group was given particular topic to learn. They decided their own time to search the references from various resources and discuss the topic in group. The activities could encourage the learners to be active in the learning process, and train their teamwork skill. Nevertheless, there was a weakness because some learners did not learn actively. They only relied on other members who were active.

Having discussed the topic in groups, each group was responsible for presenting the discussed topic in a class discussion. To activate the learners in presentation activities, the teacher noted the learner participation. The learner participation in those activities was one of consideration in giving final score. By implementing presentation activities, the groups could learn each other, improve their self-confidence and speaking skills.

Next activities were related to learner’s language awareness. Masats (2006) defines awareness as “being aware of something” and “knowing about it, either because you have thought about it or because you have just noticed it”. In the context of second language learning, Stern (1992) cited by Masats (2006) argued in favour of developing language programs whose educational goals went beyond proficiency objectives and stated that there was the pedagogical need to introduce a general language awareness component into the language curriculum.

The language awareness activities in the grammar class were done by the learners through reviewing their language performance written and orally. Learner’s written performance was got from their activities in writing a composition individually. Afterwards, they identified any kind of errors occurred in their work and made correction to the errors. Meanwhile, learner’s oral performance was taken from their conversation with their partner. Here, the learners make a conversation in pairs, and their conversation was recorded in a video. With the video, the learners wrote the transcript of their conversation. Next, they reviewed their performance by identifying weaknesses and errors in the conversation. Having identified the errors, they were required to make correction. From those activities, the learners were able to have reflection on and evaluate their learning process.

## **6 EXPLICIT GRAMMAR TEACHING**

Explicit grammar teaching that refers to deductive approach, was done to review the learners' materials in presentation and reinforce their acquisition. It is necessary for the teacher to review and explain the topic more clearly to ensure better understanding of the learners. Besides, it could be beneficial to give reinforcement to what the learners learned from their learning activities.

The followings are some studies related to explicit grammar teaching. Legenhausenin Gardner (2011) states there is more often than not a deep-seated belief that complex grammatical phenomena call for some kind of 'expert explanation', since it is widely assumed that young learners cannot work out the rules themselves. Further, he finds that grammar instruction in combination with practice results in implicit knowledge, which enables learners to access the rules and apply them in communicative situations.

In addition, Shaffer (1989) investigated the deductive (explicit grammar teaching) and the inductive (learner-centered grammar teaching) approaches using different instructors, one Spanish and two French teachers. In the inductive learning process, students were required to express orally what they had learned about the rule in the lesson. It was effective for these instructors to confirm learners' understanding of the rule. The inductive approach was thought to be unsuitable for complex structures or, at least too difficult for weak learners. However, Shaffer's research findings suggested that the inductive approach worked efficiently for both the hardest structure and the weakest learners. Furthermore, the inductive approach enhanced active participation by students. Shaffer suggested that teachers incorporate both inductive and deductive approaches into their classroom in a meaningful context.

## **7 EVALUATION**

According to Dam and Legenhausen (1999), evaluation in autonomous language learning involving linguistic and other outcomes combines internal and external assessments. Internal assessment consists of surveys, learners' self-reflections, and teacher-learner talk. External assessment comprises such tests as grammar, vocabulary, and discourse structure. In the autonomous classroom, learners are stimulated to develop capacity of critical reflection on their learning process; thus the focus is more on internal than external assessment.

In this study, the evaluation was conducted through observing learner's attitude during teaching learning process and analyzing learner's written and oral performance. Learner's attitude was observed during presentation, discussion, and language awareness activities. Meanwhile, learner's performances were analyzed from their composition and conversation.

Result showed some success in the practice of autonomy, indicated by changes on some learners' attitude. Some learners showed positive change in the learning process. They were more responsible for their learning, had initiative to solve their problems, and improved their grammar mastery. However, some learners showed that they focused more on obtaining score than on developing their learning autonomy and language acquisition.

## **8 CONCLUSIONS**

Learner autonomy is crucial for learners to live independently in a globalized society. Therefore, fostering learner autonomy is a must in language learning, including grammar class. To foster the learner autonomy, the teacher could apply various approaches suitable



with learner's characteristics and needs. Regarding learner differences in the grammar class, the inductive and deductive approaches need to be applied. The inductive approach refers to learner-centered grammar teaching, while the deductive approach refers to explicit grammar teaching. Having gained autonomy in learning, the learners are expected to improve their grammar mastery and internalize the rules in communication. By implementing the approaches, the teacher can assist learners to be aware of their ability to learn independently and equip them with the skill needed for long-life learning.

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# DEVELOPING AUN-QA-BASED LEARNING OUTCOMES OF ENGLISH LANGUAGE TEACHING STUDY PROGRAMS

**Nur Hayati**

nur.hayati.fs@um.ac.id

**Utami Widiati**

utami.widiati.fs@um.ac.id

**Suharmanto**

suharmanto.fs@um.ac.id

**Maria Hidayati**

maria.hidayati.fs@um.ac.id

*State University of Malang*  
Jalan Semarang 5 Malang, Indonesia, 65145

## **Abstract**

*Within the context of higher education, learning outcomes is a crucial part of a study program, directing the development of the program curriculum. The contents, learning activities, and assessment of the courses in the program will need to be geared toward achieving the learning outcomes. With the fierce competition among nations in the world and, simultaneously, the potential to establish networking and become a part of the global community, university graduates need to have a set of knowledge, skills, and attitudes with a global outlook that enables them to cope with the growing challenges. In response to this, the study program of Sarjana (B.A.) in English Language Teaching (ELT) at the State University of Malang (UM) is aiming to align its learning outcomes with the ASEAN University Network-Quality Assurance (AUN-QA) guidelines. Based on the AUN-QA criteria, learning outcomes of a program should include knowledge and understanding, intellectual (thinking) skills, practical skills (subject-specific), and key/transferable skills (generic) that are in line with the stakeholders' requirements. This paper reports the results of a research on revisiting the learning outcomes of the study program, through document study, questionnaires and interviews with experts in ELT curriculum, in order to meet the standards of the AUN-QA and improve the formulation of the learning outcomes.*

**Keywords:** *learning outcomes, curriculum alignment, ASEAN University Network Quality Assurance, English Language Teaching (ELT) study program*

## 1 INTRODUCTION

Establishing appropriate learning outcomes of a program, a course, or a module is a crucial thing in any level of education; however, it seems to receive lack of attention. In the context of higher education, Allan as cited in Kennedy (2010) points out that “the challenge to designers of curricula in higher education is to harness the use of learning outcomes to view learning from the perspective of the learner, rather than the lecture, and thereby to enrich the quality of learning experienced by undergraduate students”. In line with the statement, Lindholm (2009, p. 9) asserts that student learning outcomes support the learner-centered instruction, in which the focus of a program is on what and how the students should learn to achieve the outcomes rather than “coverage of topics within the curriculum”. Learning outcomes should direct the development of the contents of the curriculum of a program (the breadth and depth), the teaching and learning strategies, and the assessment. It is thus very important that learning outcomes be well-formulated by considering the essential knowledge, skills, and attitudes that the graduates of a program are expected to demonstrate (Kennedy, 2010) with regard to their discipline, the relevant needs and demands of all the stakeholders (Azcarra & Bin, 2014).

Within the context of Indonesian higher education, the Directorate General of Higher Education has recently published a book of guidelines for curriculum development in higher education (Sailah, et al., 2014) that signifies the cruciality of establishing clear and appropriate learning outcomes. Learning outcomes of study programs in universities in Indonesia, as based on the guidelines, will need to be developed by referring to the Indonesian Qualification Framework (IQF – *Kerangka Kualifikasi Nasional Indonesia* (KKNI)) containing the formulation of generic skills that graduates need to demonstrate, from level 3 (Diploma 1 degree holders) to level 9 (Doctoral degree holders). Undergraduate study programs should refer to Level 6 framework. The study program of *Sarjana* (B.A.) in English Language Teaching (ELT) at the State University of Malang (UM) has attempted to establish learning outcomes of the program in accordance with the level 6 of IQF.

With the growing challenges of the global world and especially, with the 2015 ASEAN Integration, universities should obviously refer to not only the national standard of curriculum development but also the international standards in maintaining and improving their qualities. In line with this, the B.A. in ELT study program of UM is making some efforts to seek for regional accreditation from the ASEAN University Network Quality Assurance (AUN-QA). The AUN-QA at programme level concerns various aspects of a program with reference to quality assurance and (inter)national benchmarking and stakeholders satisfaction (Azcarra & Bin, 2014). The first of the aspects is the expected learning outcomes (ELO) of a program.

Based on the AUN-QA criteria (Azcarra & Bin, 2014), graduates of a study program need to have the following abilities: (1) to do advanced studies; (2) to develop their own personality; (3) to have an academic attitude; (4) to be competent in their field of study; (5) to have transferable skills and leadership skills; (6) to have orientation to the job market; and (7) to be able to develop their careers. Further regarding the ELO of a program, the AUN-QA criteria state that the ELO should cover both generic and specialized skills and knowledge and clearly reflect the requirements of the stakeholders. The generic skills (sometimes called transferable skills) are outcomes that relate to any and all disciplines, e.g. problem solving, information technology, and team working skills. Stakeholders refer to the students/ alumni, employers/ professional bodies, government ministries/ accreditation bodies, society, department, faculty and university. Development of higher order thinking skills needs also be reflected in the ELO.

Establishing appropriate learning outcomes with reference to both national and international standards is, thus, an essential and challenging task. The research reported in this paper is conducted to revisit the learning outcomes of the B.A. in ELT study program of UM in order to meet the standards of AUN-QA and improve the formulation of the learning outcomes.

## **2 METHOD**

Data in the research were gathered through document study, and questionnaires and interviews with experts in ELT curriculum. The document study was conducted by reviewing the English Department Catalogue 2014, AUN-QA guidelines, and some related documents in writing and using learning outcomes. Questionnaires were distributed to three experts in ELT curriculum. They contain close- and open-ended questions concerning the alignment of the learning outcomes of the English Language Education study program of UM, as stated in the English department catalogue, with the AUN-QA criteria. Interviews were used to follow up the results of the questionnaires, seeking for clarification and elaboration from the experts as needed.

## **3 FINDINGS AND DISCUSSION**

The analysis on the formulation of the ELO of the B.A. in ELT study program with reference to the AUN criteria shows that among the fourteen graduate competencies listed, nine of them cover specialized skills and knowledge, that is, in brief: English proficiency skills equal to a certain level of international English proficiency test scores, knowledge of the basic concepts of linguistics and literature, a working knowledge of ELT, skills in implementing lesson plans of English subject and making necessary adaptations to different English classes, skills in classroom management, skills in identifying ELT problems and providing research-based solutions, skills in adapting current developments in ELT to classroom situations and needs, and skills in translating or interpreting English texts into Indonesian and/or vice versa.

Other competencies or learning outcomes expected of the graduates can be categorized into transferable or generic skills and knowledge, namely: skills in applying Information and Communication Technology in ELT, understanding of different cultures that leads to cultural tolerance and adaptation, independent and continuous learning attitude to develop knowledge and skills in ELT, skills in adjusting to varied teaching environments, oral communication skills both in formal and informal forums, and teamwork skills.

Some issues concerning the ELO arising during the document study would be that the ELO have not seemed to clearly reflect the development of higher order thinking skills. In line with this, the ELO should also be better formulated by using verbs that are operational as suggested by e.g. Kennedy (2010) and Lindholm (2009). Concerning thinking skills and operational verbs, various experts have recommended the use of Bloom's taxonomy as a useful resource to develop learning outcomes that cover various levels of cognitive, affective and psychomotor learning (see, for example, Osters & Tiu, 2013; Sailah, et al., 2014). Within the context of ELT study programs, the psychomotor aspect might not be too relevant, but it can be adapted to suit the characteristics of the subject. Therefore, it might be useful for the study program to reorganize and reformulate the ELO by making it clearer the outcomes that are knowledge-, attitude-, and skill-based (see Osters & Tiu, 2013).

Another related issue would be the measurability and observability of the learning outcomes. Although Moon as cited in Kennedy (2010) argues that program outcomes are “not directly testable”, measurable learning outcomes, which, in Lindholm’s definition (2009, p. 12), means that “evidence to document student achievement of that outcome can be readily collected”, should help in making the students aware of their strengths and weaknesses, and in evaluating the quality of the program (Lindholm, 2009). Osters and Tiu (2013) provide some examples of measurable learning outcomes taken from the Doctor of Veterinary Medicine Program from Texas A & M. The formulation of the outcomes includes the assessment method and the outcomes criteria used to assess the achievement of the learning outcomes. Examples of the assessment methods employed in the program are standardized exams, survey, and pre- and post- evaluation of written cases.

The other issue regarding the ELO of the B.A. in ELT of UM is that the relevant needs and demands of various parties making up the stakeholders will need to be reexamined so as to ensure that they have been well aligned to the learning outcomes as emphasized in the AUN-QA guidelines (Azcarra & Bin, 2014).

The questionnaires and interviews with curriculum experts indicate similar and additional issues with the study program’s ELO. With regard to specialized knowledge and skills, one expert points out that the learning outcome concerning knowledge of basic concepts of linguistics and literature needs to be contextualized within ELT to ensure its relevance. Another expert urges that the ELO also cover the knowledge and skills related to English for Specific Purposes (ESP) so that the learning outcomes will not be oriented towards preparing prospective teachers for formal institutions only, considering that there is great potential for the graduates of the program to work in non formal institutions, such as, becoming an instructor in English courses, multinational companies, banks, and offices. Another issue raised by one of the experts would be the 21st century skills that should be given more emphasis, in particular, the knowledge and skills of using ICT. These might need to be elaborated more in the formulation of the learning outcomes of the study program, making up some of the specialized knowledge and skills in ELT. Another suggestion given is adding knowledge of learner development and its implications in ELT and basic concepts of education to the list of the learning outcomes. Still about specialized skills and knowledge, one expert points out the need to elaborate the outcomes on language skills and components, which have not been explicitly mentioned and described.

In relation to generic skills and knowledge, one expert sees the need to include entrepreneurship skills in line with the demands of the job market. Another expert suggests putting in knowledge on philosophy of science as part of the outcomes. In terms of attitude-based outcomes, the experts recommend the inclusion of learning outcomes concerning academic ethics (in using means of communication, and in teaching and learning process) and academic integrity (in academic writing).

#### **4 CONCLUSIONS AND SUGGESTIONS**

It can be concluded that there are a number of points for the improvement of the formulation of the learning outcomes of the B.A. in ELT study program of UM, which involves reformulation and elaboration of and addition to the existing learning outcomes concerning issues that range from higher order thinking skills, measurability and observability, categorization of outcomes, the stakeholders’ needs and demands, ESP oriented outcomes, language skills and components related outcomes, ICT knowledge and skills in ELT, to attitude-based outcomes. There definitely needs to be a further and

more in-depth examination of the learning outcomes of the study program to ensure their alignment to the AUN-QA criteria and to produce revised learning outcomes that better reflect the requirements of various stakeholders. The formulation of revised learning outcomes shall be followed by curriculum mapping which serves as a means to review the curriculum of the program, evaluate its quality and help improve it, so that it can better facilitate the students in achieving the expected learning outcomes.

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# TOUR IN EFL SPEAKING CLASS

**Deny Efita Nur Rakhmawati**

denyefita.nr@gmail.com

*Maulana Malik Ibrahim State Islamic University*

## **Abstract**

*Students in EFL Speaking Class frequently deal with some problems with the boredom of class situation and lack of interesting activities to do. In such traditional classroom, learning is considered as a term of acquisition, in which the lecturer usually provides input and the students process the input as an output. Participation describes the situation in which the role of the lecturer is to provide learning opportunities to the students who are expected experience language learning as something personal. Tour can be one of the ways to give students an opportunity to interact each other and with their surroundings. Therefore, tour to some historical and cultural places based on theme of speaking materials are expected to increase students' interest to speak up fluently as well as train them to communicate with others out of classroom.*

**Keywords:** *Tour, Place-Based Learning*

## **1 INTRODUCTION**

People nowadays live at a time where the ability to speak English fluently has become a must especially who want to advance in certain fields of human endeavor (Al-Sibai, 2004: 3). They consider that speaking is the most important language skill that need to be controlled and the assessment of English learning achievement is based on mastery of speaking skill (Burnkart (1998) as cited by Nazara, 2011). Ur (1996: 120) adds of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as 'speaker' of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak. The teaching of English as a foreign language can, thus, be more focused and optimized in speaking skill in order to develop the students' ability to communicate with others both in the classroom and in the real life communication. It is then expected they can create an effective communication.

On the other hand, the learners of English as a Foreign Language (EFL) find difficulties in mastering the speaking skill. In line with this, Hinkel (2005: 485) states that speaking is the most complex and difficult skill to master. They might face internal and external problems that hinder them from being active and participative during the learning process. Internally, they are possibly afraid of making mistake when they speak in front of the class. Some students feel that they lack of confidence to speak of what they have in their minds. Some others say that they have less vocabularies which then make them short of words to say. These internal problems deal with what Krashen (1988: 29) illustrates as classroom anxiety which is closely correlated with speech skills. In addition, the external problem might be caused by their classmates or even the lecturer. The

lecturer may be over critical in correcting mistakes, which is discouraging and making the students reluctant to speak English for fear of producing mistakes. Similarly, their classmates' attitude may not encourage them to participate in the oral communication. Some active students, usually the good speakers, may dominate the oral communication; some may even laugh at their classmates for making mistakes in their speech performance (Mardijono, 2001: 92-93). The rests could say that the topics and activities are boring and not interesting. Another external problem coming from the less exposure of speaking skill. They need to speak in English just in the speaking class, not in their everyday life.

Regarding the importance and difficulties of mastering speaking skill, there are various methods, materials, and activities offered to propose the best – this is to say, the most effective – way to help the students. A great numbers of research in speaking skill both in other countries and Indonesia suggests applying these requirements in the classroom. In the classroom, the lecturers try to apply different teaching techniques - for examples interview, talk show, role play, simulation, retelling, and group discussion – and different teaching materials – for examples searching for materials of their own from magazines and internets, watching videos, and reading literary works which are employed to sustain the learning process. What is more interesting is that recently there has been increasing stress placed on the importance of what is termed 'lifelong education' as a means of enhancing the learning of English. As Campbell (1996) found, it is possible for a student to create opportunities for learning a language out of a classroom. It has been emphasized that language learning is not limited to the classroom, but can take place at any time and in any place, including the home and the community (Hyland, 2004: 180) – or so called out-of classroom activities. In addition, out-of-classroom activity becomes more challenging in Indonesia as a non-English speaking country in which the context of English is quite hard to find in daily life. Pegrum (2000) is in line with this by stating that in addition to bringing fragments of the world into the classroom, we can, if teaching in an English-speaking country, take our students out into the world, effectively using it as an extension of the classroom.

This challenge, however, has been answered by some research conducted in other non-English speaking countries. Although Phill (2001) and Hyland (2004) point out that in out-of-classroom activities much of the time of students is spent on receptive skills despite their productive skills, Manfred's research (2012: 46) has been able to show that students who implemented out-of-class activities tended to possess more positive beliefs regarding their English learning, in terms of their perceived value and nature of learning spoken English, as well as self-efficacy and expectation about learning English. He suggests that tour in a vacation is a good way of providing an environment that can facilitate the use of spoken English. As emphasized by Deen and Smith (2006: 15), tour can be one of the ways to give students an opportunity to interact with society and gain valuable experiences. Marijono (2011: 51) has been able to provide her students in Speaking III class with the experience of one day city tour to explore and learn more about the unique places they can find in the local city, Surabaya. They have fun and at the same time use English in the real life situation and also learn to understand more about their local city. What is more, they develop cohesive learning groups, whose members are cooperating and supporting each other towards the goal.

Tour is a kind of place-based learning that can attract the students to keep in touch each other and interact in the face-to-face conversation which then bringing them to develop their speaking ability. Place-based learning is the process of using the local heritage, cultures, landscapes, opportunities and experiences; using these as a starting point to teach concepts in mathematics, social studies, science, especially language arts



across the curriculum (Sobel, 2004). Exposing students to "pieces" of the outside world has an important function in respect of providing realistic language input, establishing a dynamic and meaningful context for learning, and increasing student motivation (Pegrum, 2000). By using the locals, students will get deeper understanding since they learn something directly in that it differs from what they will get by just reading books and staying in the classroom. As Wattchow and Brown (2011: ix) argue, outdoor places are much more than mere sites for human activity. They make us and we make them. They are the sources of our identities.

The aforementioned research indicate that tour with a place-based learning is one of effective methods to use in speaking class. As such, the aim of this research is to discuss students' experience in having tour with a place-based learning in their speaking class. In addition, the discussion of the research suggests different types of activities that can be carried out in doing tour as integrated in the EFL speaking class, indicating how they can be helpful in developing students' speaking skill as well as local awareness.

## **2 METHOD**

The participants of this research are the students of Gk (23 students) and Hk classes (20 students) enrolled in English Language and Letters Department of Maulana Malik Ibrahim State Islamic University, Malang in Speaking I class in the batch of 2014/2015. These two classes have different characteristics, while Gk is more cheerful, Hk is more active in the teaching learning process. This research is carried out over a period of one semester. Moreover, this research employs the descriptive qualitative design, in which a key aspect in qualitative research is to capture the subjectivity of human experiences (Cohen, 2011). The qualitative method leads to the making of detailed descriptions of what is happening in natural settings. This method is used to discover the phenomenon as seen from students' point of view (Creswell, 2010). In line with that definition, this study is conducted to explore how the tour – based learning to historical and cultural places can increase students' speaking ability as well as increase their awareness on local values. When carrying out this study, the data are mainly gathered through semi-structured interviews, questionnaire and students' performance recorded in videos.

## **3 FINDINGS AND DISCUSSION**

### **3.1 Students' Speaking Ability**

To start with, the nature of the tour in the EFL Speaking class should be given an emphasis. Before doing the tour, the students are always given the materials with several activities in the classroom. The materials are based on the syllabi of Speaking I of English Language and Letters of Faculty of Humanities, Maulana Malik Ibrahim State Islamic University, Malang; i.e. maps and directions. In each meeting, students are exposed to speak and interact with their classmates; varied from individual speaking, dialogue, to group discussion. Each student is motivated to speak actively every meeting, if there is one of them just keeps silent, she or he would be motivated or asked to speak and perform in front of the class. To ensure that the students' performance would not be affected by the feedbacks and reviews given by the lecturer and the classmates, the feedbacks and reviews are given at the end of the meeting. Giving them the chance to give comments on their peers' speaking ability and performance is strongly believed able to give the

students confidence and ability to analyze others which is then indirectly will also reflect their own abilities and performances.

Having tour with a place – based learning is started from asking the students to divide the class into two groups. Each class must discuss to choose one local place around Malang city to go. Then, they have to calculate the transportation, the activities need to do in that place, and the requirements of the video recording. The results of these discussions should be presented in front of the class to get feedback from their friends. When their concepts are ready, they start to do the tour. In one semester, the tours are conducted two times with the schedule arrangement different from the regular schedule. In the first tour, four groups of two classes have a tour to the same historical and cultural place around Malang with the lecturer comes along with them. The second tour is the final project in which each group has different places to go and there is no lecturer supervision. Each group has different speaking activities.

At the end of semester, there is a tour questionnaire distributed to the students. It reveals that students (95.4%) agree that tour – place-based learning is an interesting thing to do. They become far more motivated in speaking since they have different activity from their usual activities. They become very excited in doing the out-of-classroom activity even more they have to visit a cultural and historical place around Malang. The other students (4.6%) who are less interested in having tour – place based learning report that it is not because of the activity that they do not like, it is their disability to be confident to speak in English in public that make them prefer having the activity in the classroom instead of having tour. This questionnaire is also in the same direction with the statements of the students during semi-structured interviews. One of them says that tour is the best experience during one semester compared to other speaking activities, just like in *I am very happy when you gave us an assignment for final examination. It is my best experience and I prefer to do the speaking class with tour activity and go to cultural and historical places.* The students agree that tour can give them a fun situation as said by one of them *when we have tour, it makes me feel relax and not bored.* Then, by having tour, the students also feel that they have more ideas so they speak more rather than in the classroom, just like in the statement of *tour is my favorite activity in speaking class, this new method of learning makes me very enthusiast in speaking even when I have some difficulties in describing something in English and I think I speak more when I have to interact freely with others out of the class.*

Next, the questionnaire also proves that tour is able to help them to improve their vocabularies and fluency (90%). The semi-structured interviews succeeds to find the reason. It happens because the students feel relax and happy. These feelings make their minds fresh so that it is easier for them to recall their memories about the vocabularies that they have already had. They try to use as many vocabularies as possible since they need to speak in public areas, it makes them feel cool and different. It seems that new open environment influences them a lot in trying to describe their surrounding which is new and refreshing. From observing them in the field and watching the videos of final projects, the students also get new vocabularies that they never heard before from having conversation with their friends. In certain occasions, some of students also meet with native speakers in the historical and cultural place they visit. The students try to introduce themselves to the native speaker and they have fun in chitchatting about the place they visit. This experience teaches them that native speakers are very fast in speaking so that they find it little bit harder to understand about what they are talking about.

Some interesting findings are from the fluency of their speaking (85%). During the tour, the students are able to express their sequence of ideas fluently. There are still some pauses but not frequent. During the pauses, most of the students are able to fill in

the seconds of silence and time spent saying 'let me think first', 'how do you call it?' rather than just saying 'um' and 'eh'. From the interview, the students say that they are so excited so they can speak fluently and even talkatively. From direct observation, it is known that every student is excited to speak so they want to speak up in English all the time, which is rarely happen in the classroom. The problem appears in case of fluency is that some students make some repetitions of the same utterances during speaking. As what is found in the video ".....*There are so many places provided. The price is very cheap. It is only 15.000 IDR. There are so many places provided here....*

Another thing that is improving is the students' intonation. When they speak in out-of-classroom areas, their intonation are detectable. They give stress on some words and they speak louder that they used to be. The reason based on interviews explains that they do it to make their friend understand about what they are saying. In the first tour, it is influenced by the noise of the open environment since other students also speak and do their speaking activities at the same time. In the final project, they say they want the audiences know about something important that they want to emphasize in their speaking since they are recorded during speaking. The think that when they do not give intonation and just speak flatly, the audiences will be very disappointed.

Since students deal with the direct object in the place they visit, their speaking especially in conversation and interaction with others shows an improvement. The students are able to interact, initiate, and respond appropriately during the tour. Their conversations are engaging and there is a process of meaning negotiation. Some problems still happens in how they responds their friends but since it is an impromptu speaking, their ideas of spontaneity is highly appreciated. The following example of conversation appears in the video about when one of the groups visits Brawijaya museum, Malang.

*A: I like coming to this place. I think it gives us knowledge how our ancestors fought the colonialism. With very limited and traditional tools, they could win. What do you think about that?*

*B: I think this place is very spooky, right?*

*A: Could be. But what I mean is what do you think about the function of this place?*

Body language is another aspect needs to underline here. According to the field and video observation, it is seen that most of the students use their body language during speaking (87%). Their hands and facial expressions are two most common things used by them. The open-ended questionnaire shows that they need to use facial expression to make the interlocutors comfortable to talk to them and their hands are used to give some emphasis on what they are talking about. In addition, interview leads to the reason that they use body language to help them easier to speak and reduce their anxiety.

To be able to communicate competently, the students also need to aware with their spoken grammar, in which in this case they less concern on. It seems that there are many errors in using personal pronoun, he with she and vice versa. Other problems also showed in the use of tenses. They do not focus and bother on the use of simple present tense and simple past tense. As found in the following monologue from the video:

*... Welcome to the Singosari Temple. I will explain about the history of this temple. This founder give the name by the tower temple and because of something happened, the name change into Singosari temple....*

### 3.2 Students' Awareness on Local Values

Tour to some historical and cultural places around Malang has developed students' awareness on local values. Most of the students (99%) agree that the historical and cultural places they visit have very big local values. They state in the interview that by visiting those places, they know deeper and better about places that are located very close to them. It is useful for both the local students who some of them also never come to those places and students who are from different cities.

Having tour to those historical and cultural places will grow the feeling of proudness and respect (83%). As what the questionnaire tells that after coming to those places make the students want to visit more historical places. They want to come to the different places so that they will know more about the local values that stay nearby. One of the students explains his argumentation that growing a feeling and sense of belonging on to something left as historical and cultural heritages is much needed nowadays. He just realizes that they have forgotten the heritages and replaces them with something modern. They tend to come to malls and spend much money instead of coming to such places.

Some students in the interviews point out that the historical and cultural places show the spirit of togetherness. They are knocked out by the spirit of *Singo Edan* as the symbol of life of Malangnese. One of them stated indirectly in the speaking during the tour: *..... this temple was built couple years ago by the local. They united and worked together to finish this temple as a place of worship...* Statements from one of the student support by saying that togetherness is needed in this life since we are social creature who will always need others. They just realize that lately they have forgotten togetherness in their life and indirectly become strangers for their relatives because they are too busy with their own business until they forget to get in touch with others. Togetherness here also means cooperative which is lately so difficult to do. What they have can be shared with others, what cannot be finished can be done together. The ancestors have shown them that being together with others is also intended to avoid social jealousy. They all are equal.

Other value of simplicity can be found from the statements of the students both in the speaking during the tour and in the interview. One of the students acts as a tour guide in the Brawijaya museum and she says *..... the tools and transportations available at that time was very limited. They could live and won the war...* Other value of simplicity is found in Malang Tempo Doeloe Museum about the use of Indonesian spices functions not only for cooking but also for medical care of some diseases. *..... This is curcuma or 'kunyit'. This is can control temperature of your body. When you are hot, you can drink this and your temperature will normal....* The simplicity of life teaches the students to be able to use as benefits of the available things in the environment. People in recent years are forget about what nature can give them and tend to use chemicals and technology to help them to survive.

At the end of the interview and questionnaire, the students ask all young generation to keep the historical and cultural places by not destroying the building. They even also suggest that they need to help the government to promote the existence of those places, for example uploading some pictures of those places to the social media. Hope that others will also aware of those places and will visit someday.

## 4 CONCLUSION AND SUGGESTION

The interaction of the students during tour improves their speaking ability. Giving the chance to the students to interact and actualize in out-of-classroom increases their self-confidence and motivation to speak more and express what they have in their minds

easier. By engaging in real interactions involving relatively limited areas, and with sufficient preparation, students are exposing themselves to input which is largely comprehensible because they themselves are initiating the transactions and have some idea of what kinds of responses to expect. They may also gain practical information, such as how to find their way around, where to purchase certain products or even how much it costs to enter to such places. Furthermore, the local values of sense of belonging, togetherness, and simplicity help the students to gain a heightened appreciation of the richness and variety of the historical and cultural places around them. Regarding these facts, the essence of local values representation in speaking may preserve the unforgotten historical and cultural places in the students' mind and the audiences of the videos. More importantly, the awareness of local values can be a bridge to appreciate both modern and traditional culture.

Finally, some limitations of this research need to be anticipated for further research, that is period limitation. Since this method is carried out in two tour activities only, further researches need to pay attention on some other historical and cultural places in a longer period of time with classes of different proficiency levels. Other limitation is the students must firstly check out practical details such as opening hours, the history of the place, what kinds of displays are contained in museums, and so on. If not properly prepared, learners may be daunted by and fail in the set task, which would be very demotivating.

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# DEVELOPING SELF- AND PEER ASSESSMENT ON STUDENT'S CRITICAL THINKING READING AND WRITING

**Perwi Darmajanti**  
perwi.ppns@gmail.com

Surabaya Shipbuilding State Polytechnic  
Jl. Teknik Kimia, Kampus ITS Sukolilo, Surabaya 60111, Indonesia

## **Abstract**

*Recent development in language teaching puts a stronger importance on critical thinking skill. At the same time, the skill becomes one of requirements for developing professional skills. The trainings of critical thinking have been being developed in polytechnic education since it is a vocational education institution which is career focused applied education. The critical thinking practices are integrated into English learning. As it is integrated into lessons, so it should be assessed appropriately. Developing critical thinking skill has its characteristics which differ from developing knowledge. The skill should be assessed to know whether it is achieving the goals or not. The assessment is based on the concept that it should enable reciprocal learning where teachers and students share and value each other's sense-making processes. This concept is used to facilitate the development of skill where students will get an opportunity to improve themselves by comparing and learning from each other and by consulting to teacher. Personal and peer assessment method on reading and writing skills of students is chosen for its advantages which cover discussion, revision and improvement. Students can assess their own works and other students' progress. The assessment activity is actually still involved in the learning process. So, it is regarded suitable with the characteristics of developing skill where students can look at their work, and practice to judge the quality by which it reflects explicitly stated goals or criteria, and revises it accordingly. To make it effective, teachers make models and scaffolding skills and processes to learn.*

**Keywords:** *critical thinking, assessment*

## **1 INTRODUCTION**

Character education has been developed years in most parts of the world. It used to be the responsibility of parents to their children. But currently some practices of it are done at schools by combining the concept of character education into the academic curricula. It is defined as an education of value, attitude, moral and personal characteristics to the new generation. So some positive characters in broader scale are stimulated to grow. The objective is to develop learners to be able to make decision in their life as well as to

preserve the good tradition. The ability to make decision requires a long process and time. Decision making involves evaluating alternatives and making choices among them (Weiten, 1992). Those need ability to make critical reasoning before evaluating and choosing. The ability is called critical thinking skill.

Critical thinking skill also becomes one of the priorities in foreign language learning. Current trend of learning language shows that learning language is not traditional anymore which focuses on grammar, vocabulary and language skills. It can be combined with relevant skills like skills to communicate and skills to think. It is understandable since language is the media of communication, as the media to transfer concept to the reality and to develop concept of value. This idea is supported by Benjamin Lee Whorf who has been the most prominent advocate of linguistic relativity. His theory mentioned that one's language determines the nature of one's thought (Weiten, 1992: 280).

Learning language activities which involve reading and writing practice are regarded as a rich source to practice critical thinking. In an era where information plays a very important role as a potential asset in many aspects of life, a scholar should not only have the ability to take the content which presents itself in abundance but also have ability to select pieces of the information by critical reasoning to match with the purposes. It needs good thinking habit to analyze sharply and accurately. The selection needs a lot of practices to make it effective. The practices, then, will develop a skill, the skill to think critically to select valuable information for specified purposes. The whole process which is started from reading the source of information, selecting the content for certain purposes until sharp and accurate analysis can be applied in reading and writing activities.

Critical thinking skill is also high on the agenda of education in polytechnic. Polytechnic education is carrier focused applied education. The graduates of this specialized education are expected to be able to fulfill requirements from industries which will employ them. There are several skills that become the requirement such as verbal communication, analyzing & investigating, planning & organizing, etc. Those skills require ability of critical reasoning.

Combining language learning and developing critical thinking is also expected to give innovative solution in increasing students' learning motivation. Since students' motivation is influenced much by the teacher and classroom climate (Ghenghesh, 2010 and Kikuchi, 2009), the teacher is required to develop a teaching and learning activities to accommodate language learning objectives and developing critical thinking. The learning is designed to increase students' participation which will reduce teacher-centered learning to be more student-centered learning.

## **2 DEFINITIONS AND AIMS OF CRITICAL THINKING**

Many universities concern about skills to study for the students. One of the skills is how to think critically. It is defined as examining ideas, evaluating them against what are already known and making decisions about their merit. The aim of critical thinking is to try to maintain an 'objective' position. When someone thinks critically, he weighs up all sides of an argument and evaluates its strengths and weaknesses (UK Open University booklet). It is supported by Wood (2002) who said that critical thinking is the process of using reasoning to discern what is true, and what is false. So, critical thinking skills covers actively seeking all sides of an argument, testing the soundness of the claims made, and testing the soundness of the evidence used to support the claims. Since the aim when thinking critically is to *respond objectively* to what is being read or thought



through, it needs to keep an open mind (Wood, 2002) and be prepared to question the author's claims. Supporting the previous definition, Paul and Elder (2006) put the spirit of improvement in the definition as they stated that critical thinking is the art of analyzing and evaluating thinking with a view to improving it.

There are skills to make up critical thinking which is proposed by Paul and Elder (2001) namely: (1) interpretation: the ability to comprehend information; (2) Analysis: the ability to identify the main arguments presented; (3) Evaluation: the ability to judge whether this argument is credible and valid based on the logic and evidence given; (4) Inference: the ability to decide what to believe or do based on solid logic, and to understand the consequences of the decision; (5) Explanation: the ability to communicate the process of reasoning to others; and (6) Self-Regulation: the ability to monitor one's own thinking and correct flaws in logic.

### **3 TEACHING CRITICAL THINKING**

The purpose of teaching critical thinking included in the curricula is to improve the thinking skills of students. It is not automatically teaching critical thinking when teaching subjects which supposedly epitomize correct and logical thinking, but it can be applied in all subjects. It is characterized by certain teaching method. Generally, all education consists of transmitting to students two different things: (1) the subject matter or discipline content of the course ("what to think"), and (2) the correct way to understand and evaluate this subject matter ("how to think"). Transmitting the subject matter is considered much easier than to teach students how to think effectively about this subject matter. Transmitting the correct way to understand and to evaluate the subject matter is covered in critical thinking. All educational disciplines have reported the difficulty of imparting critical thinking skills (Schafersman, 1991)

Teaching critical thinking in class involves certain activities which are designed to teach students critical thinking skill at a time, while assignments are structured to allow students to practice each critical thinking skill in succession.

Hofreiter (2005) suggested steps to make teaching critical thinking easier. They are:

- 1) Teach critical thinking explicitly as students need explicit instruction.
- 2) Critical thinking skills should be modeled by instructor to help students learning thinking processes about an issue, including criticizing articles, commenting on bias and faulty logic during learning activities.
- 3) Use real-world examples to teach critical thinking skills in a context to give opportunity for students to deal with real conditions and decide what they should do, or response using the logical tools they've learned.
- 4) Begin with students' core values, then move to information and logic.

### **4 INTEGRATED LEARNING READING AND WRITING WITH CRITICAL THINKING**

Learning reading and writing are chosen to be combined with teaching critical thinking skill because they have almost the same purpose and the same process to run. Learning reading which is focused on comprehending the content of the text will follow the same steps to make up critical thinking skill. Comprehending the text needs ability to identify the main argument and to interpret. This cognitive process results to inference and explanation of the content after the process of evaluation and self-regulation.

Reading, as a skill, is normally linked with writing (Jordan, 1997). This is a fundamental characteristic of academic situation. Students usually read books and journals, summarize, paraphrase and then write essays, etc. In practice material for reading is also added with related writing practice. Although the focus is still on increasing reading skill which deals with various reading strategies and comprehension practice, the resultant exercise usually involves writing. While reading, students practice to utilize skills and sub-skills in reading such as prediction, skimming, scanning, distinguishing information between the factual and non-factual ones, between the important and less-important items, between relevant and irrelevant information, between explicit and implicit information and distinguishing among ideas, opinion and examples. After reading, they can practice to draw inferences and to take conclusions. In this part, the point of critical thinking practice can be included as well as developing comprehension.

In teaching and learning writing, generally there are two approaches which are widely used (Jordan, 1997): the product and the process approaches. Basically, this approach is concerned with the finished product-the text. The process approach concerns with the process of writing that enables the product to be achieved. This approach emphasizes the composing processes which writer utilizes. It allows students to express themselves more as individual which accords with the principles of learner-centeredness. The students can get guidance during the writing process through discussion, tasks, drafting, feedback, revisions and informed choices. This approach views writing as a creative and the task of teachers as being engage students in the creative process.

Considering those two approaches of writing, the process approach is more suitable to employ in the learning process which is integrated with critical thinking skill. It is due to the characteristics of the approach which gives wider opportunity to students to explore their understanding and creativity.

## **5 PEER AND SELF-ASSESSMENT**

From students' point of view, critical thinking could be a new skill to learn and it could be a new challenge for the teachers too. But as a learning program, it needs an appropriate assessment. The assessment for critical thinking learning should enable reciprocal learning where teachers and students share and value each other sense-making process. This is driven by the understanding that assessment for learning must be underpinned by the utmost confidence that every student can improve. This needs students' participation in the process of assessment. When students actively participate in assessing their learning by interpreting their performance, they are better placed to recognize important moments of personal learning. This helps them to identify their own strengths and needs, and discover how to make 'Where to next?' decisions.

Related to the characteristics of teaching and learning which had been done, peer and self- assessments are chosen because of advantages of this kind of assessment. Self and peer assessment is about revision and improvement. Students have opportunity to assess their own works. It enables students to independently assess their own and other students' progress with confidence rather than always relying on teacher judgment. When students self and peer assess, they are actively involved in the learning process and their independence. This involvement will improve the motivation of learning.

Effective self and peer assessment requires exemplars clearly demonstrating what is being learnt. Students need explanations what to think and how to manage and process the content, while teachers perform deliberately modeling and scaffolding the skills and processes which is in line with the method of teaching to apply. It will give them chance

to practice of selection by identifying object to learn and how to deal with it. This activity will give opportunities for students to identify success and a place for improvement, and opportunities for students to make improvements independently.

This kind of assessment also needs clear and specific success criteria on manageable chunks of learning. To facilitate the assessment, Association of American Colleges and Universities had provided a rubric to measure critical thinking practice done by the students. After students are given a brief training on critical thinking and open-mindedness, they can start to assess their own work and their colleague's work, then discuss them with the teacher and the colleague with utilizing the rubric of assessment.

This process will give advantages both to teacher and the students. For teachers, it helps teachers gather information to plan and modify teaching and learning programs based on the needs, to identify students' strengths so that both teachers and students can build on them, to determine students' learning needs in a clear and constructive way so they can be addressed. The same activity may give benefits to students too as it provides students with information and guidance so they can plan and manage the next steps in their learning and this involvement makes them motivated and appreciated.

The other advantage of this assessment is related to the role it plays in student motivation. Knowledge and understanding to the target of learning is not enough. It encourages motivation by emphasizing progress and achievement rather than failure. It is due to the assessment provides them opportunity to bargain and deal with certain standard to fulfill. When the students succeed or fail, they explain it to themselves in a variety of ways (effort, ability, mood, knowledge, luck, help, clarity of instruction etc). The process to achieve the target is another learning process that students follow. It makes them to learn twice. The assessment-capable students feel greater ownership of their learning and are more likely to attribute outcomes to factors within their control. This engages and motivates students.

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# EXPLORING THE SUMMATIVE AND FORMATIVE ASSESSMENT APPLIED IN ENGLISH FOR SPECIFIC PURPOSES CLASSROOM

**Nurhaeni**

*neni\_jahar@yahoo.com*

**Alma Prisilya**

*almaprsl17@gmail.com<sup>2</sup>*

*English Education, School of Postgraduate Studies, Indonesia University of Education  
Jl. Dr. Setiabudhi no. 229 Kota Bandung- Jawa Barat 40154, Indonesia*

## **Abstract**

*English for specific purposes (ESP) requires particular approach which is different from the English for general purposes regarding the outcome intended for the students. Therefore, having appropriate materials is very crucial to meet the needs of students who are demanded to have the capability on specific work area. It is included to have the ability of the language used for the work field. In teaching ESP students, designing well-measured assessment is as important as designing a good materials. Generally, teacher will have their own assessment format to measure students' ability during and after a learning session or term. The assessments are commonly split into the summative and formative assessment. The terms are similarly acknowledged, but the format are designed and applied mostly based on the students' needs and the teachers' consideration. This research will explore on how is the summative and formative assessment designed for ESP students. It applied a case study design and took the sample of the English instructor of an engineering institution in West Java. The data were collected through document analysis and interview. The findings of this research discuss deep explanation of how the assessment of ESP students' is designed as well as the considerations taken in designing the assessment.*

**Keywords:** *Designing, ESP, summative, formative, assessment*

## **1 INTRODUCTION**

An assessment is the most important way teachers or instructors have to do to gather some data concerning the matters of students, teachers/ instructors themselves and of the process in teaching- learning activities as well. The importance of assessment have been discussed for years and it is agreed as important tool to gather data, significant component of classroom practice, valuable opportunities for involving students in deciding the items of assessments itself (Cumming, J. J & Smith, C. W, 2009; Sadler, 1989; Hanna & Dittmer, 2004). However, based on the observation in the research site in particular, many teachers/ instructors, especially in ESP class, find it difficult to involve their students to be in the decision maker team of conducting assessment items. Many of

them do not ask the students' needs as the consideration in creating assessment. This can create obstacles for students when it comes the time to be assessed. Meanwhile, as we know that educational assessment is used in purpose of increasing the standards of learning, based on which the educational process should be conducted. Especially, doing assessment relates to the ability of the students therefore the evaluation of their progress and performance can help teachers/ instructors to make an evaluation by defining which particular learning needs should be addressed more.

This situation has led to the authors' awareness of urgency to find out how the teacher/ instructor of ESP class designs the assessments for her students; too see how they work together to decide the assessments (if any). As there are three types of assessments which are diagnostic assessment, formative assessment and summative assessment (Faculty, 2015) in the process of gathering data, this study will discuss the two of them only, which are the formative and summative assessments used in the ESP class.

In order to make inferences about student competency, collect the information needed and get feedback during the teaching process, formative assessment is needed (Bennett, R. E & Gitomer, D. H, 2009; Garrison, C & Ehringhaus, M, n.d). Formative assessment not only measures the progress of student but also assess the progress of the teacher as an instructor. A primary focus of formative assessment is to identify areas that may need improvement. It is good practice to incorporate this type of assessment to "test" students' knowledge before expecting all of them to do well on an examination (Faculty, 2015). Hence, formative assessment can be described as the one to evaluate the process of learning in its process, and, consequently, as a teaching process' part. Conducting formative assessment can detect gaps and adjust both teaching and learning processes to the learning needs of students straightaway in the learning process. Based on some research about assessment in particular class, in 2007 formative assessment became the great tool which provided the researcher with some important feedbacks for item in writing test and information of the learning environment needed by the students of medical class (Oldham, J et al., 2007). It simply shows us how important formative assessment took place in teaching learning system. Each of the feedback from the students could contribute an improvement to the class both in learning process and teaching methods/ approaches.

How great the formative assessment contributes to the learning process and all of its aspects is cannot be separated to the importance of summative assessment, too. Summative assessment gives periodically determination to a specific idea in time the ability of the students that become a tool in education for evaluating the effectiveness of such program as well as showing the improvement according to the records of the achievements of students (Garrison, C & Ehringhaus, M, n.d). As described, it can be say that these two assessments are important in educational system. Through these ways of collecting the data, there are many information that can be used to be the basis in evaluation system. Summative assessment is used to define the final position of a student in teaching- learning process, whether or not the students can continue the programme and it help instructor to make adjustment and corrections for next programme.

As stated by Swain (1984) that to construct a procedure of an assessment, test makers and instructors should provide students or test takers appropriate review to help them to be well- prepared and ready for the test (as cited in Brown, 2003). There are some consideration in constructing a design of an assessments, such as the need of establishment of scoring criteria, agreement on the application of rubric, and trial those things before they are applied, that way we will have clear picture about the achievement of the students and where the gaps may occur during the programme (Norris et al., 1998; Garrison, C & Ehringhaus, M, n.d). In a stable system of assessment, both summative and

formative assessments are an essential part of information gathering (Garrison, C & Ehringhaus, M, n.d).

This study is expected to make several contributions to all of the practitioners in education system: the teachers, the students and even the stakeholders. Thus, this study aims to know the kind of formative and summative assessment formats which is applied in the particular ESP class in this study, the teacher's way in designing the formative and summative assessment in the class and the factors that become the teacher's consideration in designing the formative and summative assessment. In addition, the expectation of this study is to intrigue other teachers and researchers to research on this topic deeper than what has been explored in this study. Therefore, there will be variation as the literature research for the other studies.

## **2 METHOD**

As it is addressed, this study investigated both summative and formative assessments which are designed for ESP students in particular site, thus qualitative study becomes an appropriate method for this case (Bogdan & Biklen, 1992; Thomas, 2003; Liamputtong, 2009). In this case study, an English instructor of an engineering institution in West Java was taken as the sample of this study. She teaches English for specific purpose in engineering field.

The data were collected through (a) review of the documents/ document analysis of her assessment documents, and (b) interview. What the researcher did is looking at all of the documents of assessment which were designed by the instructor. The review session were done through classifying the kinds of assessments which are used by the instructor in her lesson plans. After reviewing the list of assessments format provided by the instructor, interview was held in order to obtain deeper explanation regarding the assessment format and to explore further the considerations taken by the instructor in designing the assessment for the ESP class as well as the data triangulation of the study.

Qualitative study is employed in this study as stated by Bogdan and Biklen (1992) that qualitative research is rich in description of people, places, and conversation and not easily handled by statistical procedure. Therefore, the data were qualitative analyzed.

## **3 FINDINGS AND DISCUSSION**

This part presents the findings and the discussion of the study which explored the assessment designed for ESP class. The results of this study reveals some information regarding the three questions of this study, which are (1) what kind of formative and summative assessment formats applied in the ESP class? (2) how do the teacher design the formative and summative assessment in the class? (3) what factors do the teacher consider in designing the formative and summative assessment?

It shows that there are three important remarks which answer the three research questions in this study. The table below will explain the details of each of them briefly.

**Table 1. Summary of the Formative and Summative Assessment in a Semester**

Meetings	Activities /Skills	Materials
1-3	Pre-test Discussing the answers (speaking)	<b>TOEFL</b>
4	Reading Questions & Answers (speaking)	<b>Text</b> Petroleum Engineers Job Description Presidents of USA
5-6	Listening Questions & Answers Speaking	<b>Audio &amp; Video</b> Daily Life of Petroleum Engineers <b>Debate</b> Petroleum Engineering Career is Risky and Dangerous
7	Listening Discussing the answers (speaking)	<b>TOEFL Format</b>
8	Discussion (speaking)	Cross cultural understanding : body language around the world
9-10	Grammar focus Dialog performance (speaking)	Structure and written expression Direct and indirect speech
Mid Term		<b>TOEFL Format</b> All the first term material
Final Term		<b>TOEFL Format</b> All the materials

According to the assessments which are summarized and displayed on the table above, it has been indicated that there are two kinds of assessment formats which applied the most in the class. First is the speaking skill assessment and second is TOEFL format assessment. Not only presented through the table, those format also emphasized by the instructor through the interview.

*“...mereka akan bekerja dengan banyak orang dengan berbagai kewarganegaraan, maka bahasa internasional wajib dikuasai demi menopang kualitas kerja mereka. maka dari kesimpulan ini speaking lebih diutamakan karenanya formative assessment porsi nya lebih banyak ke speaking, namun untuk juga memfasilitasi yang dibutuhkan siswa dalam bentuk penguasaan toefl, maka setiap formative assessment diselipkan sepersekian porsi untuk assessment dengan format toefl. Sedangkan untuk summative assessment, semuanya dengan format toefl.”*

Allocating more speaking skills in the assessment in ESP class has been investigated by Nadia (2013). Not only from the teacher's perspective, but also the students agree that the continuous assessment which provides more speaking skills format is helpful for their learning. Besides speaking format which takes more than 70% part in the assessment, recapping all types of materials is dominated by the percentage of 40%. The data is also reflected in this research through the TOEFL test format as an instrument for recapping the materials involving others integrated skills.



Designing the assessment into several particular formats which is not following the general/traditional format is related to the notion of alternative assessment. As revealed in Kavaliauskienė, Kaminskienė, and Anusienė (2007) and Carrión and Chavarría (2012), alternative assessment is applied based on the students' needs or students' assessment preferences identified in the needs analysis. The alternative assessment is considered preferable for ESP class since it is authentic and mirrors students' real professional contexts.

The instructor's idea of regularly giving speaking skills and TOEFL format assessment during the formative assessment in order to progressively train the students to be familiar with those chosen format is supported by the formative assessment function mentioned by Harmer (2007). Harmer states that formative assessment applied to see the feedback teachers give students as course is progressing and which, as a result, may help them to improve their performance. In the meantime, Harmer's statement on summative assessment as a measurement which takes place to round things off or make a one-off measurement is represented by the instructor through the full TOEFL format as an integrated skills assessment format.

In designing the assessment, the instructor previously hold a discussion with all the related personnel, such as the other instructors, alumni, and students. All the perspectives are considered as the basis for the assessment design. The discussion came out with the notion of the importance of speaking for communication and TOEFL test. Besides the importance of speaking skills for getting involved with the personnel in the workplace, TOEFL format assessment is considered crucial to learn since most of companies require the future employees to meet certain level of English test, which is mostly taken in TOEFL form. Hence, the students are expected to be more familiar with the TOEFL test form as the preparation for seeking job at a company. Thus, the instructor decides to design the formative assessment with more portion of speaking format and combine the other integrated skills through TOEFL format assessment, while the summative assessment is all in TOEFL format. This process is related to Jiajing in Robertson and Adamson (2007) who mentions that the assessment and evaluation should also be integrated into the design process to ensure that these goals and objectives are achieved. The design is referred to all the course needed and presented to the students.

This explanation shows the importance of all the involved personnel to take part and play they role in developing a better assessment for the students in ESP class. The initiative of each person to contribute or give opinion and experienced insight significantly helps the instructor to design an appropriate assessment for the students.

There are five factors mentioned by the instructor as the consideration in designing assessment for ESP class:

(a) **Relevance.**

*“Dari segi materi. Apakah sesuai dengan apa yang mereka inginkan, mereka butuhkan kelak, dan yang diharapkan dari mereka”*

(b) **Up-to-date dan innovative**

*“Berdasarkan kebutuhan mereka di masa sekarang dan nanti”*

Based on the explanation of relevance, up-to-date, and innovative given by the instructor, those three factors generally represent the factor of need analysis. Richards (2001) mentions that ESP principle focuses on learners needs since different students require different language need they should be taught to those particular needs. Furthermore, the ESP students' needs mostly represented in terms of performance which can be seen through their ability in language at the end of the course. ESP emphasizes on specific need and specific expectation since the students are prepared for specific task from the very beginning.

(a) **Convenient in terms of expenses**

The expenses spent for the assessment should not exceed the allocated budget. It is common that there will be expenses spent through the course, included the assessment. Yet, it is crucial for the instructor to manage the course and assessment expenses to be sufficient based on the budget existed.

(b) **Efficient**

The assessment will be able to be conducted successfully during the given time. It is important to have a well-designed assessment which can measure all the aspects expected from the students within the limited time given in the class during the semester.

(c) **Communicative**

As the main goal of language learning, communication is a compulsory aspect to be measured in an assessment. Students need to be exposed into the communicative environment as well as the communicative type of assessment so that they can practice and eventually acquire the communicative competence as stated by Richards (2001). Specifically, Richards explains the communicative competence as the capacity to use language appropriately in communication based on the setting, the roles of the participants, and the nature of the transaction.

The last three points of factors taken in designing assessment are clearly required for all kinds of assessments since it is more related to technical aspects which determine whether or not the assessment will run properly.

#### **4 CONCLUSIONS AND SUGGESTIONS**

The formative assessment format mostly designed in speaking and TOEFL test format and summative assessment is all in TOEFL format since the instructor consider that it is beneficial for students to master the particular skills as the requirements for applying into a company.

The formative and summative assessment is designed based on the perspective or opinion gathered from the related personnel such as the other instructors, alumni, and students to gain deeper insight on what is crucial to measure from the students related to the course objectives.

There are some factors considered by the instructor in designing the assessments, which are; relevance, up-to-date and innovative, convenience for the budget, efficient, and communicative.

It is recommended to all the related personnel to take advantage of the findings of this research to design, expand, and support the development of assessment in ESP class since it requires different approach compared to assessment for general class. For the instructor, it is expected to acknowledge the special needs of students in ESP class in terms of creating the assessment since the outcome will be directly reflected on the students' skills or performance. Also, the students need to contemplate on their objectives for taking the particular course and actively contribute in suggesting the teacher's design on their activities, including the assessment in the course. Finally, it is strongly expected that the stakeholder gives their full support for the teacher and students for designing a particular assessment, formative and summative, to fulfill the special requirement of ESP class.

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# LOGIC QUESTION IN EFL CLASSROOM TEACHING

**Agis Andriani**

agisandriani110883@gmail.com

**Junjun M. Ramdani**

junjunmuhamad@unsil.ac.id

**Melisa Sri**

melisahandri@yahoo.com

*Indonesia University of Education  
University of Siliwangi Tasikmalaya*

## **Abstract**

*The teachers' question types have the urgent part to give the effect to the students' participations (Farahian& Rezaee, 2012). As Long and Sato (In Inan&Fidan, 2013) identified, these types of questions are echoic and epistemic influenced by parallel of analytic statements, parallel of metalinguistic truths, and parallel of logical truths where these types are related to logical properties as the reasons (Katz, 1972). These factors arise the presupposition of the teacher in facilitating the students through questions. Finally, the essence of this action is as realization of the teacher's professionalism who focuses on valued student's outcomes, has worthwhile content, integration of knowledge and skills, assessment for professional inquiry, multiple opportunities to learn and apply information, approaches responsive to learning processes, opportunities to new learning with others, knowledgeable expertise, active leadership, and maintaining momentum (Timperley, 2008).*

**Keywords:** *logical properties, presupposition, teacher's professionalism*

## **1 INTRODUCTION**

The face of professionalism sticking in the teacher's figure reflects the power not only in the classroom interaction, but also in the way of testing the student's ability in language. This professionalism is a realization of a unity between competence and performance (Richard, Jack, C., 2011) of a good language teacher. Barry, Robert A. (2010) says that the concept of a Highly Qualified Teacher in every classroom is a logical and needed and it can be understood by studying the models of instruction that capture and define what it is that effective teachers know and do. To this activity, a set of behaviors of effective teachers incorporate their daily professional practice. These involve a deep understanding of subject matter, learning theory and student differences, planning, classroom instructional strategies, knowing individual students, and assessment of student understanding and proficiency with learning outcomes. They also include a teacher's ability to reflect, collaborate with colleagues and continue ongoing professional

development. Therefore, the great creation in teaching learning can be accomplished by engaging those parts simultaneously.

This condition needs a foundation of how a good teaching established. The foundation is supported by teacher knowledge, enthusiasm and responsibility for learning, classroom activity that encourage learning, assessment that encourage learning through experience, and effective feedback that establishes the learning processes in the classroom. Finally, where there is an effective interaction between the teacher and the students creating an environment that respects, encourages, and stimulates learning through experience (Gurney, Philips, 2007, high quality teacher education and high quality teaching are directly influencing student achievement and consequently the learning outcomes ( Nicolae, Marilena, 2014).

Those standards are represented by giving questions. These are as a part of the teacher's talk in the classroom interaction and as the role of the teacher in testing, is laid in the concept of presupposition. This concept is the foundation of how teacher creates his questions by bridging it into the background knowledge among them. This background entails the logical aspects are represented in the choice of words and arranged in the syntactical utterances or sentences. With the result, there are types of the questions and their functions reflected the effort of the teacher to reach the students' attention in gaining to what information learned or delivered. In this case, native-speaker and non-native-speaker teachers, especially teacher learners, may bring different identities to teacher learning and to teaching (Richard, 2011).

## **2 PROFESSIONALISM, EFFECTIVE TEACHING, AND CLASSROOM INTERACTION**

Teaching creates a profession which needs a very skillful knowledge and experience. In addition, the professionalism of English teaching views many requirements to fulfill the competence and performance as an ideal language teacher. Therefore, becoming an English language teacher means becoming part of a worldwide community of professionals with shared goals, values, discourse, and practices but one with a self-critical view of its own practices and a commitment to a transformative approach to its own role (Richards, 2011).

Professionalism needs the teacher, as a carrier of culture, to create a new way of life to prepare the future generation (Suleimanova, 2013). It models him to have a positive stereotypes in his professional activities. His stereotypes are fixed image that develop professional knowledge and professional culture as the result (Akhmetova, et.al., 2015). It is also realised in effective teaching. It is an effort of a teacher to handle the classroom condition including the students into a good atmosphere.

Kyriacou (2009) states that effective teaching can be defined as teaching that successfully achieve the learning by pupils intended by the teacher. In essence, the teacher must have a clear idea of what learning is to be fostered, and the second, a learning experience is set up and delivered that achieves this. In line with, Barry (2010) supports that a variety of instructional planning activities, teaching strategies, and materials were found to be common in the repertoires of effective teachers. This framework is related to the activities are performed in the classroom interaction. The interaction mirrors how professionalism to be professional identity which is a continuous process of interpretation and reinterpretation prompted by professional experiences and contextual factors (Rus, et. al, 2013). Therefore, the professional identity of the teachers can be considered the nucleus of pedagogic awareness, of educational professionalism (Voinea&Palasan, 2014). These professionalism criteria are focused on valued student outcomes, worthwhile

content, integration of knowledge and skills, assessment for professional inquiry, multiple opportunities to learn and apply information, approaches responsive to learning processes, opportunities to process new learning with others, knowledgeable expertise, active leadership, and maintaining momentum (Timperley, 2008).

### **3 LOGIC QUESTIONS BY THE PRESUPPOSITION CONCEPT**

If the competence of the teacher is mapped, it will be a complex network of knowledge lined dynamically. These lines connect many ideas into an interaction called teaching. When this process gets the essence, of course in the view of question answer activities, the teacher guides the students by implicitly deliver what he means by using the certain intention in his questions. Those questions will be answered by students in the various responses. To determine whether the responses are suitable or not, it will be back into what it is called teacher's presuppositions in his questions.

Presupposition is like the background knowledge of someone about something asked or said. If the teacher asks the students, logical analyses of presupposition are mainly inspired by empirical linguistic phenomena, and not by purely logical considerations. (Groenendijk & Stokhof, in Benthem & Meulen, 1994). It means that this condition describes how the preposition lies in the concept of the teacher question which is related to what has been known or studied. It may be changed because of the new supported information which entails its idea.

The performance of presupposition can be contextual and semantic. A contextual presupposition is in utterances and semantic presupposition is in sentence. Semantic presupposition content is determined by the grammatical structure of a sentence type, whereas the content of the contextual presupposition is determined by features of the context. Moreover, this difference should not be obscured by the fact that both kinds of presupposition are conditions whose satisfaction normally requires a relation between something linguistic and the world (Katz & Langendoen, 1976).

### **4 TYPES AND FUNCTIONS OF TEACHER'S QUESTIONS IN CLASSROOM**

The teacher should have a better opportunity in teaching. This factor activates the teacher to have more attention on the students. For this content knowledge action, he has to understand learners needs, diagnose learners' learning problems, plan suitable instructional goals for lessons, select and design learning tasks, evaluate students' learning, design and adapt tests, evaluate and choose published materials, adapt commercial materials, and make use of authentic material (Richards, 2011).

To ask the students the questions, the teacher should have language proficiency factors. These raise the ability in English. For these duties, he should comprehend text accurately, provide good language models, maintain use of the target language in the classroom, maintain fluent use of the target, give explanations and instructions in target language, provide examples of words and grammatical structures and give accurate explanations, use appropriate classroom, select target language resources, monitor his or her own speech and writing accuracy, give correct feedback on learner language, provide input at an appropriate level of difficulty, and provide language-enrichment experiences for learners (Richards, 2011). Nevertheless, the most important thing is that what to ask to the students should be based on the concept.

Concepts are abstract categories containing organized information about groups of objects, symbols, or events that share specific

characteristics; individual concepts are referenced by specific names. A number of verbs used to designate cognitive skills are considered to represent categorization of concepts. For example, the verbs recognize, classify, categorize, identify, compare, contrast, differentiate, judge, and diagnose can denote concept categorization. An important consideration when writing items for testing concepts is the example for which the questions are based (Slack, et.al, 2014). Although questions should be followed by answers regardless of context, the nature of questions may be different in each institutional context depending on the goal of interaction. For example, in the beginning level foreign language classes with children, the goal of interaction is to make students familiar with certain communicative expressions or forms in the target language. Therefore, teachers often produce “known-answer” questions that are deployed in order to test whether the students remember the expressions or forms (Hosoda, 2014).

According to Vanderveeken, asking a question is a special kind of directive. It is a request, which means that unlike other directives, it allows for the option of refusal. Furthermore, it has a specific kind of content. It asks for some future speech acts of the hearer which gives the speaker a correct answer to her question. Notice that the ‘intuitive’ notion of question-as-content appears here, too, not as the (propositional) content of the act of asking a question, but embedded, as the paraphrase given just above suggests (Groenendijk & Stokhof, in Benthem & Meulen, 1994). At last, asking a question can be seen as a process of information exchange, which can be quite complex (Pelis & Majer, 2014). Therefore, teachers’ questions can build students’ language skill.

Types of teachers’ questions play an important role in teaching since they affect students’ participation in the process of negotiation of meaning (Farahian & Rezaee, 2012). They should be asked to test a student's preparation by finding out if students did their homework, arising interest by bringing them into the lesson by motivating, developing insight which can cause them to see new relationships, developing ideals, attitudes and appreciations by asking questions that cause students to get more than knowledge in the classroom, strengthening learning to review and summarizing what is taught, stimulating critical thinking by developing a questioning attitude, and testing achievement of objectives (Lewis, 2014). These types of questions are good when they are purposeful, clear, brief, natural, thought-provoking, limited in scope and adapted to the level of class. Moreover, the good questions are also supported by the principles in question. These principles are that an answer to a question is a sentence, or statement. And then, the possible answers to a question form an exhaustive set of mutually exclusive possibilities. In short, to know the meaning of a question is to know what counts as an answer to that question. (Groenendijk & Stokhof, in Benthem & Meulen, 1994). At last, by asking questions, an agent can modify the range of options from which a decision is made (Xiong & Seligman, 2011).

Nevertheless, the other sides of question are that questions are parallel of linguistic truths categorized into parallel of analytical statements (redundant prediction), parallels of metalinguistic truth (semantic consideration), and parallel of logical truth (universal prediction) (Katz, 1972). These can be implemented into two kinds of questions. These kinds of questions, as based on Long and Sato (Inan, Banu & Dilek Fidan, 2013), are echoic and epistemic. These types of question involve logic as the question concerning the essence of language which saying and talking in a particular meaning, conceived in a distinctive sense. The proposition is a particular kind of talking-in distinction from talk in the sense of commanding, demanding, asking, praising, proposing, scolding. Therefore, the inner structure of logic are analysis, assembly, regulation, and form consideration (Heidegger, 2009)



Analysis intakes the proposition which ensures that a certain logic question should be proposed by factual idea entailing one another. Assembly is the indicator of how propositions building the logic question support the concept of fact deliver in an information. The information can be received and agreed if there is a logical proposition. Regulation is the consideration which is like the judgments and symbolized by what is represented, what is stated, and determined the reason.

## **5 TEACHER'S QUESTION IN THE CLASSROOM DISCOURSE**

The teacher's questions types and their functions in the EFL classroom exist in classroom discourse. It helps us understand how teachers use a language in classroom (Liu & Le, 2012) and it becomes important when it is related to the professionalism. Because of the professionalism is a development which needs more time, the teachers are chosen by the reason that educating them to plan effectively their lesson is a significant challenge in teaching (Derri, et. al, 2014). They attribute a significantly higher importance to external affective and cognitive guidance because they are in a transition in the field of professional practices (Mitescu, 2014). Their lack of knowledge regarding professional development can be compensated through a required course specifically designed to familiarized the teacher trainees with the concept of professional development (Buyukyavuz, 2013).

Doing this talk appears in the activities including giving test or assessing the students. Test is related to teacher's evaluation systems that play an important role in teachers' professional development (Devaux, et. al, 2013). In addition, assessment is as one of evaluation parts. As the contextual knowledge, different teaching contexts hence present different notions of the process of language teaching (Zeichner and Grant (1981) in Richards, 2011). In this case, they are given the chance to be autonomy. This gives them the space to be self-determined and allowed them to try out the different ways of learning. They can choose their own learning path to develop themselves professionally, experience more ownership, and have a more direct impact on their changes in practice (Neve, et al., 2015). Besides, the essay type questions can be the reference to the students' achievement, although the learning strategies also effect the students' achievement (Gayef, et. al, 2014).

This talk also considers the spoken or written text in the certain context. Its focus is on words and utterances above the level of sentences and its main aim is to look at the ways in which words and phrases function in context (Walsh, 2011). The use of questions are related to how teacher interact with the students. In addition, their teaching skills are shown by several factors required to handle their teaching learning process. Those factors, regularly done, are opening the lesson, introducing and explaining tasks, setting up learning arrangements, checking students' understanding, guiding student practice, monitoring students' language use, making transitions from one task to another and, ending the lesson (Richards, 2011). Those activities will create a many intentions delivered in the kinds of question which aims to gain the students' attention and motivation.

## **6 CONCLUSION**

The teacher is like a judge which has the great impact on the final decision. This decision is for the students' destinations to have achievement. One way to reach this aim is by creating a good atmosphere in communication. This communication is by asking questions to them. In asking question, there are several requirements that should be

allowed by the teacher. Those requirements make the guidance to determine the students' participation or their comprehension to indicate their competence.

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# USING DIGITAL CAMERA IN PROJECT-BASED WRITING INSTRUCTION TO DEVELOP THE WRITING ABILITY OF THE EIGHTH GRADE STUDENTS OF SMP NEGERI 17 PALEMBANG

Desi Surayatika  
desisurayatika@yahoo.com

## **Abstract**

*The purposes of the study were to find out whether using digital camera in project-based writing instruction could improve students' writing ability or not and to find out the significant differences in students' writing achievement between students who were taught by using digital camera in project-based writing instruction and that of those who were not. A quasi-experimental method was used in this study. The population of the study was the eighth grade students of SMP Negeri 17 Palembang in the academic year 2010/2011. The sample consisted of 40 students (20 males and 20 females), and was selected by using purposive sampling. In order to get the data, a test was used. The data were obtained in the form of writing test. The test was given twice, to the experimental and control groups, as pre-test and post-test. The result of the test were analyzed by using t-test through SPSS program. The result showed that (1) there was the significant improvement of students' writing ability before and after the treatment. (2) there were significant differences instudents' writing achievement between the students who were taught by using digital camera in project-based writing instruction and that of those who were not.*

**Keywords:***Digital camera, writing, project-based instruction*

## **1 INTRODUCTION**

Writing is one of the important skill in teaching English. It has always occupied place in most English language courses. Writing skill is good to develop because it can unify ideas and thoughts, and translate somebody's thoughts for other people. In addition, according to Webster (1999, p.23), writing is as away of discovering ideas as well as a way of expressing them. It is a creative process which is acted to express the ideas, thoughts and feeligs in written form.

Many people need to learn writing in English for occupational or academic purposes. To write well, people must have good capabilities in writing. Moreover, someone who wants to write the essay or story must know the steps in writing process and aspects of writing. The writer must be able to organize the ideas to construct the sentences, to use punctuation and spelling well. Besides, they must be able to arrange to writing into cohesive and coherent paragraphs and text.

In SMP Negeri 17 Palembang, in teaching English especially writing, the teachers usually asked the students to write paragraph after they gave the explanation about it. The students usually wrote the paragraph based on what they had on their mind

without media. There were not interesting medium that can help them to develop their idea. Therefore, the students got problem in writing.

Molenda and Pershing (2008) state that technology can help learners not only to master higher-level skills but also to apply new knowledge to novel situations, especially those outside the classroom-referred to transfer of learning (p.54). It can be said that it is a medium that can be used as a tool to enhance students' motivation and attraction in learning since it will transfer the learning process to the real world application. Choosing or using technology in teaching and learning can set the learners to have opportunities to practice the new skills in context that resembles the real world. Technological tools, e.g. the digital camera, become more common, teachers and students have increasingly integrated them into their work. Therefore, it was considerably interesting to investigate the effectiveness of digital camera as one of media in project-based writing instruction to develop the writing ability of eighth grade students of SMP Negeri 17 Palembang.

The use of digital camera was one of the techniques that can be used by the teacher in relation to teaching English as foreign language and it seemed more interesting than without them. Using digital camera in project-based writing instruction may made the students enjoy in learning English and it could helps them in writing more quickly.

For these reasons, the researcher was interested in doing an experimental research entitled "Using Digital Camera in Project-Based Writing Instruction to Develop the Writing Ability of Eighth Grade Students of SMP Negeri 17 Palembang." Hopefully, this technique can be one of good alternative strategies especially in developing students' writing skill.

My research questions were: (1) Could digital camera in project-based writing instruction develop the writing ability of eighth grade students of SMP Negeri 17 Palembang? (2) Was there any significant differences in writing ability between the students who are taught by using camera in project-based writing instruction and those who were not?.

## **2 DIGITAL CAMERA IN PROJECT-BASED WRITING INSTRUCTION**

Digital camera is needed to support the students in writing skill and develop the teaching of writing. According to Molenda and Pershing (2008), digital camera which is classified as mobile media, is one form of technology used widely by community. Digital camera is used to take a picture or video. In this case, digital camera intends to be used to take picture. According to Blagojevic (2007), photo can help to engage them in achieving new learning goals, such as expressing themselves, participating in conversations, making meaning from print, and recognizing and identifying letters in familiar names and other words (p.3). Therefore, digital camera is categorized as a technology device.

Digital camera is the common tool used in daily life. Indeed, students have it at least as one of the features in their mobile phone. The digital camera connects to project based learning. Project-Based learning instruction requires the students to drive themselves in applying their knowledge by their own investigation. By using the digital camera, the students could organize a project by connecting the idea of taking the real object picture then report it in the writing. It is a tool that helps the learner learn faster in their learning process to the real world use.

### **2.1 METHOD OF RESEARCH**

In doing the study, the method was a quasi-experimental design. The design involved the experimental and control groups in which both was given a pre-test and post-test. In a

quasi experiment, there still exist a treatment, in the sense that the researcher introduces a treatment on experimental program (Sutter, 1994, p.204). There were two groups, experimental and control groups. The groups took pre-test and post-test, but the experimental was taught using digital camera in project-based writing instruction while the other one was taught using a conventional method. It means that the experimental received the treatment whereas the control group did not.

The population of the study was all the eighth grade students of SMP N 17 Palembang in the academic year 2010/2011 with a total number of 279. In selecting the sample, Purposive sampling was used. The class that was used as the sample was decided by the teacher of English of the school, as the school only provided two classes. These classes were taught by the same teacher. Then, the writer selected the students of the class using general English test. The test was multiple choice tests which consisted of 40 questions. It was given before teaching learning process conducted. In this study, the researcher got 40 students as the sample which were in the same level which is based on the test before, 20 students for experimental group and 20 students for control group.

In collecting the data, a test was used. The test was written test which consisted of a question. The first test was pre-test which the students were tested before the treatment given to match the pairs from the two groups. It was to find out the information of students ability in writing before the students exposed to the teaching. The second one was post-test, it was administered to find out the students writing achievement after the teaching learning process.

In analyzing the data, the researcher used correction procedure to the students' writing so that when they were given their composition with some notes on their paper, they were able to check the mistakes. The researcher also used t-test to analyze the data obtained. To construct the t-test, the researcher compared the results between the pretest and posttest given in each group. In giving the score of the students' pretest and posttest, the assistance of the raters was asked.

### **3 RESULT**

In this study, the result of the pre-test and the post-test of both experimental group and the control group were analyzed by using t-test. The analyses were done by using SPSS (Statistical Product and Service Solution) program. There were two analyses in this study: (1) statistical analysis on the result of pre-test and post-test of the experimental group and the control group by using paired sample t-test, and (2) the result of post-test between experimental group and the control group by using independent sample t-test.

The result showed that (1) using digital camera in project-based writing instruction did cause an increase writing, and in organization and vocabulary elements in particular. This might happen because of the teaching technique used by the writer in which she explored the students, and (2) there was significant difference between two groups, experimental and control group, in the pretest and posttest. In accordance with the mean obtained within groups, the experimental group had made some progress in writing. It can be seen from the result of pre-test which was and some students got very good scores and none of them got failed and poor scores. Next, the students who were taught by using digital camera in project-based writing instruction tended to be more active in studying English.

The students who were taught by using digital camera in project-based writing instruction had better increase than the students were taught without it because the students who were taught by using digital camera in project-based writing instruction were more active in studying English. There was increasing mean for each group, which

is the experimental group was 78.70 and the control group was 73.75. It could be interpreted that digital camera in project-based writing instruction was a good method to increase students' writing achievement. By using digital camera in project based writing instruction, the students felt that they could understand the ideas better than without it. Based on significant level  $p < 0.05$  in two tailed testing  $df = 38$ , the data showed that in  $df = 38$ , the critical value of t-table is 2.0244. Since  $t_{\text{obtained}} = 3.181$  is higher than the critical value of t-table 2.0244, it means that there were significant difference in students' writing skill between the sample students who are taught by using digital camera in project-based writing instruction and those who are not.

The students in the experimental group made some progress in learning English. It could be seen from the result of the posttest, which was higher than the result of pretest. The posttest gained by the experimental group is higher than the posttest gained by the control group by using the same test. It happened because the students were more active when they were taught writing through digital camera in project-based writing instruction. They were interested even more sharing their thoughts and ideas, and also help them in memorizing their ideas that they would write. The writer interpreted that this method in the teaching and learning process can help the students learn better and it can motivate the students to write and develop their self confidence better than before. It could be seen that using digital camera in project-based writing instruction as another technique to be applied in teaching writing as it guides the students gaining and exploring their idea. The application of this method seems to be more effective than teaching the students' writing without digital camera in project-based writing instruction.

## 4 CONCLUSION AND SUGGESTIONS

### 4.1 Conclusion

Based on the results of the research, the writer concluded that the writing skill of the students who were taught by using digital camera in project-based writing instruction was better than those who were not. It can be seen from the mean scores of the post-test in experimental group that exceeded the scores of the post-test in the control group. Besides, based on the result of the independent t-test, it was seen that the value of  $t_{\text{obtained}}$  was 3.181, at the significance level  $p < 0.005$  in two tailed and the degree of freedom was 38, the critical of value of t-table was 2.0244. It means that there was significant difference in students' achievement between the students who were taught by using digital camera in project-based writing instruction and that of those who were not taught. And also based on the data analyzed using SPSS of independent sample t-test on the score pretest and posttest of both groups, it was found that the null hypothesis ( $H_0$ ) was rejected and research hypothesis ( $H_1$ ) was accepted. It could be concluded that using digital camera in project-based writing instruction as teaching media can develop students' writing ability.

### 4.2 Suggestions

Based on the finding above, some suggestions were made. There are some suggestions offered by the writer to the teacher of English and the students.

*Some Suggestions for the Teachers:*

- 1) The teachers of English need to develop various approaches and methodologies in writing classes. The approach that is used should make the students become interested in writing and avoid the boredom in writing activity. One of the approaches is by using digital camera in project-based writing instruction.

- 2) The teachers of English should motivate and guide the students to write their idea in the form of writing without having afraid of making mistakes on the writing aspects

*Some Suggestions for the Students :*

- 3) The students should do more practice in writing to increase their mastery in other aspects of writing in order to have a good writing.
- 4) The students should be creative in developing idea that they have in their mind. They will be easy to write if they can find the interesting thing that can be explored in writing.
- 5) The students should be accustomed to using technology, such as: digital camera, video, etc. that can guide them to develop and organize their ideas in writing.

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# EFFECTIVENESS OF ITS DRAS IN DEVELOPING CHILDREN'S READING HABIT, SIGHT WORDS, AND LITERACY

**Chuzaimah Dahlan Diem**

chuzaid@gmail.com

**Diemroh Ihsan**

ihsandiemroh@gmail.com

*Universitas Sriwijaya*

Jl. Padangselasa no. 524 Bukit Besar-Ilir Barat I, Palembang 30139, Sumatra Selatan, Indonesia

## **Abstract**

*The main objective of this study was to find out whether the use of Informational Text Structures during Read-Aloud Strategy (ITS DRAS) could develop fifth graders' reading habit, sight words, and English literacy skills. Forty pupils were selected as sample based on their prior reading comprehension achievement and were then divided equally into an experimental group and a control group. All of the pupils were given a reading habit questionnaire, an English sight-words test, and literacy skills tests which consisted of listening, reading, speaking, and writing. After the experimental group pupils were given intervention for 32 meetings using ITS DRAS, it was found that there were significant improvements in the pupils' achievements of the three variables measured. When the achievements of the two groups were compared, it also showed that there was a significant mean difference between them which leads us to the conclusion that ITS DRAS is effective in developing young learners' reading habit, sight words, and literacy in English language teaching (ELT).*

**Keywords:** *literacy skills, read aloud, reading habit, sight words, text structures*

## **1 INTRODUCTION**

English literacy is a global means of communication and a very powerful device for everyone living in this century. It opens the windows to a blissful world of golden opportunities. According to Cameron (2001, p. 124), in most societies, "literacy is part and parcel of everyday life ..." which means that it is not only learned in schools but also an integral part of human lives. Barton (2001) who did an ethnographic study of literacy in the lives of a community in Northern England also stated "nearly all everyday activities in the contemporary world are mediated by literacy and that people act within a textually mediated social world" (p. 100). In line with this, the OECD (2007) has confirmed that as part of life, literacy is one's ability to understand, use, and reflect written texts to achieve various purposes, develop knowledge and potential, and

participate in the society (p. 108). In other words, literacy goes beyond what most people have previously known. Hill (2006-2008) adds that in this century literacy includes the knowledge and skills required to engage in activities demanded for critical and effective functioning in the community (p. 3).

English literacy skill is not only essential for adults but also for whoever lives in this globalization era, including children who are still in the primary level of education. Therefore, guiding them to become literate from early age should be a major goal in this time of the 21st-century literacies. The notion of “reading the world” (Freire, 1970) may become more relevant than ever today. The vast amount of information available at the fingertips of children should be paid more attention to by English literacy teachers. Meanwhile, Fazeli (2010) also added that [literacy] proficiency is the royal road to knowledge essential to the success in all academic subjects in a society characterized by globalization and technological change. Consequently, it is very important for every world citizen to improve his/her English literacy skill in order to be successful in functioning in the vast development of knowledge and technology. This eventually leads to the change of practice in teaching English to young learners (TEYL), including in Indonesia.

However, many studies have proved that Indonesian students’ literacy is still below average. The results of PISA (OECD, 2009; OECD, 2013), showed that the mean score of Indonesian students was respectively 402 in 2009 and 397 in 2012. Furthermore, the results of PIRLS (2012) also showed that Indonesian students’ reading literacy was no better and put Indonesia in the 42nd rank of 45 countries with their average score only 428 while the PIRLS scale counterpoint was 500 (PIRLS, 2012). Meanwhile, the writing literacy of Indonesians is also low. According to UNDP (2009), almost three-quarters of the world's million illiterate adults are found in ten countries, one of which is Indonesia. The condition of this adult literacy rate has put Indonesia in the 88th place of 180 countries.

Furthermore, South Sumatra as one of the provinces in Indonesia is in the 12th position on the Human Development Index (HDI). In relation to this position, according to National Socio-Economic Survey of BPS-Statistics Indonesia (2012), its adult literacy rate was 97.36. This rate has placed this province in the 6th out of 33 provinces which means that South Sumatra still has 2.64% illiterate adults. This fact requires teachers to work harder to solve the problem so that the same condition will not happen to children as future generation of this century. Thus, for global communication, Indonesian children have to be literate in not only their national language (Bahasa Indonesia), but also in English as an international language.

Based on the above background, we herein focus primarily on helping children to have good habit in reading, develop their sight words, and to be literate eventually from early age using ITSDRAS and outline how these young learners experience English literacy.

## **2 ENGLISH LITERACY AND ITSDRAS IN TEYL**

Teaching English to young learners (TEYL) is different from teaching adolescents and adults. Young learners are highly engaged when they have the opportunities to explore and “... often seem less embarrassed than adults at talking in a new language;... their lack of inhibition help them get a more native-like accent” (Cameron, 2001, p. 1; Read also Slattery & Willis, 2001).

Children also love reading aloud. Hill (2008) asserts that reading aloud gives important contribution to the development of children’s literacy as it can make children

fall in love with books and enjoy the rhythms and rhymes of the words and sounds produced. The desire to learn to read—something which is innate—can be cultivated by significant others, such as parents, siblings, teachers, and or others to children through their reading aloud of stories in children's books. In this present study, we used reading aloud as the strategy to develop children's literacy as suggested by Anderson, Hiebert, Scott, and Wilkinson (1985). This refers to the strategy in which a teacher sets aside time to read orally to children on a consistent basis from texts above their independent listening level but at their reading level. It is also a strategy used to introduce the informational text structures to the pupils during which activity they are familiarized to some text structure patterns to make connections of their knowledge and texts. Above all, Anderson et al. (1985) reported that such reading activity is probably a major source of vocabulary (especially sight words) growth which may lead to children's reading habit ownership. It is hypothesized that by developing their reading habit and sight words, these children would eventually establish their literacy skill.

Hill (2006-2008) furthermore says that children, just like adults, can devote, sample, ratify, or disprove strategies when they respond to the predictable language structure of the book. Reading aloud strategy can help children adjust their text production to adapt to the different relationships between text writer and reader.

### **3 THE NATURE OF LITERACY IN VARIOUS INFORMATIONAL TEXT STRUCTURES**

Informational text structures have an important place in the lives of young learners. Informational text structures refer to the way in which the writer has organized and developed ideas so that readers, including young learners, are facilitated to read for information. Armbruster (2004) defined text structures as the arrangement of ideas and the relationships among them. Similarly, Strickland (2009) stated that when pupils are familiarized with various text structures and taught how to use them, it is likely that they would be able to recognize the organization of information better and would be able to organize it as well. On the other hand, the unfamiliarity of the concepts could impede children's comprehension.

This is in line with what Ruth (2006) has found that teaching informational text structure awareness has a positive effect on reading comprehension. Diem (2011) also found that the introduction of Informational Text Structures of Children's Literature Strategy as part of her 3-Ls approach contributes significantly to both reading habit and literacy skills achievement by 63.1% and 9.2% respectively (p. 138-139). This indicates that the awareness of various text structures is needed by the learners. While narrative texts carry a moral, political, or social position that can be explored with children, informational texts generally contain more unfamiliar words, concepts, and even some personal experiences as well as a variety of structures. In this study, however, informational texts or informational books were very much emphasized in developing children's vocabulary which, in turn, would affect their sight words and literacy skills development because aspects such as "words, still images, moving images, and sounds are very crucial in reading aloud" (Hill, 2006-2008, p. 105).

Furthermore, since the activities of reading and writing are never neutral (Street, 1984; Macedo, 2006), Gainer (2013) suggests that, when guiding learners to use reading strategies and to construct meaning when speaking and writing, "it is important to understand that the messages of authors and the interpretations of readers are bound by cultural lenses" (p. 16). This means that literacy learning for children in this global era cannot be totally separated from multimedia because they produce multi-literacies in

forms of electronic, digital, visual, and print-based literacies. To explore and understand several kinds of literacies, teachers need an understanding of semiotic theory to know how symbols (letters, words, photographs, etc.) can communicate meanings. Children's stories can come to life as they are provided with a multimedia presentation with animated characters which talk, sing, and move across the computer screen. Electronic books have a lot to offer to children's literacy learning, for example, children can listen to the stories from different cultures, read along with them, and look for letters and words they know.

It is assumed that one of the most efficient strategies to teach literacy is by training children on text structure knowledge to facilitate their comprehension of the expository texts. As a matter of fact readers of all ages must be aware of text structure if they are to be most successful (read Meyer, 2003). Although Akhandi, Malayeri, and Samad (2011) state that students usually learn to read narrative text first in order to facilitate their learning to read informational text, Tompkins (1998) suggested three steps to teach informational or expository text structures. They are: (a) introducing an organizational pattern, (b) giving learners opportunities to work on the text, and (c) inviting learners to write paragraphs using each text structure pattern. Therefore, in this study the children were introduced with the text structures and ITSDRAS was used to develop reading habit to boost both sight words and literacy skills.

#### **4 THE IMPORTANCE OF SIGHT WORDS IN LITERACY LEARNING**

Sight words in this present study are defined as "the words which are immediately recognized as a whole and does not require word analysis for identification" (Harris & Hodges (Eds.), 1981, p. 295). Proficiency in sight words or word identification is central to the reading activity in ITSDRAS. Therefore, in this study, sight words proficiency was developed as the pupils learned to recognize words by using three sources of knowledge—morphological, phonological, and orthographic—interactively. These particular sources of knowledge, according to Treiman and Caesar (1997) develop in spelling as well as in word recognition. They said that children's understanding of sight words is best understood from the perspective of developing sensitivities to the English language through reading experiences. In this study, experiences in reading words aloud, spelling, writing simple meaningful sentences, and talking about them are very much emphasized. Mason, Stahl, Au, and Herman (2003) in their study found that knowledge of words (vocabulary) takes place through playing with words and talking about language as well as through wide-ranging opportunities to express, hear and read new words in meaningful contexts.

In summary, EFL learners living in the 21st century do not only have to survive but also thrive. Therefore, the hypotheses of this study are pertaining to the EFL learners' development or ownership of reading habit to boost their sight words and literacy skills.

#### **5 METHOD**

The purpose of this quantitative empirical study was to find out whether the use of ITSDRAS could develop fifth graders' reading habit, sight words, and English literacy skills. According to Harris and Hodges (Eds.) (1981, p. 268), reading habit is "the use of reading as a regular activity." Since sight words appear frequently in 50-75% children's books (Hill, 2006-2008) is believed that the proficiency in sight words or word identification is central to the reading act in literacy learning. Once reading habit is formed, hopefully, sight words would be increased and eventually would influence

literacy skills. In order to nurture the love of English reading and to learn as many words as possible during read-alouds, the sample pupils were taught by following certain procedure using the three steps suggested by Tompkins (1998). These steps are: (a) introducing an organizational pattern, (b) giving learners opportunities to work on the text, and (c) inviting them to write paragraphs using each text structure pattern and talk about it.

The population of this study consisted of 160 fifth graders of five classes (32 pupils each) taught by a teacher of English at one school in the district of Ilir Barat I, Palembang, South Sumatra. Their English achievement was at level two based on the results of their reading comprehension test given in their regular English classes prior to the study. Of this population, 40 children (20 boys and 20 girls whose score was below 40) were randomly chosen as the sample. These selected pupils were then pre- and post-tested using, *first*, Sight Words, beginning from Primer Level, Level 1, Level 2, Level 3, to Level 4 (Burns & Roe, 1989, p. 44-45) which consisted of 20 words each level. These levels were chosen because we took two levels below and two levels above their predicted reading level, i.e. level 2. *Second*, to measure the pupils' reading habit, they were given the *Reading Interest Survey* consisting of 20 questions suggested by Hill (2006-2008, p. 388-389). *Third*, in order to measure literacy skill, English literacy test covering Listening, Reading, Speaking, and Writing was also given before and after the intervention given to the experimental group. For listening and reading tests, the pupils were given *Burns-Roe Informal Reading Inventory* (IRI) (Burns & Roe, 1989, p. 115-119). This inventory consists of five passages. To measure their competency in listening, the passages were read orally to them while in reading the pupils read those passages by themselves. In both listening and reading tests, the pupils were given the answer sheets consisting of 44 questions. For Primer, Level 1, and Level 2, there were 8 questions for each level and for Level 3 and Level 4, there were 10 questions each. Each question consisted of four choices to choose one correct answer (A, B, C, or D) after each passage was read to (for listening test) or read by pupils themselves (for reading test). (Notes: To make it easier for the children, these choices were modified into the multiple choice form from its original one, which required the test takers to answer the opened-ended questions). While the score given for each question of the first three levels was 1.25, each question of levels 3 and 4 was 1 if the pupils answered correctly but if not they would get 0. For speaking and writing skills, the pupils were asked to talk and write *All about You and Your Family*. To score their speaking, *Speaking Rating Scale* (Kumbiszyń & Borich, 2005) consisting of four aspects (pronunciation, loudness, rate, and word usage) was used. To score their writing, *Analitic Scoring Rubric for Writing* (See Hill, 2006 cited in Hill, 2006-2008, p. 292) was used. This rubric has four criteria: ideas, organization, language, and mechanics. Each of these criteria scored 25 so the highest possible score that might be obtained by the pupil was 100 and the lowest was 20. All of the obtained data were analyzed using paired-sample t-test, independent-sample t-test and regression analyses.

The intervention of literacy learning using ITSDRAS was done for 32 meetings, 35 minutes each, for 3 months. It was conducted by the same EFL teacher of the school but was firstly trained by the researchers before each meeting how to use ITSDRAS and to familiarize the teacher with the materials some of which were prepared using the laptop and presented to the sample pupils after the reading materials were all checked for their readability.

## 6 FINDINGS AND DISCUSSION

### 6.1 Descriptive Statistics

The results of the data analyses showed that most of the pupils (85%), *first*, were still in the frustration level in recognizing sight words, that is, below 85%, as measured by sight word test which is divided into three levels: *frustration*--achievement below 85%, *Instructional*--achievement at 85% to 95%, and *Independent*--achievement at 95% or higher (See table 1).

*Second*, the same is true for the pupils' reading habits; most of them (90%) had poor to average reading habit (See table 2), and *third*, half (50%) of them had very poor to poor and half average to good (50%) literacy <sub>total</sub> achievement (See also table 3).

However, when we looked at the mean scores of each variable which was 56.225 for sight words, 56.55 for reading habits, and 53.65 for literacy <sub>total</sub> actually, as a whole their mean score was 55.48. According to Sriwijaya University (2008) scoring standard, this achievement score is considered average.

When each literacy skill was analyzed, it was found that all of the pupils had a very poor to poor reading skill (100%) and listening skill (82.5%). However, more than half of the pupils had average to good speaking skill (65%) and writing skill (57.5%). Interestingly 10% of the pupils even had excellent achievement in speaking skill (See table 3).

### 6.2 Statistical Analyses

#### *Paired sample vs. Independent t-tests*

Based on paired sample T-test, every variable (reading habits, sight words, and literacy skills) had its significant progress as proved by the significant mean difference between the scores obtained before and after the intervention given to experimental group. For reading habit, the  $t_{\text{obtained}}$  was 3.593 ( $p < .002$ ) and for sight words was 5.878 ( $p < .000$ ). Then there was also a significant progress in pupils' literacy <sub>total</sub> ( $t_{\text{obtained}}$  12.513  $> t_{\text{table}}$  2.093;  $p < .000$ ; mean = 27.700). When each literacy skill was analyzed, the results showed that the  $t_{\text{obtained}}$  for listening was 7.161 ( $p < .000$ ), speaking 11.516 ( $p < .000$ ), reading 5.504 ( $p < .000$ ), and writing 8.395 ( $p < .000$ ) (See table 4).

As for the control group, the pupils' achievement of literacy <sub>total</sub> was 1.357 ( $p < .191$ ) which means there was no significant difference between pre and post test. However, there was a significant difference in pupils' achievement when each literacy skill was analyzed. The pupils' achievements of three out of four literacy skills were significantly different. The results showed that the  $t_{\text{obtained}}$  for *listening* was 3.194 ( $p < .005$ ), *speaking* 2.164 ( $p < .043$ ), *reading* 5.517 ( $p < .000$ ). This means that only their *writing* achievement was not significantly different ( $t_{\text{obtained}}$  1.958 ( $p < .065$ )). Meanwhile for reading habit, the  $t_{\text{obtained}}$  was -4.884 ( $p < .000$ ) and for sight words was .366 ( $p < .718$ ).

Furthermore, when each variable's gain score between the two groups (experimental and control) was compared using independent t-test, it was found that there was a significant difference between the two means, as follows: (1) literacy <sub>total</sub> ( $t_{\text{obtained}}$  9.756;  $p < .000$ ; mean difference 25.750); (2) reading habit ( $t_{\text{obtained}}$  5.938;  $p < .000$ ; mean difference 17.350); and (3) sight words ( $t_{\text{obtained}}$  2.275;  $p < .029$ ; mean difference 14.550).

Since literacy covers all four language skills, the gain score of each of them deserves mentioning. For example, the  $t_{\text{obtained}}$  for (1) listening skill was 5.465;  $p < .000$ ; mean difference 30.250); (2) speaking skill was 7.365;  $p < .000$ ; mean difference 23.100; (3) reading skill was 8.221;  $p < .000$ ; mean difference 31.300; and (4) writing was 3.242;  $p < .000$ ; mean difference 11.350. For the reading habit, its  $t_{\text{obtained}}$  was 5.938;  $p < .000$ ;

mean difference 17.350; and the sight words'  $t_{\text{obtained}}$  was 2.275;  $p < .029$ ; mean difference 14.550.

### 6.3 Regression Analysis

To see whether the pupils' reading habit contributed to their sight words competency, further analysis was done and the result showed that the reading habit of the pupils had a significant effect for 29.2% on their sight words achievement ( $R$  0.557;  $R^2$  0.292;  $p < 0.000$ ). See table 5.

## 7 DISCUSSION

Having independent level of high frequency words and literacy skills in any language seems to be very important and must be encouraged from the early age by the literacy teachers. That none of the pupils involved in this present study is independent and only 15% is in the instructional level have indicated that children need more exposure to informational texts so that their reading habit will gradually be developed and eventually this could result in better sight words and literacy skills. This fact is strengthened by the findings of this study that both pupils' reading habit and literacy achievement have significant progress using ITSDRAS which focuses more on informational texts and pupils' reading habit have also been proved to contribute to the recognition of high frequency words. In other words, this contribution is logical because the more the children read the more they would acquire high frequency words.

That the pupils' listening skill achievement is better than their reading skill achievement indicates that the choice of the texts at the sample's independent listening capacity level is proper and is in line with what is suggested by Anderson et al. (1985) for the development of children's listening skill.

ITSDRAS is effective in increasing productive skills of the experimental pupils more than their receptive ones. Possibly, this is due to the reasons that the passages chosen for the tests have more difficult words and are culturally bound. They are somewhat more suitable for those who are L1 learners. This is also probably true why the pupils' reading is also still weak. This finding confirms what is stated by Strickland (2009) that the unfamiliarity of concepts will impede children's comprehension.

The pupils' frustration level in their sight words as measured by Informal Reading Inventory (IRI) does not mean that they are not learning and neither is ITSDRAS not effective for them. This is shown by the very significant gain achieved by the experimental group compared to those of the control group. However, the probable cause of the weakness of the word recognition may be due to the standard of evaluation used adopted from children's texts which are designed for L1 learners.

## 8 CONCLUSIONS AND SUGGESTIONS

This study is able to advance knowledge in and of the discipline. It helps to understand the effectiveness of the use of ITSDRAS to support reading habit, sight words, and literacy skills. The major strengths of this study are related to the results of inferential statistical analyses. Therefore, they are noteworthy and are of interest of many people in the field, especially teachers of English and the principals who are their immediate leaders of their schools. While teachers may enhance their TEYL strategy for the betterment of the process of teaching and learning, the principals and or educational policy makers at the office of the Department of Education and Culture may be benefited

as well. They may gain insights on the need to train teachers of English in the area to apply the strategy to enhance their pupils' English literacy skills.

The achievement of the experimental pupils on every measured variable is significantly proved by using ITSDRAS. This means that ITSDRAS could make a significant difference in reading habit, sight words, as well as literacy skills. Thus, it is recommended that teachers of English keep doing similar experimental research by always assessing the pupils' habits of reading, word recognition, and especially their level of literacy skills and match them with the readability levels of learning materials in order to promote experience in English from early age.

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# **DEVELOPING A STUDENTS' NEED-BASED ENGLISH TEACHING (READING) MATERIAL: AN INITIAL STUDY AT ENGLISH EDUCATION DEPARTMENT OF IAIN SMH BANTEN**

**Eulis Rahmawati**

ahda\_rahmawati@yahoo.com

**Ila Amalia**

ilaamalia0401@gmail.com

*IAIN SMH Banten*

## ***Abstract***

*This research deals with developing English teaching material in Islamic higher education. It specifically focuses on reading material taught in IAIN Sultan Maulana Hasanuddin Banten. It has been known that material plays an important role in a teaching and learning process, as it becomes the sources of the classroom interaction, teacher therefore is required to be able to select and to develop the material based on the students' need and expectation in order to create an effective teaching and learning process. Thus, this research is aimed at developing the model of teaching material on the basis of students' needs at English Department of IAIN 'SMH' Banten. By applying qualitative study to students of semester II and IV, this research addressed to uncover the phenomenon in education institution related with teaching and learning process. The data collected by using questionnaire, study literature, and observation on reading syllabus being used by the lecturer. The result indicates that the reading material (topic) that students need were related to family, life style, education, and entertainment. It is expected for the teacher to use the teaching material which cover what students' expect and need in order to create an effective classroom interaction process.*

**KeyWords:** *Teaching Material, Reading material, and English for Islamic Studies,*

## **1 INTRODUCTION**

Learning is principally a systematic process or activity which covers some components: lecturers, students, programs, process, facilities, strategy, and outcomes. Each component doesn't go in partial, rather they work dependently as they have to go hand in hand, complementary for each other. Therefore it is necessary to design and manage the teaching learning process well. This consequently makes the teacher/lecturer, either as a designer or manager, is required to have the ability to design the syllabus and teaching material, to manage classroom interaction, to have good communication with students, to use the teaching resources effectively, and to evaluate them.

It is mentioned the success of teaching will be effective if there is a strong effort in doing the teaching as an attempt to put the quantity and quality balance and dynamic. It

specifically implies that to regulate the effectiveness of teaching, teacher's responsibility starts at designing the process and ends with assessment. Then the results of the assessment is used as feedback for the next better teaching process.

Davies (1981) states that there are four capabilities that teacher, whether as designer or manager, should have in order to create effective teaching learning process: 1) sense of sensitive, that is sensitive to what students need in the learning process; 2) diagnostic, is that teacher is able to decide what is being required and what is to do; 3) expert, means is able to take decision on the appropriate teaching methods and to apply them based on what has been planed; and 4) flexible, means teacher can adjust the lesson plan onto the needs of learning situation appropriately.

The criteria about the design of teaching effectiveness strongly related to process, teachers' characteristics, and result (Lucio and Neil, 1979). Those three criteria are explained in detail as: *first*, the process of teaching relates to teachers' attitude which is viewed based on their activity in providing the plan, applying it in the classroom, and evaluating the teaching process. *Second*, teachers' characteristics are considered equal with intelligences, politeness, language fluency, personality, health and honesty. *Third*, the criteria for the result is that in form of students behaviour progress in accordance with the teaching and learning objectives.

It has been known that in term of developing the effective teaching and learning process, IAIN Sultan Maulana Hasanudin Banten is regularly conducting various activities to explore the lecturers competences such as teaching material training program, seminar, syllabus workshop and so on. The exploration is particularly aimed at developing teaching and learning design and developing teaching skills of lecturers in IAIN SMH Banten.

However the ability of designing the teaching programs doesn't automatically mean a guarantee for the teacher's attitude of being good at designing it. This is because it needs practices and cooperation with other teachers. By communicating the design to other teachers, it is expected that they can give contribution or feedback about the design development.

In an effective language teaching, especially English, to teach English has something to do with teaching the students how to communicate using English and know the culture of the native context. Students will get interest in learning English when the material is designed interesting and motivating, even meet their needs. For example, the material is relevant to students daily routines or to their surrounding things. Another thing that can reveal students interest in the material is when the teacher is professional in terms of material teaching.

Viewing the above description, it might be considered that the better teacher can design good teaching materials and being professional in teaching, the bigger opportunities to create effective teaching and learning process. On the contrary, the chance to have effective teaching process may not be realized if the teacher ability to design the teaching material is not sufficient. Whereas, the material available in IAIN SMH Banten course book is considered still limited and need to be developed.

Based on the background above, the writer needs to conduct a research on 'Developing English Teaching (Reading) Material: An Initial Study at English Education Department of IAIN SMH Banten'.

## **2 THE OBJECTIVES OF THE STUDY**

This research is conducted to develop reading material at IAIN SMH Banten. In formulating the developed-materials, it is to investigate first the students comment and expectation on reading material. Then the research is also to find out whether the material developed, by consulting with the expert, can be applied or not.

## **3 SIGNIFICANCE OF THE STUDY**

One of the ways to reach the education goal is that by holding a teaching and learning and learning process. It automatically brings the consequence of providing the teaching material in order that the teaching process can run well. Since the material designed based on this research involves the learners cultural contextual, it is expected to give direct influence of English language competence for the students. While the indirect influence is that understanding the development of reading material.

## **4 THEORETICAL FRAMEWORK**

### **4.1 Curriculum Development**

#### ***4.1.1 The General Concept of Curriculum***

The concept of curriculum is as dynamic as the changes that occur in society. Curriculum can be seen from two views namely narrow sense and broad sense. On one hand, in narrow sense, curriculum is viewed merely as listing of subject to be taught at school. On the other hand, in broad sense, curriculum refers to the total learning experiences of individuals not only in school but in society as well.

Simply, according to council curriculum (2001:13) the term of curriculum can be defined as heart of education. Besides, Howel and Evans (1995), Johnson (1967), Sands et al, (1995) in Howel and Wolet (1995:511) shared their similar point of views on curriculum, they defined curriculum as a structured of learning outcomes, or task, that educators usually call 'goal' or objectives. However, the broader senses on curriculum were explained by some educators such as Hass (1987), Murdoch and Hornsby (1997), Richards (1985). Hass (1987:5) said that curriculum is all of experiences that individual learners have in a program of education whose purpose is to achieve broad goals and related specific objectives, which is planned in terms of a framework of theory and research or past and present professional practice.

From all definitions above, we can draw a conclusion that the term of curriculum can refer to a variety of things, including the courses taught in a school, or a program, the document that list the courses taught, a set of teaching materials that are organized in some sequence of framework, or a framework for selecting and organizing learning experiences.

#### ***4.1.2 Principles and Theories of Curriculum Development***

As stated previously, curriculum is a dynamic process. Development connotes changes which are systematic. Some principles of curriculum development according to Australian Council Curriculum (2001:16-17) are 1) an encompassing view of curriculum; 2) an explicit acknowledgment of core values; 3) Inclusivity; 4) Flexibility; 5) Integration, breadth, and balance; 6) A developmental approach; and 6) Collaboration and partnership.

#### **4.1.3 The Purposes of Developing Curriculum**

According to Hass (1987:9-10) the purposes of a curriculum or teaching plan are the most important curriculum criteria. They should provide the first guidelines for determining the learning experiences to be included in the curriculum. Nevertheless, unfortunately some schools or universities commonly lack a comprehensive and reasonably consistent set of objectives on which to base curriculum decisions, and teachers or lectures often fail to use a set of objectives to guide their planning for teaching.

Actually, without having a set of objectives clearly in view, either teachers or lectures and curriculum planners cannot make sound of professional judgment. They cannot use their knowledge of curriculum bases to make choices of contents, materials, or procedures that will further students learning toward intended ends. To choose among curriculum alternatives or instructional strategies. Hartoyo (2010:14) pointed out that general goals as necessarily including goals in four areas: education for citizenship, vocation, self-realization, and critical thinking. In addition, he asserted that these goals can be placed into two broad areas, both of which should always be considered in curriculum planning: the goals are related to the society and its values; the goals that relate to the individual learner and his or her talents, needs, interests, and abilities in a changing society.

In conclusion, goals and objectives are properly determined through consideration of the demands of society, the characteristics of students, and the potential contributions of the various field of knowledge.

#### **4.2 Need Analysis**

Etymologically, the term of needs is not as straightforward as it might appear, and hence the term is sometimes used to refer to wants, desires, demands, expectation, motivations, lacks, constraints, and requirements (Brindley, 1984:28). However, terminologically, Need analysis is also called need assessment. According to Pratt (1980:79) need assessment refers to an array procedures for identifying and validating needs, and establishing priorities among them. In more formal terms. Need analysis is defined by Richards, Platt, and Weber (1985:189) as the process of determining the needs for which a learner group of learners requires a language and arranging the need according to the priorities.

Moreover, Richards (1995:1) in The Language Teaching Matrix described that in language curriculum development, need analysis serves purposes of:

- 1) Providing a mechanism for obtaining a wider range of input into the content, design, and implementation of a language program through involving such people as learners, teachers or lecturers, administrators, and employers in the planning process.
- 2) Identifying general or specific language needs that can be addressed in developing goals, objectives, and content for a language program, and
- 3) Providing data that can serve as the basis for reviewing and evaluating an existing program.

#### **4.3 Instructional Material Design**

Palma (1992:88) defined that material refers to the resources available to the teacher or lecturer and learners which serve as stimuli in the teaching-learning situation. A material

of learning may be either “a human person or a physical object”. Besides, Brown (1995:139) defined material as any systematic description of the techniques and exercises to be used in classroom teaching.

The meaning of material development refers to anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake (Tomlinson, 1998:2). In line with Tomlinson, Graves (2000:149) also had similar view on material development. He said that material development is the planning process by which a teacher or lecturer creates units and lessons within those units to carry out the goals and objectives of the course. In a sense, it is the process of making syllabus more and more specific.

In brief, material development can be inferred as creating, choosing or adapting, and organizing materials and activities so that students can achieve the objective that will help them reach the goals of the course.

## **5 REVIEW OF RELATED LITERATURE**

Studies on syllabus development and instructional material design have been done by many English language teaching professionals (Hussin, 2002; Widodo, 2007; Chen, 2008; Bouzidi, 2009; Hamzah, 2010). Most studies mention the mismatch of syllabus, available of textbooks and instructional material to the needs of English learners as the main reason. Therefore, they cannot fully depend on the text books or instructional material for carrying out teaching learning process in the classroom. There should be a textbook and instructional material that can fulfill needs of learners to reach optimum result in learning English as a second or foreign language. One way of fulfilling the needs is through developing syllabus and designing instructional materials by the teacher or lecturer himself.

Unfortunately, until today the researchers could not find any single study concerning to syllabus development and instructional material design for Non-TBI program. One of the studies with respect to syllabus development and instructional material design of non-English background students the researchers put forward here is developing syllabus and designing instructional material for Non-TBI Program.

## **6 RESEARCH METHOD**

This research employed qualitative study focused on developing the model of teaching reading material, which associated with the heterogeneous of students' cultural background. In this research the writer used three data resources: 1) the documents of English teaching and learning in IAIN SMH Banten; in forms of reading texts, books, and articles. 2) Students of English department of semester II and IV; 3) Other related sources such as the lecturers. The data collection was done by conducting classroom observation, delivering questionnaire and interview.

## **7 FINDINGS AND DISCUSSIONS**

Reading course in English education department of IAIN SMH Banten covers eight credits (8 sks) which are spread into 2 credits for students of semester I to IV for each. Based on the reading syllabus used by the lecturer at English education department of IAIN SMH Banten, the objectives of the course is that students are able to read and

understand the text written in English, and they are able to develop the vocabularies especially which related to education. While the content of reading material from 1 to 4 generally are compilation of several books, such as *meaning into words* (Adrian Doff), *English Skill with Reading* (John Longan), *Interactions* (Elaine Kern), and others. And the reading assessments are based on individual assignments, mid test, and final test.

To collect the information on students' needs, the writers delivered questionnaire to the students of semester II and IV. There were 55 questionnaires being spread out, but there are 50 questionnaires were collected back. According to the aim of the survey, that is to find out students responds and needs in relation with reading materials, the writers therefore classified the questions into three categories. *First* is questions about students' personal identity and background, *second* is questions on reading guidelines and material, and *third* is questions about teaching and learning process and evaluation. The results of the questionnaire shows that the materials (topic) the students need are about **family, life style, education, and entertainment**. Finally, based on the third category questions about reading teaching and learning process and assessments, the findings indicate that students expect the teaching method and text in reading instruction were improved. They prefer working in groups to individual during the reading subjects. In terms of reading assessment, the students respond that they want to have extra reading practices in every meeting.

## 8 CONCLUSION

According to the research findings, which was gathered from questionnaire, it was known that students required various types of topics for reading material. Though the background of the students are quite different, most of their needs in learning English, especially for reading material, can be categorized as about **family life, life styles, education, and entertainment**. That is according to what place the four first ranks in the graphic.

## 9 SUGGESTION

Regarding the importance of the result of the research, the writers would give suggestions to some partial linked with the teaching and learning process. **First** is to the teacher, since one of the main responsibilities of the teacher is to find out and to select appropriate materials as the source of teaching and learning process, the teacher therefore is expected to be able to develop teaching materials which are focusing on students' real needs. **Second**, to the other researcher, in order that the materials can give contribution in creating good quality of teaching process, it is needed to keep finding or developing the material itself which meets the students' needs.

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# THE NEED ANALYSIS OF MARITIME ENGLISH WRITING MATERIAL THROUGH GENRE BASED APPROACH FOR MARITIME EDUCATION AND TRAINING STUDENTS IN INDONESIA

**I Wayan. Dirgeyasa**  
wayandirgayasa@yahoo.com

*State University of Medan*  
Jl. Willem Iskandar Psr V Medan Esate-Kotak Pos No.1589 Medan 20221,Telp  
(061)6613365, 6613276, 6618754 Fax (061) 6614002/6613319, Laman:  
[www.unimed.ac.id](http://www.unimed.ac.id)

## **Abstract**

*Principlythis research attempts to find out (1) the existing phenomena of teaching and learning Maritime English writing particularly the writing materials, writing teaching and learning strategy, writing assessment model, and troublesomes faced by students when writing and (2) the relevant Maritime English Writing materials through genre based approach in order to meet the students', Standard Training Certification for Watchkeepingfor Seafarer (STCW'2010)'s and job market's needs. The research is done by explorative and survey research method.The clientals of the research is the Nautical students of Maritime Education and Training (MET) Medan Indonesia. The instruments for collecting data are questionnaire, documentary sheet, and in depth interview. The data are analysed by descriptive. The results of the research show that(1) the general existing phenomena of teaching and learning process of Maritime English writing is not optimal yet and is not relevant to the meet the the students',(STCW'2010)'sand job market's needsand (2) there are two main dimensions of needs that is the typical teaching and learning process and varioustypes of genre along with theirtopics/themes of Maritime English writing materials.*

**Keywords:** *Genre approach, writing materials, and maritime English*

## **1 INTRODUCTION**

Maritime Academy or popularly known as Maritime Education and Training (MET) is a typical academy which must adopt and implement Standard Training Certification and Watchkeeping for Seafarers (STCW'78) amanded 1995 (STCW'95) and reamanded 2010 (STCW'2010); hereafter (STCW'2010)(IMO, 1995;International Chamber of Shipping, 1998; Dirjen Hubla, 2002; Ansari and Dirgeyasa, 2013; <http://www.imo.org./31/03/2015>).

Actually, the main purposes of the implementation of (STCW'78) amanded1995 (STCW'95) and reamanded 2010 (STCW'2010) are to provide standard in education and training, sertification and qualification for the students of maritime academy across the

globe. Prior this regulation and convention, there is no standards in training, certification, and qualification and competences for the students. Each maritime academy in a country has its own standards in training, certification, and qualification and competences. In fact, the maritime world and industry is globally universal.

However, in general, the English proficiencies of the students of maritime academy of Indonesia Medan (AMI-Medan) are relatively low. Then, their writing skills also seemingly do not meet either the English rules or the contents of the writing (Evaluasi Diri ED-AMI-Medan, 2010; Dirgeyasa, 2014b). In line with the low English proficiencies, Risuandi (Indopos, 20 Agustus 2009) states that the students competences and skills of English or (Maritime English) are relatively low and do not meet the standard and qualification needed by the curriculum of STCW'210's, stakeholders and job market. By this condition, Risuandi further claims that Indonesian maritime academy's alumni tend to have lower English competences and skills than students and alumni from other the countries such as Malaysia, Vietenam, Philipine, China, India, Croatia, etc. Consequently they can not compete optimally and significantly to win the wide range of the maritime job vacancy. The Vietnamese, Philipinese, Indian, Chinese maritime alumni still dominate the maritime job vacancies in the world (Risuandi, 2009); Shipping Gazette, Juli 2010). In fact, Indonesia is one of the three biggest country producing the seafarers after Phillipine and India (Ansari and Dirgeyasa, 2013).

Theoretically, the success and failure of teaching and learning process are caused by many factors such as teaching and learning method, assessment system, the students' background and characteristics (entry behavior, motivation, attitude, etc), media, learning materials etc (Harmer, 2007). One of the important thing among the determing factors of the success and failure of teaching and learning process is learning material. The learning material seems to be the most important and influencing factor (Hyland, 2003; Fathurrohman dan Sutikno, 2007).

In line with the importance and role of the learning materials (Hamalik, 2008; Katio, 2009) adds that learning material becomes the main essence affecting the success and failure of teaching and learning. Then, Sanjaya (2008) states that learning material is the content of curriculum providing competences and skills for the students. In terms of the significant effect of lerning materials (Dirgeyasa, dkk (2014a; Dirgeyasa, dkk, 2014c) reports that learning materials can improve the students achievment significantly.

In maritime academy, and particularly in maritime academy Indonesia Medan, the availability and the adequacy of learning materials are limited. The existing materials are not significantly relevant to STCW'2010, and job market's needs. Then, Dirgayasa (2014b) also reports that 73,66% of the students states that the existing learning materials are not adedequately provided and relevant to job market (link and match).

In line with the importance of Maritime English writing, low entry behavior of English of the students, low motivation to learn as well, the study of writing Maritime English learning materials need to be developed by genre approach in order to meet the need of the students, (STCW'2010)'s and job market's needs. It is assumed that the development of Maritime English Writing materials through genre based approach is relevant and meets the qualification for the students. Evans-Dudley in Johns (2002) in his research adds that the implementation of genre based writing in academic and professional or workplace is really significant to improve students's writing for specific purposes ranging from 20-25% in average. This means that genre approach is really in line with English for specific purpose (ESP) whereas Maritime English is one of typical branches of English for specific purpose.

Regarding to maritime English writing, genre writing, and ESP, Hyon (1996) as quoted by Flowerdew Johns (ed) (2002) states that genre writing is actually a typical writing orienting to the ESP. This strongly emphasizes that ESP is closely related to Maritime English (writing) or Maritime English is a part of ESP and ESP is the realization of genre. In addition, Cheng (2006) states that genre is closely related to ESP because ESP with its certain branch is a certain discourse community having certain members, purpose, convention and rules. By this blend, genre is a manifestation of ESP and because of its unique and typical relation-it is called ESP-Genre or ESPG.

## 2 METHOD

This research is carried out in Academy Indonesia Medan (AMI-Medan). The research is done by explorative and discovery research method. The participants of this study are the students, alumni, Maritime English lecturers, seafarers, shipping company, and port authorities. The total numbers of the participants are about 69 participants. Then, to collect the data of this research, a set of questionnaire is used as the main instrument. In addition, documentary sheet and in depth interview are also used in order to enrich the data. In order to measure the level of needs of the genre based writing learning materials, this research uses the following indicators as shown by table 1 below.

*Table 1 Indicators of the need level of of genre based writing learning materials*

No	Range	Level of Need
1	0 – 0.5	not needed
2	0.6 – 1.5	less needed
3	1.6 – 2.5	fairly needed
4	2.6 – 3.5	needed
5	3.6 – 4.0	strongly needed

(Magdad, 2000)

The data are analyzed by descriptive analysis. This is done in order to know the trends of existing phenomena of teaching and learning Maritime English writing and the needs of the Maritime English writing materials.

## 3 FINDINGS AND DISCUSSION

This section shows the findings and discussion of the research in accordance to its objectives (1) the general existing phenomena of teaching and learning process of Maritime English writing and (2) the needs of the typical teaching and learning process and various genre writings along with their topics/themes.

### 3.1 The existing phenomena of teaching and learning of Maritime English writing

In line with the existing condition of Maritime English writing material, its availability and adequacy are categorized available but the materials mostly are not relevant to the students', stakeholders' and STCW'2010's needs. In fact, the role and functions of learning materials are very important toward the learning achievement. Referring to learning materials, (Tomlison, 2003; Hamalik, 2008) states that the learning material is the main core in teaching and learning process because it provides the skills which must be mastered and achieved by the students.

Like writing materials, writing teaching and learning strategy implemented by the lecturer is not optimal yet. Then, by document, writing assessment method used by the lecturer is synthetic method. This means that writing assessment implemented by lecturers does not yet refer to typical genre writing assessment yet and the assessment used is synthetical model.

When students are asked about troublesomes and difficulties in teaching and learning Maritime English writing, there are three main troublesome of writing faced by students such as (1) grammar structure (35.89%), (2) developing and organizing idea (25.64%), and (3) vocabulary mastery (17.985). Spelling the English words seems to be also difficult to be master by the students of Maritime Academy (12.28%). The grammar structure is the most difficult among other areas. This is also relevant to what Dirgayasa (2014a) reports that grammar structure is the second most difficult aspect to master by the students of English Department

The other important point why the students are not successful in learning is the simultant exam or wrap up exam system. The result of the research also shows that most students (68.97%) states that the simultaneous or wrapping exam also becomesdetermining factor in which they are not having high learning competitiveness. The wrapping up exam is a kind of 'good' solution or way out when they do not pass the regular exam. This system of exam tends to reduce their seriousness, learning persisitance and motivation as well. In a long term, this system will lead to negative academic and culture learning atmosphere. Simulataneous or wrap up exam is mater of 'exam without test.' During the implementation of of wrap up exam for years, it has successfully reduces the quality of learning habit and culture. So, it is relevant to what Ansari and Dirgeyasa (2013) states that they (Maritime Academy of Indonesia Medan students) still go to school but they do not learn yet.

## **3.2 2.The need analysis of teaching and learning of genre based Maritime English writing**

The needs of Maritime English materials are classified into two main areas that is (1) teaching and learning process and (2) types of genre writing along with their topics/themes.

As a matter of fact, genre approach to writing covers two distinctive dimensions in teaching and learning writing that is a process and a product (Hyland, 2002). As a process of teaching and learning writing, most students (53.84%) states that teaching and learning process must be done systematically in accordance to concept of genre as a process of writing. This means that they must be guided and facilitated step by step from modeling to independent learning.

Consequently, the three main steps or phases of genre approach or strategy for teaching and learning writing such as 1) Modeling text, 2) Joint Construction, 3) Independent learning are given to the students, all steps and phases are categorized strongly needed reaching (3.82) point. In line with the teching and learning genre writing, Vygotsky in Hyland (2003)adds that genre based approach to teaching and learning writing is a matter of cyclic design consisting three main phases like a) modeling a text, b) joint construction of a text, and c) independent construction of a text. By this model, the actual process of teaching and learning writing follows the path of contextualization-modeling-negotiating, and constructing (Hyland, 2003).This is actually not surprising because the students' entry behavior of English are relatively low ranging from (5.5) or (40.47%) and (6.0) or (30.85%) so that they have difficulties to do write(Dirgeyasa, 2014b).

When the students are asked to determine four types of classroom social interaction for teaching and learning writing, the students responses regarding to the classroom social interaction are relatively different by level of needs as shown by table 2 below.

***Tabel 2 The classroom social interaction of teaching and learning genre based writing***

No	Decription	Score	Category
1	Peer group	3.64	Strongly needed
2	Small group (3-4)	3.34	Needed
3	Indiviudal	1.23	Less needed
4	Big group (5-7)	1.21	Less needed

Table 2 above shows tha the classromm social interaction which is strongly needed (3.64) point is peer review model. By peer review substantially, students learn to write with their learning material resources so that they can feel 'home' to learn because they learn from what they know, what they write, and what they don't know. In addition, by peer review model of classroom social interaction, students consequently know the strengths and the weaknesses of their writing works. The peer review model of classroom social interaction really helps the students improve their knowldge and competence to write. The Student-centered learning especially in the small group (3-4) students is catgegorized needed (3.34). While the both individual and big group student classroom interaction are categorized less needed respectively (1.23) and (1.21) points.

The peer review and small group classroom social interaction needed by the students are not really suprising because the two types of classroom social interaction are relevant to the students' low entry behavior and low levels of learning motivation. Dirgeyasa (2014b) then adds that most of the students of Maritime Academy Indonesia Medan are lazy to study, have lack of learning resources such book, dictionaries, and other supporting learning resources.

In terms of writing assessment, the research results in three model of writing assessement in Maritime English Writing needed by the students. The three model are analytical model, synthetical model, writing rubric with scales modelas shown by table 3 below.

***Tabel 3 The genre based writing assessment model***

No	Decription	Score	Category
1	Synthetical model	1.25	Less needed
2	Analytical model	2.72	Needed
3	Writing rubic with scale model	3.63	Strongly needed

Based on table 3, the analytical model of assessment is regarded needed (2.72) by the students where as the synthetical model of assessment is less needed by them (1.27) . Writing rubric with scale model is also strongly needed (3.63) by the students. This model of assessment is really relevant to genre writing because a genre as a new approach to writing has its own typical pattern, linguistic features, and characteristics as well. By this typical characteristic features, assessment model also needs adjusting and matching with typical assessment-writing assessment by rubric with scale (Dirgeyasa, dkk, 2013).

Unlike the needs of teaching and learning process in Maritime English genre writing including the teaching teaching strategy, assesment method, and class room interaction, the needs of materials of genre writing are classified into three main domains

of Maritime English writing genre types; (a) characteristic of genre writing, (b) types of genre, and (c) topics/themes of genre writing.

In terms of characteristics of genre writing, there are five main characteristics of genre writing needed by the students in various levels of need as shown by table 4 below

**Table 4 the various level of needs of characteristic of Maritime English writing**

No	Description	Score	Category
1	The concept genre and genre based writing	2.41	Fairly needed
2	Generic structure	3.42	Needed
3	Linguistic features	3.75	Strongly Needed
4	Communicative purpose	1.23	Less needed
5	Technical vocabulary	3.35	Needed

Referring to table 4 above, among the five characteristics of maritime English genre writing, the linguistic features are categorized as strongly needed by the students with a score (3.72). The understanding of generic structure and technical vocabulary are regarded as needed respectively (3.42) and (3.35). While the concept of genre writing and communicative purpose of writing are classified as fairly needed (2.25) and less needed (1.23). In particular with concept of genre and genre based writing, it is really different from Dirgayasa's (2014a) previous research reporting that concept of genre and genre based writing is really needed by the students while in this research it is categorized as fairly needed. This happens because, in his previous research, the object of writing is general academic English while in this research the object is writing for specific English (ESP).

Why are the linguistic features strongly needed when to write genre writing. Most of them state that every genre based writing has its own distinctive linguistic features. By its typically distinctive linguistic features, they do not only learn about the types of genre writing but also the linguistic features as well.

In this research, types of genre writing in Maritime English are the essences of the materials of writing. The types of maritime English writing materials needed by the students are variously different by level of need as shown by table 5 below.

**Table 5 The types of genre writing in Maritime English needed by the students**

No	Types of Genre	Skor	Kategori
1	Descriptive	3.42	Needed
2	Recount	3.67	Strongly needed
3	Report	3.65	Strongly needed
4	Procedure	3.75	Strongly needed
5	Letter	3.52	Needed
6	Claim	1.54	less needed
7	Filling form	2.45	Fairly Needed
8	Curriculum Vitae	2.25	Fairly Needed
9	Memo	1.23	less needed
10	Affidavit	1.12	less needed

Based on table 5 above, there are three types of genre writing in Maritime English which are strongly needed respectively procedure writing (3.75), recount writing (3.67), and report writing (3.65). Procedure writing is the most dominant genre writing needed by the students because most of seafarers' activities in the ship is a matter of procedure such as

how something works and or how to operate GPS or how to handle engine refuse to start, etc (IMO, 1995; Blakey, 1987; Thamrin, 2008).

Two of genre writing in Maritime English-letter writing (3.52) and decriptive writing (3.42) are labelled needed by the students. The typical filling form and curriculum vitae are categorized fairly needed respectively (2.45) and (2.25) points. While the last three of genre writing of Maritime English are only at the level of less needed.

The topics/themes of genre writing of Maritime English are breakdown of the types of genre in Maritime English Writing. When the respondents are asked about topics/themes of writing within the maritime English genre writing, among the 10 (ten) types of genre writing, there are six types of writing having their own typical topics and themes in writing. The topics and themes of writing within genre types are shown by table 6 below.

**Table 6 The topics/themes of writing within the genre types of Maritime English Writing**

No	Types of Maritime Genre Writing	Topic	Score	Level of Need
1	Descriptive	Ship organization	2.42	Needed
		Types of merchant ship	2.23	Needed
		Weather condition	3.67	Strongly needed
		Ship plan cargo	3.74	Strongly needed
2	Recount	Ship voyage	3.65	Strongly needed
		Ship accident at sea	3.66	Strongly needed
3	Report	Survey report on cargo	3.50	Strongly needed
		Damage cargo	3.62	
4	Procedure	How to prepare ship entering the port	3.66	Strongly needed
		How to operate electronic hart	3.75	Strongly needed
		How to operate GPS	3.62	Strongly needed
		How to operate compass	3.72	Strongly needed
		How to communicate in an emergency situation	3.67	Strongly needed
		How to hande fire on board	3.65	Strongly needed
5	Letter	Letter of application	3.52	Needed
		Letter of readiness	2.83	Needed
		Letter of arrival	3.68	Strongly Needed
		Notice of protest	2.25	Fairly Needed
6	Filling form	Deck log book	3.62	Strongly needed
		Ship history	2.12	Fairly Needed
		Cadet record book	3.65	Strongly needed
		Ship manifest	3.75	Strongly needed

Tabel 6 shows that the topics/themes of writing within the genre writing are relative different in number among them for examples, the *procedure* writing has 5 (five) topics/theme of writing, descriptive writing, letter writing, and filling form consist of 4 (four) different topics/theme of writing, and recount and survey only have 2 (two) common topics/themes used by the seafarers. As shown by table 6, the four types of

genre writing such as claim, memo, curriculum vitae, and letter application do not have any specific topics/themes in writing.

In terms of level of needs among them, the 22 (twenty two) topics/themes within the Maritime English genre writing can be classified into three levels of need namely strongly needed, needed, and fairly needed with different percentage. Table 7 above shows that 16 (sixteteen) or about (72.72%) topics/themes are categorized strongly needed by both the students and seafarers. Then, there are 4 (four) or (18.18%) topics/themes are classified as needed and only 2 (two) or (9.09%) topics/themes are at the level of fairly needed.

#### 4 CONCLUSION AND SUGGESSTIONS

To sum up, the present study provides empirical evidence showing that 1) the general existing phenomena of teaching and learning process of Maritime English writing needs improving either in terms of teaching and learning process, writing materials, and writing assessment model in order to achieve the optimal result as amended in STCW'2010 curriculum, 2) there are two main dimensions of needsin genre writing of Maritime Englishthat is(a) the typical teaching and learning process and (b) various types of genre along with theirtopics/themes, (3) the students still are still confronted with a number of troublesomes in writing such as lack of linguistic features, technical vocabulary, lack of motivation, and learning resources, etc. This shows that Maritime English writing as the most typical branch of English for Specific Purposes (ESP) has its own characterisiticsin terms of communicative purpose, generic structure, linguistic features and materials by types of genre along with their topics/themes.having low English entry behaviour, motivation,and competitiveness to learning writing.

In line with the conclusions, it is suggested that (1) the lecturers should implement genre based approach to teaching writing systematically and gradually due to students' low entry behaviour, lack of motivation, spirit of competition, and lack of learning resources as well, (2) the lecturers do not only focus on writing as a product but also as process in teaching and learning writing, (3) it is strongly emphasized that the lecturers should use writing assessment rubic with scale model for assessment, and (4) the lecturers should design social classroom interaction enabling the students actively and participatorily in teaching and learning writing.

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# PUTTING ENGLISH AS A LOCAL CONTENT SUBJECT IN PRIMARY SCHOOLS: TEACHERS' BELIEF AND ITS IMPACT ON THEIR TEACHING DELIVERY

**Iskandar**

piskandaris@yahoo.com

*EFL Lecturer at Universitas Negeri Makassar, Indonesia*

## **Abstract**

*Since its introduction in 1994, English is not an obligatory subject in Indonesian primary school curriculum, but as a Local Content (LC) subject. Current curriculum policy maintains this status. LC curriculum has some locally-determined requirements that teachers should adhere to whenever they are teaching EFL. Using interviews and classroom observation, this study aimed at finding out South Sulawesi primary EFL teachers' perception on the inclusion of English as an LC subject; in particular their appraisal of the status, their belief about the implication of the status, their awareness of LC requirements, and how it affected their teaching delivery. Though some teachers maintained this status, most teachers challenged it and urged it be placed as core subject. Most believed that this status will make students undervalue English subject, and therefore will have low motivation studying the language. Teachers were aware of the LC requirements in which they were expected to develop competencies by taking into account the peculiarity and the potentials of the region where their school is situated. They reported working to fulfil the requirements, although little evidence of this was found during the classroom observations.*

**Keywords:** *local content, teachers' belief, classroom delivery*

## **1 INTRODUCTION**

The introduction of English language teaching in primary schools might have been the world's biggest policy development in education (Johnstone, 2009). This trend is due to a number of reasons. One is an assumption that earlier language learning is better (Hu, 2007; Nunan, 2003; Ur, 1996). Another reason is the response to the increasing demand for the provision of an English-speaking workforce as a result of global economic development (Hu, 2007; Phillips, 1993). Another cause is the demand from parents that schools provide English learning for their children (Hawanti, 2011). The assumption that earlier language learning is better was evident in Diem's study in Palembang, Indonesia. Comparing the achievement of Primary and Junior Secondary School students who have the same start in learning English, she found that the primary school students' achievement scored higher than those from junior secondary schools. This implied that learners who started earlier in EFL learning have better achievement in EFL than older learners (Diem, 2004, p. 9).

In Asian countries such as Indonesia, English language education previously began at the secondary level. Through Ministerial Decree No.060/U/1993, English was initially introduced to Indonesian primary school students in the 1994 curriculum in which students started learning English from Year 4 (Depdikbud, 1993). Under the 1994 curriculum, English was an elective Local Content (LC) subject among others, such as Handicraft, Vernacular Languages, and Local Arts. The emergence of LC curriculum was the manifestation of the 1994 curriculum reform policy where the national government transferred 20 percent of its power of curriculum development to each province. Each province had to follow at least 80 percent of the national guideline, and up to 20 percent of course syllabuses can be their own design in the form of LC curriculum (Yeom, Acedo & Utomo, 2002). Being an elective subject implies that the teaching of this subject depends on school's readiness to develop its curriculum and to provide teaching and learning resources (Hawanti, 2011). No official English language curriculum for primary schools was released during this period, therefore the teaching delivered varied from region to region; even from school to school. Some schools adopted junior high school curriculum to be used, and some others relied on commercial textbooks.

In the 2004 through the Competence-Based Curriculum (KBK), which later became School-Based Curriculum (KTSP), the national government provided a curriculum framework in the form of National Standards (NS) addressed to all subjects including primary EFL. Parts of the NS described the purpose of English education at primary schools; that is to develop language skills used to accompany action (Depdiknas, 2006a). To achieve this competence, learners need to be exposed and accustomed to various adjacency pairs that are bases for more complex communication skills. Like KBK, under the KTSP English is still positioned as LC subject. LC requires that the Standard of Competencies and Basic Competencies are bound to suit the potential and characteristics of specific regions. Since they have been nationally provided, it is the teachers' task to adjust them in order to suit LC requirements (Depdiknas, 2006a).

Policies related to the inclusion of LC programs in the Content Standards are based on the fact that in Indonesia comprises of diverse cultures. Cultural diversities among the ethnic groups in Indonesia are characteristics that enrich the value of Indonesian life; therefore it should be preserved. The introduction to the environment, social life, and cultures will enable students to better familiarize themselves with their environment. It is intended to support improvement in the quality of human resources, and ultimately to improve the students' ability (Depdiknas, 2006a). Schools in which the educational program is implemented are parts of a larger community; therefore it needs to have a broad insight to the learners about the peculiarities that exist in the environment. Content Standards which are centrally developed may not be able to include local content. Therefore, it is necessary for the educational unit to set up another subject that is based on LC. LC can be a single distinct subject, yet it may also be certain topics or sections in the existing subjects in the curriculum (Depdiknas, 2006a).

Since the introduction of LC curriculum in 1994, there have been some initial difficulties in its implementation. The World Bank reported the shortcomings of Indonesian basic education system including LC, which adversely influences its quality. One among the identified shortcomings is that many teachers were poorly trained in both subject matter and teaching practices. Furthermore, incentive structures did not reward good teaching practices; so the teachers took on outside jobs that in many occasions conflicted with the aim of good teaching. Other identified shortcomings were that the curriculum was overloaded and unintegrated; resources were insufficient; the quality of textbooks and materials was low; and assessment was inadequate. In addition, the separation of responsibility for primary education between the Ministry of National

Education who is in charge of technical, educative aspects, and the Ministry of Home Affairs which is in charge of administrative functions has worsened the condition (The World Bank, 1998; cited in Jones & Hagul, 2001, p. 214-216).

A number of research studies in different parts of Indonesia, such as in Yogyakarta (Arikunto, 1997; Kartini, 1999), South Sumatra (Anggraeni, 1998), East Java (Mandalika, 1997), and Bengkulu (Wahdi, 1995) found that the main obstacle in its implementation was the teachers' lack of understanding of the concepts of LC; therefore they were not capable of providing teaching materials that suit the students' environment. Other identified obstacles were the shortages of teachers, insufficient guidelines, and students' low interest in learning LCs (Mulyadi & Riyanto, 1995). Yuwono (2005) identified some problems in ELT in primary schools such as teacher's qualification, time availability, the number of students in classroom, and available resources and facilities.

As an LC, English also suffers from these problems, particularly the shortage of EFL teachers. Since it was introduced in 1994, there seems to have been no consideration of who is going to teach the subject. To overcome the shortage of EFL teachers, some schools have assigned primary school teachers of other subjects to teach English; some recruited fresh graduates of English education from universities to be voluntary EFL teachers; and some teachers have to teach English at more than one school. It is generally acknowledged that university graduates of English education in Indonesia are not prepared to teach elementary students, but for the secondary level of education. With such a situation, non EFL and voluntary teachers may find themselves challenged in teaching English with an adequate pedagogical knowledge to students at primary level (Hawanti, 2014).

Some problems identified above, such as teachers' lack of understanding of the concepts of LC is exacerbated by the fact that the NS do not provide any explanation about the background rationale for assigning English as an LC subject in Indonesian primary schools. Teachers may have different beliefs and perception towards this status of English and consequently will affect their teaching delivery. Almost no evidence found in the literature on how teachers actually view this status of English as an LC, except the study conducted by Hawanti (2014) in Central Java. In terms of teachers' belief, the study concluded that LC status of English makes it perceived as less important subject. This study attempts to have insights from other teachers in different part of Indonesia by investigating the Province of South Sulawesi primary EFL teachers' beliefs on this status and how it impacted their teaching delivery.

## **2 METHOD**

This study employed an ethnographic interviewing technique (Bauman & Adair, 1992), and classroom observation to collect data from the participants. In interview, data about teachers' interactions, behaviors, and beliefs were expected to emerge naturally from within their own personal and cultural context; therefore the interview was unstructured and nondirective. However, tentative interview questions were used to steer the flow of information toward the topic of the study. In these interviews, the participant's role was the expert. This role was employed to encourage them to provide descriptive data as dense as possible. The researcher treated participants' language as data; in line with Spradley's (1979) notion that language is a tool for communicating and constructing reality.

The interviews were conducted in English language; however, the participants were encouraged to use their national language, Bahasa Indonesia, if they found difficulty expressing certain ideas in English to create an environment which was nonthreatening,

so that the participants would be able to express themselves as freely as possible. Data collected from the interview were transcribed verbatim. The transcripts were then coded, and grouped into categories by employing thematic analysis (Boyatzis, 1998).

Eleven teachers participated in the interview study. For ethical reasons, the identity of the teachers is presented by using pseudonyms. They were Ratna, Lisa, Jeffry, Ismail, Marlina, Hermin, Nurwahidah, Febrina, Fatimah, Ikbali, and Aisyah. With the exception of Lisa who holds Diploma 2 Degree in Primary Teacher Education, all others hold Bachelor Degree in English Education. The interviewed teachers' educational background was not specifically prepared for teaching EFL in primary schools, but for secondary ones, therefore they need special training on primary EFL teaching. Jeffry, Marlina, Hermin, Nurwahidah, Febrina, and Ikbali have got this special training, while other five teachers were untrained yet when the study was undertaken.

In this study, the use of classroom observation was intended to triangulate the data obtained from the interviews. Observation refers to "the watching of behavioural patterns of people in certain situations to obtain information about the phenomenon of interest" (Johnson & Christensen, 2004, p. 186). People do not always do what they say they do. That is why, observation becomes an important method of collecting information about people, and happens to be "the only way to get direct information on classroom events, on the reality of program implementation" (Weir & Roberts, 1994, p. 164). Purposive sampling (Patton, 2002) was employed to ensure that the selected teachers could provide 'information-rich' cases with respect to the purpose of the study. In addition, the participants needed to be willing to be observed in their classrooms, and to have their lesson video-recorded. Prior to getting confirmation from four participants, the researcher has approached some school principals whose teacher might participate in this study. It was quite challenging since most of teachers were reluctant to be observed because they were not confident; while a few others put the reason that it would distract their classroom. Therefore, only four teachers were willing to take part in this phase of study. All hold Bachelor Degree in English Education with two of them has been certified.

### **3 FINDINGS AND DISCUSSION**

Categories emerged from thematic analysis of the interview, as will be discussed below, are teachers' appraisal the status of English as an LC subject, their belief about the implication of that status, their awareness of LC requirements, and their endeavours in their teaching delivery.

#### **4 TEACHERS' APPRAISAL OF THE STATUS OF ENGLISH AS AN LC SUBJECT**

The majority of teachers interviewed disagreed with the status of English as an LC subject in primary schools. They argued that English should stand as a main subject, the same as other subjects, such as math and sciences. For example, Ratna argued that leveraging the status of English up to main subject would improve the teaching and learning situation. "It will be better if English is placed the same as the other core subjects," she said.

In line with this, Jeffry also argued that English must be positioned as a main subject. "I think English in primary school should not be in the local content subject category, but it must be in the main subjects." He insisted the government to put English

as a main subject instead of LC. He further said, "English is not included in the National Examination because English is still a local content."

Other teachers, such as Ismail, Nurwahidah, and Febrina also agreed that English should be levered up to be a main subject. Ismail said "English should become main subject for students, not local content subject." Nurwahidah commented "We try to treat it not only as a local content subject; we try to make it as a primary subject." Febrina insisted "The national government must do that, students must learn the subject." What Febrina meant is that it will be compulsory for students to learn English if its status is levered up to be main subject. Fatimah too, argued that the position of English as anLC subject is not really promising, and that it has to be a principal one. She said, "I mean actually the status is not really good. Why? Because if it is a local content, it means that it is not an obligatory subject."

Marlina, Hermin, and Aisyah, on the other hand, saw that the current status of English as anLC subject is reasonable. This does not mean they were opposed to English being a main subject. Rather, they saw that it is better for English to be anLC subject in primary school than it is not learned at all. For example, Marlina commented, "I think it is good because... the children know English from the very basic level." What Marlina means is that it is worthwhile teaching English from primary level of schooling. Hermin spoke similarly, "I think it is realistic if English in primary school is as local content subject." However, she would prefer to have English to be a main subject in primary schools. "I want English to be a main subject in the elementary school," she added. Aisyah found it acceptable for English to be anLC subject as well. She said, "English as a local content subject? I think that's just fine."

Though Ikbal agreed on the status of English as an LC subject in primary schools, his reasons were different from the other three teachers above. "The good point is that by placing English as a local content means that teachers are free, in quotation marks, to set up their lesson plan without having to worry about target of curriculum," he argued. His agreement implied that it is good for English to not be a main subject at primary schools because teachers have greater freedom to set up their teaching and learning processes without having to worry about accomplishing the targets of a mandated curriculum when it is a main subject. Ikbal viewed that the NS promotes flexibility for primary EFL teachers in enacting their KTSP to suit to local contexts. This kind of flexibility is also maintained by, for example, the National Statement and Curriculum Profiles of Australia (Cowley & Williamson, 1998), and Greek National Preschool Curriculum (Sofou & Tsafos, 2010).

## **5 TEACHERS' BELIEFS ABOUT THE IMPLICATION OF THE STATUS**

'It's just a local content subject'. Teachers assumed that this is likely to be in students' mind when they are learning English. For example, Ratna argued that students will consider English as not an essential subject. "Students have a mindset that a subject placed as a local content is not too important," she attested. In line with this, Febrina argued that English becomes less vital when it is positioned as an LC subject. "Not the important one," she said. According to her, students will think that English is only supplementary subject; therefore they may have low motivation in learning it. "They think this is only an additional lesson, so their motivation is low, and they will only learn it half-heartedly."

Ikbal observed that LC subjects are perceived as additional subjects at schools; therefore there is always a chance to be released from school subjects. "There is a chance

that English is not chosen as one of the subject as school,” he worried. Marlina, too, indicated that some schools do not even select English as an LC subject as the implication of its status. “Some schools don’t take English as local content,” she attested. Another implication, as Ismail and Ikbal indicated, is that students tend to undervalue LC subjects, including English. For example, Ismail commented “They are thinking that this is only local content, this is only additional subject.” Ikbal said, “Students tend to underestimate local content subject.” He claimed it happens because LC subjects will not influence students’ overall performance when they are assessed. “They will not affect their final marks,” he concluded.

The inclusion of certain subjects as an LC at school more or less depends on local government policy regarding this subject (Wibawa, 2008). The local government and the school may choose not to include English as one of the LC, therefore some students entering secondary schools meet English lesson there for the first time. When this situation happens, it will create problems in secondary EFL teaching. For instance, secondary EFL teachers might have problems in determining what teaching materials they should use since they need to acknowledge that some have learned EFL in primary schools and some others have not.

## **6 TEACHERS’ AWARENESS OF LC REQUIREMENTS**

Most teachers discussed what was required of LC subjects. Aisyah, for example, argued that the teaching materials should incorporate the traditions of the students. “I think it is okay as long as we, in teaching or in delivering the subject...we still in our culture.” She emphasized that teaching materials should be related to students’ own environment. “We try to provide learning material that is more relevant with the real environment...where I am teaching now.” Another requirement she claimed is that teaching should be made relevant with what students really require in their daily life. She said that teachers should consider the students’ need where they are teaching, and should think how they can teach more real.

Ikbal suggested that one of the requirements of an LC subject is that the lessons have to be amalgamated with the potentials of the regions where the school belongs to. “Local content subject requires that the lesson should incorporate the regional potentials, yeah, the regional environment in the context of teaching.” He explained that when teachers teach English, they have to present topics familiar to students in their own native cultures.

Ratna described how the teaching materials have to be relevant to local context. “It is relevant with the environment there,” she said denoting the school where she is teaching. Fatimah, too, saw relevancy to local context as one requirement of an LC subject. She said, “When we teach English, we are supposed to provide them with learning materials concerning on their own environment.”

A few other teachers claimed that there is no prerequisite appended to LC subjects. Lisa, for example, said that English does not have to match any conditions. “There is no requirement that English lesson should fit as a local content subject,” she convinced. Jeffry also claimed that LC subjects do not have any requisite conditions. “No, no, no requirements,” he said confidently.

Despite these the two opposing stands regarding LC requirements, it is obvious that LC subjects are expected to develop competencies by taking into account the peculiarity and the potentials of the region where a school is situated (Depdiknas, 2006a). Teachers are fully responsible for developing appropriate materials for their students. They have to adjust the teaching materials according to the conditions of the



schools, their students' abilities, and their students' socio-cultural circumstances (Depdiknas, 2006b). This becomes problematic if teachers' level of competence is inadequate. Currently, the percentage of teachers with a sufficient level of competence and qualifications for teaching EFL in primary schools is still low (Faridi, 2010).

## **7 TEACHERS' ENDEAVOURS IN THEIR TEACHING DELIVERY**

In line with their awareness of LC requirements, teachers reported several ways in which they do to suit their teaching to the requirements of LC subjects. Marlina reported making teaching materials herself to suit to the LC requirements. "I make the teaching material myself, for example, I take Bantimurung waterfall. We tell about Bantimurung, about Pantai Losari, and the like." Bantimurung and Pantai Losari are few of many tourist destinations in South Sulawesi Province in Indonesia. Therefore, she did not always refer to a published commercial English textbook. "Sometimes I don't follow English textbook from outside." When she did use the textbooks, she attested that she would modify the text. "I change the text," she convinced.

Meanwhile, Hermin noted that she only uses the textbooks as a guideline, and she enhances the quality of her teaching materials herself. "I just use the book as guidance, but I improve the material by myself, like about... the things in the room," she disclosed. Ikbal found presenting topics familiar in the students' own native language is difficult. "This is sometimes difficult to apply," he admitted. Jeffry described "Some teachers get material from the textbook and then they combine with their schoolsituation, the environment in the school, and students' interest." Although claiming there were no requirements that LC subjects need to fit with; Jeffry reported remaking his teaching materials to suit to his school condition. "We arrange again to suit to our school" he admitted.

However, during the observation there was almost no evidence found that they complied with these requirements in their teaching. The small proportion of local content evident in the observation was when the textbook used by Teacher A asked the students to identify the road signs that existed around the school area. It also emerged when Teacher C mentioned some local food when he introduced prepositions. Teachers' inability to provide local content materials, as indicated by Faridi (2010), was partly due to reliance on textbooks as primary teaching resources in which the contents were not always appropriate for the mandated curriculum and the students' socio-cultural environments. Teachers' ignorance of the LC requirements as evident from a few of the interviewed teachers also contributed to the absence of local content materials in teaching of EFL; consistent with studies conducted by Arikunto (1997), Kartini (1999), Anggraeni (1998), Mandalika (1997), and Wahdi (1995).

## **8 CONCLUSIONS AND SUGGESTIONS**

In accordance with the NS, English is taught as an LC subject in Indonesian primary schools, therefore it is incumbent for English to abide by the terms and conditions of LC. In brief, LC requires that the Standard of Competencies and teaching materials be developed based on local contexts. This study revealed that teachers were aware of the requirements and that they were fully responsible for providing appropriate teaching materials in accordance with the school condition and their students' needs and circumstances.

However, teachers were polarized in their view of the status of English as an LC. One group challenged this position, and urged that it becomes a core subject at school by

means of ensuring that English becomes obligatory subject, while the other group believed it should be as an LC. The first group perceived that by placing English as an LC, the students would see English as less important, which in turn demotivates them in learning the subject. In addition, English would be perceived as only additional subject, therefore there was always every chance that this subject be excluded from school curriculum. The latter perceived that it allows teachers to be flexible in its teaching since this position means that English would be exempted from the National Examination that has always haunted teachers and students for decades.

Teachers' recognised that the LC requirements impacted on their teaching delivery. The interview revealed that the teachers combined textbooks with other materials to suit their school environment, and adjusted the textbook materials to suit their classroom conditions. Teachers making their own teaching materials and modifying textbook materials to suit LC requirements were also evident in the interviews. Classroom observation provided almost no evidence of any of the four kinds of attempts described above, except in a very small proportion of local context presented by an observed teacher; however it must be borne in mind that there were only four teachers who were observed.

There is a need to further investigate the status of EFL as Local Content in primary schools and its possible impacts on the teachers' teaching. Such investigations could assist the government to seek philosophical and practical reasons for regulating its status as LC. Also important is to seek students' and other stakeholders' perceptions and attitudes towards this status.

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# **THE SHIFTING ROLES OF EYL TEACHERS IN THE DIGITAL NATIVE ERA: A CASE STUDY ON TEACHER PRESPECTIVES AT 'TK RESTU', MALANG KINDERGARTEN**

**Karina Sari**

Karinasari.mujiono@gmail.com

*University of Muhammadiyah Malang*  
Jl. Raya Tlogomas 246 Malang

## ***Abstract***

*The advancement of technologies has caused two distinct generations; called as Digital Native and Digital Immigrant. This two generation has made a shifting role for teachers in education, not to mention children education. Children nowadays to belong digital native generations, meanwhile not all teachers are. Consequently, as teacher need to realize the need of having applicable strategy to keep up with the technology advancement and fulfill the learners need and preference in learning. Therefore, this article would like to propose ideas on the applicable practices in regard with the technology advancement in Digital Native era with Digital Native learners of children.*

***Keywords: Technology advancement, Digital Native, Digital Immigrant, Shifting roles, teaching strategies***

## **1 INTRODUCTION**

Children learner are often more enthusiastic and lively as learners (Scott & Ytreberg, 1990). They want to please the teacher rather than their peer group (Joan Dean, 1984). They will have a goal in doing an activity even if they don't quite understand why or how. However, they also lose interest more quickly and are less able to keep themselves motivated on tasks they find it difficult. Children learner do not find it easy to use language to talk about language; in other words, they do not have the same access as older learners to meta language that teachers can use to explain about grammar or discourse. Children learners often seem less embarrassed than adults at talking in a new language, and their lack of inhibition seems to help them get a more native-like accent. But these are generalizations which hide the detail of unpack the generalizations to find out what lies underneath as characteristics of children learner as language learners. The important differences do arise from the linguistics, psychological and social development of the learners, and that, as a result, it needs to adjust the way we think about the language we teach and the classroom activities we use. Although conventional language teaching terms like 'grammar' and 'listening' are used in connection with the young learner classroom, understanding of what these mean to the children learner who are learning them may need to differ from how they are understood in mainstream language teaching. (Joan Kang Shin, 2006)

Children learner learning is seen as central to effective teaching. Successful lessons and activities are those that are tuned to the learning needs of pupils, rather than to the demands of the next text-book unit, or to the interests of the teacher, a learning-centered perspective from 'learned-centered' teaching. Learner-centered teaching places the child at the center of teacher thinking and curriculum planning.

In fact, today's children learner also represent the first generations to grow up with new technology. Computers, video games, digital music players, video cams, mobile phones, and all the digital devices, such as email, internet, and computer games have become parts of their daily life (Mark Prensky, 2001). So new technologies have been such a defining feature in the lives of younger generations that they determine a fundamental change in the way young people communicate, socialize, create and learn. Consequently, this environment and the total volume of their interaction with the technology, they think and process information fundamentally and differently from their teachers. These differences go further and deeper than most teachers aware or realize. As a result, there is a gap generation between teachers—who represent digital immigrant- and children learners—most of them are digital native-. It reflects the single biggest problem facing education today that Digital Immigrant teachers, who speak an outdated language (that of the pre-digital age), are struggling to teach a population that speaks an entirely new language.

Indeed, digital immigrant's teachers apprehend the needs of today's children learners are changing as well as roles of teachers. Consequently, EYL teachers have to face more intense challenges with children learners today than teachers did thirty years ago. EYL teacher should be aware of what roles and effective ways in deal with the unique learners. They encounter in classrooms practice for teachers' role is to adjust with the condition and characteristics of a teaching-learning environment (Entwistle, McCune & Hounsell, 2002). In fact, the conditions for teaching are being rapidly influenced by the use of digital tools for pedagogical purposes, and governmental strategic planning documents express high expectations about the positive effects that technology will have on teaching and learning (Norwegian Public Reports, 2000). This paper aims at the shifting roles of teachers in digital native era and the teachers' strategy toward the shifted roles.

## **2 METHOD**

Theoretical perspective and the nature of this research questions calls for a qualitative approach. Data was collected from two main sources, interviews and observations. Researcher interviewed teachers: senior and junior teachers, and head master. A semi-structured interview guide directed the interviews, which were recorded and transcribed before analysis. Researcher carried out seven interviews with three senior teachers, three junior teachers and head master. Finally researcher will present and discuss the findings from the observations and interviews in the light of the theoretical perspectives.

## **3 FINDINGS AND DISCUSSION**

Digital immigrant ones learn technology for a certain purposes, they learn it because they are demanded to know how the technology is used. For example the student have to operate the power point, because they need it for their presentation or they are forced to be able to find the sources of references for their study in the internet to complete their assignment. In other words, digital immigrant learn technology because they need and use

it. Contrary to the digital immigrant, digital native use and live with technology in their life. It is not them who need the technology, but technology requires them to activate it.

In the field of education, digital immigrant teachers do not communicate as what the learners do; learners tend to have their own styles of language usage which is different from what the teachers do. When teachers are not able to accommodate the learners' preference of learning style, learners tend to have no willingness to pay attention on what the teacher said. Teachers are no longer the one who know everything, since learners can have more instant information immediately when they consult to their gadgets. It is evidence that the learners' preference does change the way teachers assume about their way of teaching and the way their learners behaving toward the teaching itself. In some extent, it can be good that the learners become more independent in accommodating their needs, but some reasons their respect to teachers are greatly decreasing.

When learners are more sophisticated in conquering the technology, they are able to have their own ways of developing the use of the technology itself to accommodate their need and preference in learning. Learners are becoming more independent, however, there is a need to monitor what they are doing in the learning. Teachers are the assigned to develop their competency to keep up with the rapid changing of the technology advancement evolve in the teaching and learning process.

It is true that the content like reading, writing, logical thinking, understanding writings and ideas of the past are important; but now its form are changing, they are no longer presented in thick printed books, but it can now be easily visible in a soft digital copy that is more practical and portable to be carried anywhere. In the contrary, the future content includes digital and technological. But while it includes software, hardware, robotics, nanotechnology, genomics, etc. it also includes the other components like ethics, politics, sociology, languages and other things related to them. The problem is then arise, teachers who are majority of the digital immigrant are not ready to face shifting roles in teaching. They are not capable enough with the technology advancement. Schools can actually have regulations to let learners make use of the computer and any digital devices which already been prepared by the school. But then it will not be applicable anymore when it cannot keep up with the changing and rapid advancement of the technology itself.

#### **4 SHIFTING ROLES OF TEACHER**

As an early childhood teacher, we will be challenged to find new experiences to share with children learner, guide children learner, and not to lead them, and move in a direction that interests the child. As the development of the technology applied on every aspects of teaching, it is highly encouraged us to implement developmentally appropriate practices, to establish child-centered programs, and to value the importance of what teacher do. As this new era unfolds, it is a must for teacher to prepare themselves for new roles and responsibilities. The roles of the teacher below are provided how the changes of development of technology on early learner that may also shift the role of the teacher. Those are;

##### **1) Communicator**

We are all inherently social beings. Teachers are also social being who seek contact with others and along with this contact, come the exchange of thoughts and ideas (Blasé, J & Blasé, 2006). The communicator role is probably the least developed in our profession. Because of time constraints, one often "just do the job"; and seldom have the opportunity

for professional conversations. Therefore, teachers must make an effort to talk to one another on a regular basis. In addition to talking, teachers need to listen. Listening should comprise half of the communication process, but it always seems to be less. By minimizing the use of listening, teachers send hidden messages to the children learners indicating that their thoughts are more important than the learners.

2) Facilitator

As facilitators of learning, teachers need to give up some of the control that accompanies the conventional role of "teacher." (Blasé, J & Blasé, 2006). The role of facilitator is time consuming and requires additional planning and research hours to seek out the most current information about children learner and learning and to reflect on how educational theory relates to particular programs. Instead of being dispensers of knowledge, teacher should serve as guides to the children learner in our care. Therefore, the facilitator is deeply interested in the classroom environment—how it is set up and how it affects individual children learner.

3) Coach

As coaches, teacher facilitator function as encouragers who give suggestions, provide options, and observe classroom activity (Killion, J., 2001). The children learners come to the teachers when more or new information is required, and teachers become responsible for developing a sense of community and cooperation, while bringing out the best in each player.

4) Model

This role may be the most significant one teacher undertake (Killion, J., 2001). Today's children learners seldom accept something as fact. Because of the multitude of experiences they are exposed to at an early age, they seem to be more sophisticated, more alert, and certainly better able to question adult practices. Therefore, it is vital that teachers, as the adults give examples of what we want them to do. For us to model the kind of behaviors we expect from children learner, we will have to ask ourselves some hard questions, including: "What do I believe?" "How much of what I believe can and should be passed on?" and even, "Do I have prejudices that come through in hidden ways?"

5) Keeper of the Watch

Teachers watch over the classrooms and children learner to ensure that all is running well and to manage the amount of time spent on certain classroom activities. Let us take a look at how careful teachers have used their time and being good time keeper. They may come up with numbers of questions; who controls it? What does strict adherence to a schedule say to children learner? Are teacher giving them the message, even at this early age, that the quality of work or depth of thought is not as important as finishing the work in a prescribed amount of time? Are



we saying that the process of learning must be broken up into time blocks? Do teacher actually discourage some children learner from choosing certain centers because they know that they won't have time to experiment? (Killion, J., 2001).

It can be seen that teachers seldom see the whole picture and have too many roles. Although things may look good at a glance, something may be wrong on the inside. Ask ourselves, "How often do we stop to reflect on why a child has chosen an activity or how he or she came to an end product?" Videotaping classroom activity can give enormous insight into how children learner responded to materials and what events preceded certain behavior.

6) Storyteller

Many children learners come from backgrounds where family stories are not passed on or valued. Even in homes where children learner are given rich learning experiences, quality time and the opportunity to know and learn from extended family members are limited. If storytelling is a skill that is being lost, perhaps the classrooms are the perfect arena to reintroduce that talent (Larner, M., 2004)

7) Researcher

Early childhood professionals are in a perfect position to help further our knowledge base about educating young children learner (Marzano, R., Pickering, D., & Pallock, J., 2001). Teacher have massive amounts of information about the way children learners learn, but lack knowledge on how particular populations react in a specific environment. These things cannot be determined anywhere except in existing classrooms. Using data from authentic situations will help build new bodies of knowledge.

In order to envision new roles, it is essential that teacher free themselves from old stereotypes that might limit what teacher do with and for children learners. The concepts of teacher and caregiver present a picture of one who is in control; of one who dispenses knowledge; and of one who serves as the central figure in a program. In truth, the central figure of any program should be the child. Therefore, teachers must continually re-examine and re-define what teacher do and how teacher see themselves.

The roles identified here may rule as the impact of the technology advancement. As the teacher, that the children learners who have been taken as digital native learner may have different ways in learning both in the class and outside the class, meanwhile, as the teacher who have been included as the immigrant of digital era may lead into confusion and the feel of being left with a significant differences to the children learners in which they have adopt themselves and tend to be more autonomous in learning.

## **5 TEACHING STRATEGY TOWARD THE SHIFTING**

Regarding on discussion above, children learners are more autonomous in learning. But when children learners use technology, teachers often think about demonstrating, trouble-shooting, or monitoring turn taking. They tend to give less attention to interacting with children learner to booster positive learning approaches and increase children learners'

knowledge. On the other hand, exemplifying education using technology by practically apply the technology through active engagement, group participation, interactivity and feedback, and connecting technology in with the real-life contexts can help teachers to be gradually digital native ones. Also, by doing so, children learners are able to meet the established learning goals more often, work more effectively, and use higher thinking level than when the learners are assigned to work on the problem-solving alone without the teacher's assistance (Barbuto et al. 20003; Yelland & Masters 2007).

The following are teacher's strategies used in regard to the role shifting in the digital era:

1) Supplement activities with visuals, realia, and movement

Children learners tend to have short attention spans and a lot of physical energy. In addition, children learner are very much linked to their surroundings and are more interested in the physical and the tangible, as Scott and Ytreberg (1990) describe their understanding comes more easily by activating their senses.

2) Move from Activity to Activity

Children learners have short attention spans. For young children, it is a good idea to move quickly from activity to activity. Do not spend more than 10 minutes on any one activity because children learners tend to become bored easily. As children get older, their ability to concentrate for longer periods of time increases. When teachers mix up the face of the class and the types of activities used, children learners will be more likely to stay focused on the lesson, thereby increasing the amount of language learning. (Scott, Wendy A. and Ytreberg, Lisbeth, 1990).

3) Teach in Themes

When the teachers plan variety of activities, it is important to have them interrelated in order to support the language learning process. Moving from one activity to others related to content and language helps to recycle the language and reinforce children learners' understanding and use of it. However, moving from activity to activity when the activities are not related can make it easy to lose the focus of the class. If children learners are presented with a larger context to use English to learn and communication, then achievement of language objectives should come more naturally. Thematic units, which are a series of lessons revolving around the same topic or subject, can create a broader context and communication rather than on language structure.

4) Use stories and contexts familiar to the children learners

When choosing materials or themes to use, it is important that you find ones that are appropriate for children learner based on their language proficiency and what is of interest to them. Because children learners are just beginning to learn content and stories in their native language in school and are still developing cognitively, they may have limited knowledge and experiences in the world. This means that the contexts that teacher use when teaching English, which may be a completely new and foreign language, should be contexts that are familiar to them. Use

of stories and contexts that they have experiences with their L1 could help these children learners connect a completely new language with the background knowledge they already have. Teachers could take a favorite story in the L1 and translate it into English for children learner learners or even teach the language based on situations that are found in the native country, especially if the materials the teachers have represent English-Speaking environments that are unfamiliar to the children learners.

5) Established Classroom Routines in English

Children learners function well within a structured environment and enjoy repetition of certain routines and activities. Having basic routines in the classroom can help to manage children learners. Notice that the communication is real and that a routine has been established. Once children learners become fluent with certain interactions, as in the example, you can begin introducing more language into the daily routines.

6) Collaborate with other teachers in your school

Collaborate with other teachers in the classroom to make the learning experience richer for the children learners. Connect the lesson to the topics, activities, and stories the children learner are learning in their native language by planning relate thematic units that parallel the learning in other subjects. Since children learner learn language better when it is related to their real life. It is a good idea to consider what else they are learning in a school day. Most children learner's lives revolve around home and school. So try to coordinate with other teachers to find out what is relevant to children learners; then add English instruction on top of that.

In regards to first and second strategies, teacher needs to consider the activity in terms of its variation, pace, media, and duration. For example in the activity, teacher can start with something that involve the whole class and then gradually assigned the activity for the smaller group of children. It is possibly, at the end of the activity, teacher can assigned individual children to complete the activity on their own. Relates with technology, teacher can use the video for example teacher want to introduce new vocabularies relates to body part, instead of looking of teacher moving and singing the song, teacher can display the video and let the children imitate what they see on the video. Then, teacher can guide them repeatedly sing alone and move their body. Here, their senses are activated. They watch, listen, and move their body. Still related to the first strategy, that children having short attention spans, the activity done by teacher should consider the time limit, chance the activity at least every 10 minutes. it means that teacher do not need to complete the activity but teacher need to stop before the children get bored. As soon as the target learning can achieve, teacher can move to the other activity which have a little bit higher level of difficulties.

For the third an forth strategies, teacher can choose the theme related to the stories there is going to be deliver to the children for example, when teacher want to deliver the stories connected to the animals, at the beginning teacher, can introduce kinds of animals which are going to be presented in the story by using flashcard or listening to

the sound of the animals from audio and let the children learner predict or guess what animal it is. And then teacher can play the slide which represent the sound, so the children get the complete understanding about the animals. By doing so, teacher are preparing the children for the story they are going to have. The story can be presented through short videos which can be found on CDs or online media. Teacher should emphasize on the values related to children emotional development. While playing the short videos teacher can ask comprehension question and relate them to the children life. For example, if there is a quiet long and complicated sentences teachers can simplify it. So that children comprehend the message of the stories.

The last two strategies will be much for affective when teacher can relate the language use in the fourth and fifth strategies into the children routines. When teacher simplify the language use it can directly be implemented into the classroom routines to strengthen the use of English. For better understanding, teacher can also relate the language use such as science, math, physic, or even history.

In short, shifting roles does not mean completely changing the role of teachers, but it refers the ability of teacher to apply strategies to connect among roles with the advancement of technology to apply in teaching and learning process in the class. In fact, not all schools are equipped with Computer Assisted Learning Device (CALD). What teacher can do is to maximize the use of simple technology products such as, television, computer, cell phone, or even an old tape recorder to be used in teaching and learning activities. The ultimate goal of doing the above strategies is to prepare the children learner to be more autonomous learner.

## 6 CONCLUSIONS AND SUGGESTIONS

Relates on technology, teaching English to children learners is more challenging. Teacher must understand the learning and the learners need and adjust their experience on technology and teaching accordingly. They need to be enthusiastic, supportive, open innovative, and willing to keep on learning. Teacher must make conscientious decisions about selecting appropriate strategies and about establishing and maintaining a positive and orderly classroom environment. Using a variety of activities and teaching aids and assessing children learners appropriately will increase teacher's effectiveness. Reflecting on their teaching (what works, what does not work, how children learners respond to lesson and activities, etc.) will enable teachers to prioritize their children learners' needs and will promote the teachers' continues professional development and improvement.

The shifted roles applied in the classroom discourse that is teachers are not to be authoritative ones in the classroom but they are more as controller and facilitator. This shifted roles can effectively implemented through:

- 1) Supplementing activities with visuals, realia, and movement
- 2) Moving from activity to activity
- 3) Teaching in theme
- 4) Using stories and context familiar to the children learners
- 5) Establishing classroom routines in English, and
- 6) Collaborating with other teacher in classroom discourse

Based on the explanation above, relates to the goal of teaching learning for children that is to prepare children to be more autonomous learner, gradually, in children learning education, they apply the Montessori Education as the way to teach children learners. Montessori Education is the way to build the characteristic and needs of children learners

based on “what they want to do” because we do not teach “What to think” but “How to think”.

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# ASSESSING STUDENTS' PERFORMANCE IN THE ENGLISH SPEECH CONTEST

**Khoiriyah**

khoiriyah\_fathur@yahoo.com

*The State Islamic Junior High School at Pasuruan City*

**Ninik Suryatiningsih**

suryatiningsih.ninik@yahoo.co.id

*STKIP PGRI Pasuruan*

## **Abstract**

*English speech contest is often held by many institutions. Each of them has different ways and rules used to measure the participants' performance. This paper presents the assessment of students' performance in the English Speech Contest held by STKIP PGRI Pasuruan as the writers are also the judge of this annual program. The assessment evaluates 5 aspects which mainly used to select the best contestant; they are: Performance, Accuracy, Fluency, Pronunciation, and Content. Those aspects are then elaborated further into their corresponding relevant indicators. Aspect 1 is performance; it elaborates 6 indicators namely attitude, gesture, expression, improvisation, eye contact, and confident. Aspect 2 is accuracy; it elaborates 4 indicators namely accuracy between title and content, grammatically correct, diction, and time. Aspect 3 is Fluency; it elaborates 3 indicators namely noticeable gap, hesitation, distinctly 95%-100% of the time. Aspect 4 is pronunciation; it elaborates 2 indicators namely native-like pronunciation and clarity of main idea. Aspect 5 is content; it elaborates 2 indicators namely current issue and the ability of delivering material systematically (O' Malley and Pierce, 1996 and Folse, 2009). This descriptive study is aimed at assessing participants of English Speech Contest which consists of 47 Senior High School students from 25 different schools of Pasuruan regency and around. The data is obtained from ongoing assessment in the form of analytical scoring rubric and the result of final score.*

## **1 INTRODUCTION**

Speech contest is a very popular event among Indonesian students or teenagers. It is also well-known as “*Pildacil*” in Indonesian context or speech contest for young learners. This contest is commonly used to express their idea, thought, and message in front of audiences by using a particular expression and style to attract the audiences' attention and interest. In this contest, the participants usually involve verbal and non-verbal means of communication in delivering a speech. According to Christensen (2010), verbal communication means the ability to determine the appropriate thing to say in the appropriate time and the ability to speak in understandable manner. Meanwhile, non verbal means of communication is the ability to communicate with others by using

gesture, making an eye contact, and involving body language, Brown (2000: 162). So, the speaker should be able to involve body language as a non-verbal communication while they are speaking (verbal ) in order to give more meaningful idea of the message.

Another speech contest which is familiar among young learners and teenagers is English speech contest. It is often used as a requirement of the best student selection or celebration of an institution anniversary. In the English speech contest, the participants are required to show the best performance in delivering a speech. Therefore, they have to be a good speaker as they perform it on the stage. Nunan (1999:226) maintains that the speaker needs to know and understand the communicative competence of the language which functions as a means of interaction and communication with others for different purpose. So, the listener can understand what the speakers mean as well as grasp the information from them. Beside communicative competence of the language, the speaker also needs to know the component of speaking; they are pronunciation, fluency, vocabulary, and grammar of expressing idea (Djiwandono, 1996:68). It implies that to speak accurately and fluently, the speaker absolutely needs to master these four components of speaking ability.

According to Gareis and Elizabeth (2006), there are five types of speakers, they are; Narrative speech, Demonstrative speech, Informative speech, Persuasive speech, and Speaking on a special occasion. Unlike a narrative speech, other types of speech such as demonstrative, informative, and persuasive speech need a rhetorical situation in which people's understanding can be changed through message. Delivering those types of speech, the speaker need to know these following speaking elements, they are; invention, organization of main ideas within the body of the speech, style, delivery the speech to audience, and memory as the basic structure of the speech (Gareis, 2006).

In addition, a novice speaker in a public speaking specifically in a particular situation such as in a contest, the speaker need to know these following five key concepts to develop and deliver presentation which will help speakers succeed in public speaking arrangement, they are; first, speakers should start with a message that interest them and their audience; second, organize the message so the audience can follow their thinking; third, put enough good information in the message to make the presentation believable; forth, deliver their presentation using voice, gestures, movement and eye contact to emphasize their words; and forth, include plenty of audience interaction to keep people involved.

To measure someone's speaking proficiency in a public place specifically in the speaking contest, there is a need to set up a criteria of success due to many reasons such avoiding subjectivity of the judge. However, analytical scoring rubric employed by the judge is not as simple as we think as it is used to select the best one or the winner. So, there is a need to perform a discussion in the form of technical meeting between the judge or the committee and the participants before the contest is begun to discuss many possibilities happened during the contest.

There are many types of spoken test performances proposed by researchers. It is evaluated from many aspects of assessment which are ranged from grammatical accuracy and complexity, vocabulary, pronunciation, to fluency (Iwashita et al., 2008). Meanwhile, Nunan (1999), Brown and Abeywickrama (2010), and Luoma, (2004) present the lists of assessment criteria to measure someone's speaking proficiency such as grammar, vocabulary, pronunciation, fluency, conversational skill, sociolinguistic skill, non verbal and content, discourse feature, and task accomplishment. In addition, Assessment on speaking can be a very judgment issue in which people tend to relate on native/non-native speakers on the basis of pronunciation, Brown (2007). Hence, assessment criteria which are compatible with the level of the students or participants and the nature of students'

speaking competence is necessarily needed due to the appropriateness of the measurement and ones who are measured.

Dealing with the assessment of speaking presented above, the writers who are also the judge of the English Speech Contest employ an analytical scoring rubric to measure the participants' ability to deliver a speech during a contest. However, there are many ways of selecting the best contestant performed by other judge or other institution by using various kinds of selection mode. For this reason, this paper presents the way of assessing participants' performance in the English Speech Contest held by STKIP PGRI Pasuruan as an annual program to select the winners.

## 2 METHOD

This descriptive study is aimed at assessing participants of English Speech Contest which consists of 45 Senior High School students from 25 different schools at Pasuruan regency and around. This Speech Contest is held by STKIP PGRI Pasuruan on February 24<sup>th</sup> 2015 as an annual program to celebrate the 24<sup>th</sup> anniversary of this institution. The data is obtained from ongoing assessment and the result of final score as well as recorded performance and field note from the writers who are also the judge of the English Speech Contest. In the stage of ongoing assessment, the writers employ an analytical scoring rubric of O' Malley and Pierce (1996), Nunan (1999), and Folse (2009) with modification as an instrument to select the best contestant. It evaluates 5 aspects which are mainly used to select the best contestant; they are: Performance, Accuracy, Fluency, Pronunciation, and Content.

Each of these aspects is elaborated further into their corresponding relevant indicators. Aspect 1 is performance; it elaborates 6 indicators namely attitude, gesture, expression, improvisation, eye contact, and confident. Aspect 2 is accuracy; it elaborates 4 indicators namely accuracy between title and content, grammatically correct, diction, and time. Aspect 3 is Fluency; it elaborates 3 indicators namely noticeable gap, hesitation, distinctly 95%-100% of the time. Aspect 4 is pronunciation; it elaborates 2 indicators namely native-like pronunciation and clarity of main idea. Aspect 5 is content, it elaborates 2 indicators namely are current issue and the ability of delivering material systematically.

There is a need to set up a set of criteria namely score for each aspect to get a particular score Sugiyono (2008: 103-104). The scale in each aspect has a range from a score of 1 (One) to 4 (Four). 4 = Absolutely Outstanding, almost to the level of professional. 3 = Good Job, seems to be self-aware and actively trying to improve. 2 = Needs Practice, perhaps in front of a mirror, seems unprepared, and/or awkward to the point of detracting from message. 1 = Poor, perhaps need more practice. To identify the final score of the participants' achievement of English Speech Contest based on the following category:

$$\text{Participants' Score} = \frac{\text{The Total Score}}{\text{The Maximum Score}} \times 100$$

The participants' score is calculated from the score obtained by the participants, then, it is divided by the maximum score and multiplied by 100. The obtained score is gained by every participant in the aspect of Performance, Accuracy, Fluency, Pronunciation, and Content. The second way is the score obtained by the participants of each aspect is multiplied by 5 (the number of aspects). The maximum score of each aspect is 20 (4 x 5) and the minimum score is 4 (4 x 1).



### 3 FINDINGS AND DISCUSSION

The data of assessing the participants in the English Speech Contest is obtained from two sources; namely; the result from analytical scoring rubrics and the result from field note in the form of comment and response from the judge. The result obtained from analytical scoring rubrics is as follows:

#### 3.1 Performance

The score of performance aspect obtained by the participants is presented as follows; 7 out of 45 participants (15, 5%) reach the score of 4(Absolutely Outstanding), 20 out of 45 participants (44, 4%) reach the score of 3 (Good Job), 18 out of 45 participants (40, 0%) reach the score of 2(Needs Practice), and none of them reach the score of 1(Poor).

The finding above suggest that assessing the students performance in the English Speech Contest held by STKIP PGRI Pasuruan shows that none of all the participants poor or less in attitude, using gesture, expression, improvisation, eye contact, and confident. However,27 out of 45 participants (60, 0%) still need practice to use their gesture, eye contact, and improvisation. They seem to be unconfidence while standing on the stage even using their body language and eye contact to interact with audience so using only verbal communication cannot make a valuable speech (Gareis,2006). Non-verbal communication such as using gesture, eye contact, and body language is very important in delivering messages, ideas, and thought (Christensen, 2010 andBrown, 2000:263). It also will make a communication alive, meaningful, and interesting since the speaker involve both verbal and non verbal communication to attract the audiences' attention and interest. The data obtained from field note shows that most of the participant could not differentiate between delivering a speech as a formal performance and delivering a religious speech which is so called "*Dakwah*". It was shown from the gesture and expression performed by most of the participants while they were delivering a speech.

#### 3.2 Accuracy

The score of accuracy aspect obtained by the participants is presented as follows; none of the participants reach the score of 4 (Absolutely Outstanding), 18 out of 45 participants (40, 0%) reach the score of 3 (Good Job), 27 out of 45 participants (60, 0%) reach the score of 2 (Need Practice), and none of them reach the score of 1 (Poor).

The data obtained from the aspect of accuracy performed by the participants shows that none of them could not be categorized as an Absolutely Outstanding nor a Poor. It means that the aspect of accuracy which evaluate 4 indicators namely accuracy between title and content, grammatically correct, diction, and time obtained by all of the participants stay in the level of Good job and Need Practice.

After having a cross validated by reviewing the data obtained from field note, it is shown that 60 % of the participants who reach the score of 2 (Need Practice) are those who cannot use grammar correctly as well as the use of vocabulary (diction) in presenting materials. It is because they present the material by using their own way of selecting an appropriate vocabulary. In other word, they did not use an appropriate diction that can causes misunderstandingFachrurrazy (2004:29).As a consequence, the audience and the judge did not get what the speaker means and the message does not reveal meaning. Furthermore, grammar is one of the most important language elements for both spoken and written expression Widdowson in Yuliana (2008)which is not get more attention paid by the participants. Meanwhile, 40 % of the participants who reach the score of 3 (Good Job) are those who can relate the accuracy between title and content and manage the time allocation precisely.

### 3.3 Fluency

The score of fluency aspect obtained by the participants is presented as follows; 9 out of 45 Participants (20,0%) reach the score of 1 (Poor), 14 out of 45 participants (31,1 %) reach the score of 2 (Need Practice), 20 out of 45 participants (44,5 %) reach the score of 3 (Good Job), and 2 out of 45 participants (4,44 %) reach the score of 4 (Absolutely Outstanding).

The aspect of fluency which evaluate 3 indicators namely noticeable gap, hesitation, and distinctly 95%-100% of the time. 4, 44 % of the participants can be categorized as Absolutely Outstanding, 44,5 % of them can be categorized as Good Job, 31,1 % of them can be categorized as Need Practice, and 20 % of them can be categorized as Poor. After reviewing the data obtained from field note, it is shown that the participants who are categorized as Poor (20 %) are those who perform several short of silence, several gaps disrupt the flow of information.

The participants who are categorized as Need Practice (31,1 %) are those who perform noticeable gaps that catch listeners' attention usually followed by recovery. The participants who are categorized as Good Job (44, 5 %) are those who perform hesitation in one or two places but recovered well. Meanwhile, the participants who are categorized as Absolutely Outstanding (4,44 %) are those who speak with little hesitation but fluency is not clearly affected. Since the speaker cannot flow their speech fluently, the message cannot be delivered clearly. As a consequence, the listener cannot understand what the speakers mean as well as grasp the information from them, Nunan (1999), Brown and Abeywickrama (2010), and Scrivener (2005: 148).

### 3.4 Pronunciation

The data obtained from the aspect of fluency is presented as follows: 4 out of 45 participants (8, 9 %) reach the score of 1 (Poor), 31 out of 45 participants (68,9 %) reach the score of 2 (Need Practice), 8 out of 45 participants (17,8 %) reach the score of 3 (Good Job), and 2 out of 45 participants (4,4 %) reach the score of 4 (Absolutely Outstanding).

The aspect of pronunciation which evaluate 2 indicators namely native-like pronunciation and clarity of main idea show that 4, 4 % of the participants can be categorized as Absolutely Outstanding, it is because they perform a few error native-like pronunciation. The participants who are categorized as Good Job (68, 9 %) are those who perform several pronunciation error, but main ideas are understood without problem. The participants who are categorized as Need Practice (17, 8 %) are those who are noticeable pronunciation errors that occasionally confused meaning. Meanwhile, the participants who are categorized as Poor (4,4 %) are those who use language is marked by error, listeners' attention diverted to errors rather than the message, and meaning is often unclear. Pronunciation is not merely talking about native-like pronunciation; it is considered that intelligibility, in this case, as the prime goal of pronunciation is very important in making an effective communication Harmer (2007: 249). So the listener can get what the speaker mean clearly.

### 3.5 Content

The data obtained from the aspect of content is presented as follows: 2 out of 45 participants (4, 4%) reach the score of 4 (Absolutely Outstanding), 15 out of 45 participants (33, 3%) reach the score of 3 (Good Job), 23 out of 45 participants (51, 1%) reach the score of 2 (Need Practice), and 5 out of 45 participants (11, 1%) reach the score of 1 (Poor).

The aspect of content which evaluates 2 indicators namely current issue and the ability of delivering material systematically shows that 4, 4 % of the participants can be categorized as Absolutely Outstanding. 33, 3 % of them can be categorized as Good Job. 51, 1 % of them can be categorized as Need Practice, and 11, 1 % can be categorized as Poor. The participants who are categorized as Absolutely Outstanding are those who are able to deliver the whole content of the material systematically and comprehensively.

Meanwhile, the participants who are categorized as Good Job are those who are able to deliver the content but the content is not presented in systematically ordered. The participants who are categorized as Need Practice are those who are able to deliver the content but the material is not the current issue and make incomprehensibility presentation. The participants who are categorized as Poor are those who cannot deliver the content and make incomprehensibility presentation. Meanwhile, organizing material systematically is very important as it is used as a means of effective communication between the speaker and the listener (Gareis, 2006). So, the aspect of content, in this contest, still needs to practice specifically in presenting materials systematically. The brief data can be seen in the following table.

**Table 1. The Data of the Participants' Performance in the English Speech Contest**

Aspects	Category			
	Absolutely Outstanding	Good Job	Need Practice	Poor
<b>Performance</b>	15, 5 %	44, 4 %	40, 0 %	0 %
<b>Accuracy</b>	0 %	40, 0 %	60, 0 %	0 %
<b>Fluency</b>	4, 44 %	44, 5 %	31, 1 %	20 %
<b>Pronunciation</b>	4, 4 %	68, 9 %	17, 8 %	4, 4 %
<b>Content</b>	4, 4 %	33, 3 %	51, 1 %	11, 1 %

#### 4 CONCLUSION

It is clearly stated in the findings that the writer who are also the judge of the English Speech Contest used an analytical scoring rubric that consist of 5 aspects; they are performance, accuracy, fluency, pronunciation, and content as the basis of selecting the best participants. Each of those aspects plays an important role in assessing and evaluating the participants' competence in delivering speech on the stage. The analytical scoring rubric used to measure their ability was the one that were compatible with level of the participants. In short, the analytical scoring rubric they used has helped the judge in the process of selecting the best participant in the English Speech Contest. Therefore, in line with the result of the study, which were analytical scoring rubric used to select the best participants of the English Speech Contest held by STKIP PGRI Pasuruan give a significant contribution in accordance with the way to measure the ability of the participants' performance, it is expected to give beneficial information to other judge in term of the way they should do in order to be able to run the contest successfully.

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# REVISITING STRATEGIC COMPETENCE: IMPLICATIONS FOR ASSESSING L2 LEARNERS

Lilla Musyahda  
Universitas Airlangga

## **Abstract**

*Most of educational institutions at various levels become more sensitive to the importance of accomplishing the objective for communicative purposes. Unfortunately, the fact shows that the university graduates in Indonesia still have some problems in dealing with communicative issue especially in the area of oral productive skill, which is, speaking. The aspect of speaking is generally unplanned, dynamic and context dependent (Hughes, 2002). The initial part relates to the organization competence which leads to strategic competence. It is the third element of communicative competence besides grammatical and sociolinguistics competence which can be defined as how to deal in communication problems. Examining the strategic competence, i.e, the ability to solve communication problems despite an inadequate command of the linguistic and sociocultural code, can contribute to the development of an overall communicative competence. The paper will describe the basic types of communication strategies, concentrating particularly on the use of achievement strategies at the discourse level for English learners to manage communication appropriately. Moreover, Alderson and Bachman (2008) points out that strategic competence is active and dynamic. It plays an important role in speech production and has a significant contribution to the development of the learning process. It shows that the learners apply the achievement strategies as the element of strategic competence in conversing with their peers. Thus, it can be applied to the model of language assessment at the tertiary level.*

**Key words:** *Strategic competence, speaking model, language assessment*

## **1 INTRODUCTION**

The development of communicative competence consists of (a) organisation competence and (b) pragmatic competence. Organisation competence refers to ability to form a formal structure of a language and produce correct grammatical sentences or it comprises knowledge of linguistic units and the rules of joining them together at the levels of sentence (grammatical competence) and discourse (textual competence). Respectively, the competence is divided into two, that is, grammatical and textual. Grammatical competence covers vocabulary, morphology, syntax and phonology; Textual competence refers to the coherent and rhetoric.

Pragmatic competence defines the rational side of mind. Individuals lacking this competence would be unable to utter relevant arguments or even to form relevant thoughts. It has never been reported the existence of a culture on earth in which normal individuals would be lacking the ability to be relevant.

Pragmatic ability in a second or foreign language is part of a nonnative speakers (NNS) communicative competence and therefore has to be located in a model of communicative ability. Pragmatic competence subdivides into 'illocutionary competence' and 'sociolinguistic competence'. 'Illocutionary competence' can be glossed as 'knowledge of communicative action and how to carry it out'. The term 'communicative action' is often more accurate than the more familiar term 'speech act' because communicative action is neutral between the spoken and written mode, and the term acknowledges the fact that communicative action can also be implemented by silence or non-verbally. 'Sociolinguistic competence' comprises the ability to use language appropriately according to context. It thus includes the ability to select communicative acts and appropriate strategies to implement them depending on the current status of the 'conversational contract' (Richard, 1983: 1)

Oller in Bachman (Bachman, 1996: 70) points out that strategic competence refers to the mastery of verbal strategy and non-verbal strategy to overcome the failure in communication due to inaccurate competence. Thus, strategic competence consists of three components, that is, (a) assessment, (b) planning, and (c) execution. Assessment component covers the area of information recognition, including language variety or dialect, determining language competence to achieve the goal of effective communication, and evaluating the purpose of in-progress communication. Planning component consists of relevance point of language competence, that is, grammatical, textual, illocutionary and a formula to achieve the goal of communication. 'Execution' component is relevance with the mechanism of psychophysiology to carry out the planning relates to the context and purpose of communication.

Basically, psychophysiology mechanism is a neurologic and physiologic process involved in phase of language use. As language activity is able to operate the model of productive and /or receptive, different skills are needed for each activity. At the receptive process, the skills of auditory and visual have important roles, while productive aspect involves the skills of neuromuscular.

Stern (1983: 229) proposes that the third element of communicative competence besides grammatical and sociolinguistic competence i.e., Strategic Competence, is to know how to conduct himself as someone whose sociocultural and grammatical competence is limited, i.e., to know how to be a 'foreigner'.

## **2 STRATEGIC COMPETENCE IN INTERLANGUAGE DEVELOPMENT**

The notion 'interlanguage' alludes to a language "between" two languages, i.e. a target language (TL) norm that a student is trying to achieve, and his first language (L1). The interlanguage has characteristics of both of these languages. However, the nature of the blending, or how "between" is to be interpreted, and it has always been vague in second language acquisition (SLA).

The main features of interlanguage, which will be used in the diagnosing system, are overgeneralisation of TL rule statements and transfer from L1. In the diagnostic system, overgeneralisation will be implemented as constraint relaxation and transfer will be implemented by means of an alternative L1 based grammar. Transfer is understood in the sense, which is used in SLA research.

The second language learner, at the beginning of his study, has his attention focuses on one norm of the language whose sentences he is attempting to produce. The sketch of process can be described as follow; (1) accepting the notion of target language (TL), i.e., the second language learner is attempting to learn which means that there is

only one norm of the dialect within the interlingual focus of attention of the learner. Moreover, (2) focusing on analytical attention on interlanguage data (IL), i.e. the utterances that are produced when the learner attempts to say sentences of a TL. The set of utterances for most of learners of a second language is not identical to the hypothesized corresponding set of utterances which are produced by native speaker of the TL had he attempted to express the same meaning as the learner.

As the two sets of utterances are not identical, it could be relevant to the theory of second language learning, that is, one would be completely justified in hypothesizing perhaps even compelled to hypothesize, the existence of a separate linguistic system based on the observable output which results from learner's attempted production of a TL norm. It is assumed that this linguistic system is called interlanguage.

Strategic competence in the frame of interlanguage respectively can be assumed as the ability to cope with unexpected problems, when the speaker of foreign language has no ready-made solution available. It entails to certain phenomenon in coping with the obstacles, which can be measured using general parameter of oral production. Mariani (2011) proposes that it is called reduction strategies and achievement strategies. The initial strategies can affect the following circumstances:

- (a) Content :
  - topic avoidance
  - message abandonment
  - meaning replacement
- (b) Modality: (politeness makers)
- (c) Speech act (communicative action)

The achievement strategies will influence two areas respectively, that is:

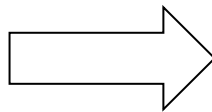
- 1) Words/sentence level:
  - a. Borrowing (code-switching)
  - b. Foreignizing
  - c. Literal translation
  - d. Interlanguage-based:
    - Generalization
    - Paraphrase
    - Restructuring
- 2) Discourse level:
  - a. Opening and closing conversation
  - b. Keeping a conversation going
  - c. Expressing feeling and attitude
  - d. Managing interaction (handling a topic/discussion)
  - e. Negotiating meaning and intention

#### The typology of Interlanguage Stages

(Luciano Mariani, TESOL Journal Italy, June 1994)

IDEAL ZERO COMPETENCE

IDEAL NATIVE SPEAKER



INTERLANGUAGE STAGES

### 3 THEORY OF CROSS CULTURAL PRAGMATICS

To understand human interaction we have to comprehend 'interactional' meanings expressed in speech. Unfortunately, there are many aspects involved in this interaction, as consequently a failure will come up in describing the messages. The goal of a communication is to transfer message from the speaker to the hearer. As describing meanings part of the process of understanding utterances, the hearers perceive it in their own value. Meanwhile, there is still a gap between describing a meaning in L1 and L2 respectively.

At one time, a versatile instrument to describe a meaning is standard lexicographic descriptions of words such as question and interrogative. However, it is a general description of precision and a vague boundary for both of the words. For example, Webster thesaurus and dictionary explanation for such words;

- Question - a command or interrogative expression used to elicit
- Interrogative - an interrogative utterance, a question

All such explanations of interactional meanings are clearly, totally circular (Wierzbicka, 1991:6). Furthermore, they are defined in terms which is language specific (usually, English specific) and which provide no language-independent, universal perspective on the meanings expressed in linguistic interaction.

In the meantime, the process of interaction between the speakers and hearers take place in the local circumstances in which universal values of such activities are not equal. The phenomenon has emerged in the last decade that shows a growing reaction against this of misguided universalism. It leads to the transpiring of a new direction in language study associated with the term 'cross-cultural pragmatics'. The main ideas, which have informed this new direction in the study of language, are these: (Wierzbicka, 1991:69)

- 1) In different societies, and different communities, people speak differently.
- 2) These differences in ways of speaking are profound and systematic.
- 3) These differences reflect different cultural values, or at least different hierarchies of value.
- 4) Different ways of speaking, different communicative styles can be explained and made sense of, in terms of independently established different cultural values and cultural priorities.

### 4 METHOD

The study is a descriptive qualitative research, as cited from Brannen (1992) qualitative research will provide background information on context and subject. Moreover, this



study is aiming at describing and analyzing the phenomena of strategic competence existing in the utterances of EFL learners.

There are two categories of researcher's degrees of involvement stated by Spradley (1980) in Steinback and Steinback (1988) of which the researchers use they are passive and active participation. The researcher collects data as an active involvement by interviewing the respondents and recording the dialogue directly.

The source of data of this study is part of utterances that consist of strategic competence produced by the seventh semester students of English Department Universitas Airlangga. The reasons for appointing the students are based on the assumption that they have programmed proficiency subjects, especially speaking classes. The data is in the form of utterances produced by the students when they are responding to a set of questions.

## 5 FINDINGS AND DISCUSSION

It has been stated that this research is aimed to find out the types of strategic competence adopted by EFL learners. The strategies basically relates to the reduction to the reduction strategies and achievement strategies. Reduction strategies can affect the following (a) content which can be seen as topic avoidance, message abandonment, meaning replacement; (b) modality or politeness markers; (C) speech act (communicative action). Meanwhile achievement strategies influence two areas respectively, that is, words/sentence level and discourse level. At words/sentence level, the strategies are in the function of borrowing/code-switching, foreignizing, literal translation, and interlanguage based in the form of generalization, paraphrase, and restructuring. Whereas, discourse level can be analyzed at the form of opening and closing conversation, keeping conversation going, expressing feeling and attitude, managing attitude and negotiating meaning and attention.

What is found in the research are reduction strategies which consist of content and modality. Whereas, speech act or communicative action is not found in the research since the researcher interviewed some respondents in the context of a non-formal situation. Furthermore, it was found that achievement strategies in the form of borrowing (code-switching) and interlanguage based which can be seen as paraphrase and restructuring.

## 6 BORROWING

These kinds of strategies which are performed by respondents are borrowing. Referring to Odlin (1989) borrowing is caused by the influence of a second language has on previously acquired language which is typically one's native language. Although borrowing can have effect on all components of the grammar, mostly lexicon is typically influenced. Borrowing as the part of communication strategies is treated as the mental phenomena which underlay actual language behavior (Ellis, 1989). It is characterized by the negotiation of meaning between interlocutors. Therefore, it is viewed as the learners' contribution to the interactional work needed to overcome a communication problem. To have a clear discussion for the following aspect of communication strategies, i.e; borrowing are shown to get an elaboration of each.

Respondent:

I'm attracted in this job...since many activities(pause) *eh..apa*. Since many activities contain image processors, and also creating image, *eh..one object* which is

photo...photo processing and also...that would fit me the training and also image description needed in this job.

The borrowing as part of strategic competence that respondent employ in this monologue aim to overcome the communication problem. The respondent tried to keep the monologur going by using the word in his L1 that is Indonesian, such as apa and eh. He epressed his opinion in English with confident but then when it comes to the state in which he ca not express it smoothly, he lowered his voice and tried to grasp the right word in English by expressin the lexicon in L1. Actually, he also felt uncertain with the lexicon that he used as he again employ the word in L1 to find out the correct expression for telling about description of the job that he is fancy with. Meanwhile, based on the interview session conducted after the monologue, the respondent mentions that he often uses his native language, facial expressions and simplifies what he wants to say. He also sometimes asks for help o use a synonym or a description and make up new words.

## 7 PARAPHRASING

Paraphrasing as a part of communication strategies is used to describe an object for which he or she has no vocabulary item (O'Grady,1996)

Respondent:

*And I think it is not my last semester, because next semester I'll continue some lesson that I replay. In this semester my favourite subject is business correspondence because taught the way how we make letter, and about invitation so on that subject we know how to make good resume or application. I really like reading books. I'd like walking to the plaza with friends, just shop, window shopping actually.*

Paraphrasing as part of strategic competence that respondent employ in this monologue is aimed to overcome the communication problem. The respondent tried to keep the monologue going by using the word or phrase, which refer to the same object or situation. She mentioned I replay which meant she has to retake the subject next term. She expressed her opinion in English with confident but then when it comes to the state in which she cannot express it smoothly, she showed hesitation and tried to grasp the right word in English by using paraphrase .Actually, she also felt uncertain with the phrase that she used as she again employs the same strategy by saying the way how we make letter, which means how to make letter, and telling about her activity in her spare time such as, just shop, window shopping actually that aimed to do window shopping.

## 8 CONCLUSION AND SUGGESTION

As it has been stated earlier that there are 12 kinds of strategic competence. The strategies basically relates to reduction strategies and achievement strategies. Reduction strategies can affect the following (a) content which can be seen as topic avoidance, message abandonment, meaning replacement; (b) modality or politeness makers; (c) speech act (communicative action). Meanwhile achievement strategies influence two areas respectively, that is, words/sentence level and discourse level. At words/sentence level, the strategies are in the function of borrowing/code-switching, foreignizing, literal translation, and interlanguage based in the form of generalization, paraphrase, and restructuring. Whereas, discourse level can be analyzed at the form of opening and closing conversation, keeping conversation going, expressing feeling and attitude, managing attitude and negotiating meaning and attention.

What is found in this context are reduction strategies which consist of content and modality. Whereas, speech act or communicative action is not found since the context is of a non-formal situation. Furthermore, the writer finds achievement strategies in the form of borrowing(code-switching)and interlanguage based which can be seen as paraphrase and restructuring.

The communication across culture may become less frustrating if we know that different communicative styles, and different norms of social interaction are not only universal but also simple and easy to understand to the second language learners. It can be hoped that the kind of competence can be used as a tool for investigating linguistic interaction in different cultural settings. Particularly, it can be as a basis for teaching successful cross-cultural communication.

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# LANGUAGE LEARNING STRATEGIES USED BY ENGINEERING STUDENTS

**Luh Mas Ariyati**  
luhmas\_bahasa@its.ac.id

**Lies Amin Lestari**  
lies.aminlestari@yahoo.com

*State University of Surabaya (UNESA)*

## ***Abstract***

*In order to be able to compete in either regional or global job market, Indonesian graduates are supposed to master at least a foreign language, in this case English which is considered to be the lingua franca of the world. That is why, university students are required to achieve certain score on English Proficiency Test as one of the requirements for graduation. For students majoring in engineering, such requirement can be a problem since English is not widely spoken in the society. An early observation on the result of the test shows that some students can fulfill such requirement easily while others need to struggle to achieve the passing grade. This paper will present the language learning strategy (LLS) used by engineering students at Sepuluh Nopember Institute of Technology (ITS) Surabaya, Indonesia, in order that they can do the test successfully. The study tries to identify the language learning strategy used by both good and poor learners of English. Oxford's (1990) Strategy Inventory for Language Learning (SILL) with adaptation was adopted and administered to sixth semester. In addition, an interview with some students representing the good and poor learners was conducted to elicit further explanation about the strategies employed when they learned the language.*

***Keywords:*** *Language learning strategy (LLS), Strategy Inventory for Language Learning (SILL), engineering students, Test of English Proficiency*

## **1 INTRODUCTION**

For successful communication, the use of English is mandatory, because this language is used as one of the international media of communication (Nunn, 2005). Therefore ESL and EFL learners use many different strategies to enable them to communicate in English. That is why, learning English formally and continuously at school is sometimes considered insufficient so that quite a number of students take extra English courses from English Training Center for even as long as their formal education period. Both schools and English Training Centre may apply various teaching techniques to maximize the outcome of the learning process. All of those efforts are done merely to improve their English proficiency to succeed this global competition. However mastering this language

requires well-managed and continuous program in order that they could win the competition among job seekers at least in regional community like among the "Association of South East Asian Nation" (ASEAN) countries.

In Indonesia English is taught in state and private schools from secondary to university level as it has officially become a formal foreign language subject since 1947 (Lauder, 2008). Since then all schools in Indonesia, from secondary school (SMP) to high school (SMA), teach English as compulsory foreign language to their students as a part of the basic framework of national curriculum (President of Republic of Indonesia, 2005). For higher education institution, Government of Indonesia stated the national standard for education. The Ministry of Education Regulation (Mendiknas, 2013) in Section 9 states that: (1) Foundation and structure of curriculum of higher education are developed by the higher education institutions for each study program and (2) Curriculum at higher education must contain: Religion, State Ideology, Indonesian Language, and English. It shows that government considers the importance of English for the development of the country.

Even though the government has done a number of efforts to increase the quality of the teaching of English, there are still difficulties to learn English when it holds a status of foreign language and not a second for the country. The English curriculum design and implementation, the diversity of the classrooms, the need to balance the diversity and universality, and the psychosocial context of the learners are the root of language learning problems in Indonesia (Lie, 2002). That is why the learners themselves need to be conscious of the best way to learn English. Apparently, not all learners of English even in higher education level, are aware of the necessity of applying suitable strategies for improving their language proficiency.

Never-ending observations are conducted by language teachers and researchers on some learners who acquire English as a second or foreign language more quickly and effectively than that of others (Dreyer & Oxford, 1996; Lightbown & Spada, 1999; Vance, 1999). Findings show that more proficient students acquire their English skill because they apply certain strategies. For those who have only limited time to learn English formally, they find more efficient learning strategies to master English. Enthusiastic English learners will normally keep on searching for and applying the best learning strategies that suit them to enhance their English skills. This also happens to English Language Learners (ELL) in ITS who choose different learning activities which may represent the strategies as they try to improve their English proficiency. The present study was intended to identify language learning strategies used by students of ITS when they prepared themselves for the ITS EFL test.

## **2 METHOD**

### **2.1 Subject of the Study**

Subjects of the present study are the poor learners whose EFL score were between 420 and 470, and good learners whose ITS EFL score were 500 and above to find suitable solutions for the existing problems within the identified areas. There is an indication that most students who cannot make any connections between the preferred learning strategies and the goals of learning perform badly in learning English. To solve the learners' problem, the focus of the current study is to find out the learning strategies used by the students when they tried to prepare themselves for the test. A strategy inventory for language learning (SILL) introduced by (Oxford, 1990) which consists of six strategies:

metacognitive, cognitive, memory, compensation, affective and social strategies, was used.

The subjects of the current research were 30 students of the third year undergraduate students of ITS undertaking ITS EFL test as part of graduation requirements in the even semester of 2014-2015 academic year. Those students were majoring at Statistics, Mechanical Engineering, and Civil Engineering.

## 2.2 Research Instrument

The instruments used were questionnaires and unstructured interview guidelines. The answer to the questionnaires were then analyzed based on the preferred learning strategies identified. The interview was conducted to clarify and investigate more deeply the learning strategies chosen by the subjects.

**Questionnaire.** To collect the data, a questionnaire adapted from Oxford's SILL was used (Oxford, 1990). The questionnaire of SILL version 7.0 which consisted of 50 statements were divided into 6 parts, A to F. Part A consisted of 9 statements (no. 1-9). It described memory strategies which refer to the persistence of learning in a state that would be revealed at a later time. Part B contained 14 statements (no. 10-23) on metacognitive strategies which involved thinking about the learning process, planning for learning, monitoring of comprehension, solving the existing problem or production, and self-evaluation after the learning activities were completed. Part C comprised 6 statements (no. 24-29) portraying compensation strategies used to overcome limited skills in speaking and writing. Students might use gestures, frequently asked for help, coin words, and in some instances, avoid communicating in the target language. Part D entailed 9 (no. 30-38) statements illustrating cognitive strategies which were more directly related to individual learning and entailed direct manipulation or transformation of the learning mathematically. Part E consisted of 6 statements (no. 39-44) expressing affective strategies related to the learner's emotional requirements such as confidence. Part F comprised 6 statements (no. 45-50) on social strategies which covered cooperative learning activities that involved peer interaction to achieve a common goal in learning and to ask questions for clarification.

In SILL, the preferred strategies used by learners are examined through the questionnaires. It uses a 5 Likert-scale for which the learners were asked to indicate their response (1, 2, 3, 4, and 5) to a strategy description such as "I try to talk like native SL speakers". The questions must be answered by choosing the true statement which describes the language learning strategies used by the subjects. It is believed that summative rating scales are among the most efficient and comprehensive ways to assess frequency of language learning strategy use (Oxford, 1990). Reliability of the SILL is high across many cultural groups. Validity of the SILL rests on its predictive and correlative link with language performance (course grades, standardized test scores, ratings of proficiency), as well as its confirmed relationship to students' preferences (Wenden, 1987).

The subjects response to the questionnaire were calculated as follows. There are 50 questions in total and 30 students participated in the study, hence the average score of questions 1 to 50 was calculated as below:

$$A = (q1 + q2 + \dots + q30)/30$$

Furthermore, those 50 questions are grouped into the 6 strategies, namely: memory (1-9), metacognitive (10-23), compensation (24-29), cognitive (30-38), affective (39-44), and social (45-50). The average score of each strategies is calculated as (for example memory strategies) as follows:

$$B = (A1 + A2 + \dots + A9)/9$$

Similar formulation is applied for the remaining strategies.

In percentage, B is divided by 5 as the maximum score and multiplied by 100% and formulated as below:

$$B(\%) = \left(\frac{B}{5}\right) \times 100\%$$

Oxford (1990) classifies the range of score obtained from the questionnaire into 3 categories: (a) 1.2 to 2.4 as low, (b) 2.4 to 3.4 as medium, and (c) 3.5 to 5.0 as high.

**Interview.** The second instrument of this study was interview guidelines. Basically, the interview was conducted to clarify whether the questionnaire was answered honestly and to explore more deeply what the respondents did when they learned English. That is why the content of the interview guidelines was also similar to that of the SILL questionnaire. When necessary, certain items were elaborated to dig deeper information about the respondents learning strategies used when they prepared for the test.

In this study, the interview was conducted with six respondents one week after test was conducted, i.e., when they collected their scores from the Language Centre. Three students represented those who got the three highest EFL Test scores (above 500) while the other three represented those with the lowest scores (below 470). The key point of the responses of these respondents was described in interpretative descriptions. It was expected that the description could support the results of quantitative calculation of SILL.

### 3 FINDINGS

Based on the result of the questionnaire, the majority of the students (70%) used cognitive and meta-cognitive strategies more than that of the other strategies. The score for the cognitive strategy was 3.54 and while the metacognitive one was 3.50. The results indicated that the subjects used high profile on both learning strategies. Most students used the cognitive and meta-cognitive strategies as the most useful strategies in learning English. Students who posed meta-cognitive and cognitive learning strategies understand how to organize and set objectives in their learning. This means that the students were able to evaluate their language learning efficiently. They could use their mental processes to decide how to find ways to improve themselves when they encountered problems when learning English. The other remaining strategies, i.e., compensation, social, memory, and affective strategies, were used less frequently. The scores for those strategies were 3.32 (66%), 3.15 (63%), 3.09 (62%), and 2.99 (60%), respectively. Those four strategies were classified into medium profile.

Similar study applied in an ESL setting was carried out by Samad and Singh (2012) at the University of Teknologi Malaysia (UTM). The subjects were the first year UHB1412 from the Faculty of Education, Faculty of Build Environment and Faculty of Management and Human Resource. The study revealed that the students preferred to use the metacognitive (55%) and social strategies (42%) than that of the other four strategies. The other remaining strategies, i.e., cognitive, memory, compensation, and affective strategies, were less used by students.

### 4 DISCUSSIONS

Based on the above findings it can be said that ESL learners (represented by UTM students) and EFL learners (represented by ITS students) use metacognitive as the most

favourite strategies in learning English, although ITS students use cognitive and metacognitive strategies almost equally as the most favorite strategies. The two strategies are found to be essential in learning English at all levels of proficiency (Anderson, 2008 and Leaver, 2003). These strategies include the use of sense to understand and remember hence never lose their value for successful learners, who rely on the coordinated operation of metacognitive and cognitive strategies.

Even though both ESL and EFL learners shared the same most favourite strategies, it seems that the position of English in the society makes those two groups of students chose different second favourite strategies. ITS students, representing EFL learners, favoured cognitive strategies whilst UTM students, representing ESL learners, preferred social strategies. The reason for this is possibly due to the fact that UTM students use English as a second language hence they often use it in their academic and official life. They often use English as a means of communication from elementary school to university or higher education. They are obliged to write and discuss reports in English. According to Kramsch (1998), language (in this case English for Malaysia) expresses cultural reality indicating social and historical effects of English usage for Malaysian.

In Indonesia, English is treated as a foreign English hence it is not used commonly in the society. The use of English does not have cultural impact (Kramsch, 1998) and does not involve emotions and motivation (Pintrich, 2000). There is no obligation for student at higher education institutions to communicate in English in the campus or in other formal affairs. That is why social strategies are unlikely to use when the students learn English. Writing reports in English is not compulsory for ITS students although higher scores will be given to those whose reports are written in English. The students prefer to produce their reports in Bahasa Indonesia because it is easier for them to write such report in their native language.

The good students use more varied learning strategies and tried to involve their emotions and motivation (Pintrich, 2000) hence they can be more successful in learning English. Meanwhile, the poor students apply limited variation on their learning strategies. They are in favour to use compensation and affective strategies. The main functions of the affective strategies are to create optimistic emotions, beliefs, and attitudes and to spur and maintain motivation (Oxford, 2011). These strategies can be seen as the “electric workers” which indicated that if those students can optimally follow the guidance, they can learn English more successfully. Unfortunately, they lack of emotions and motivation, and focus more on their engineering subjects hence they learn and understand English more slowly.

## **5 CONCLUSIONS AND SUGGESTIONS**

It can be concluded that students of ITS tend to apply cognitive and meta-cognitive strategies. Both of the strategies are classified as high range, in which the score is above 3.5 (Oxford, 1990). It is used by the majority of the students. Nonetheless, the cognitive learning strategies with the highest range of 3.54 is not always chosen by good learners. While for the poor learners, they generally do not do significant efforts to increase their English skills. If they do, it is usually done in the last minutes so that the results is not encouraging. It means that the engineering students do not take serious attention on improving their English.

Based on the above findings, it is recommended that further research to explore (a) patterns of learning strategy use, and (b) the nature of the relationship between learning strategies and English proficiency level among learners of English in different level in a wider scope needs to be done. Since the current investigation only measured



learning strategy preferences using one type of questionnaire (i.e. the SILL) at a particular time, further investigations incorporating a variety of learning strategy survey and assessing the relationship between learning strategies and proficiency over time are recommended.

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# **SPEAKING SKILL THROUGH DEMONSTRATIVE SPEECH**

**Pipit Rahayu**

darariau2010@gmail.com

*University of PasirPangaraian*  
Rokan Hulu, Riau Province, Indonesia

## **Abstract**

*The purpose of this research was to find out the Skill of English Study Programs' students in University of Pasir Pengaraian indelivering demonstrative speech. Demonstrative speech is a speech which shows how something works or how to do something in a good order. In this case, the topic comes from students' interest. Speaking skill means that the capacity of the students to present their topics in front of the class. The Writer used total sampling. The Population of this research was the second Semester students. There were 44 students. The second semester students were the sample because in that semester, they studied speaking II Subject. While the Purposes of Speaking II Subject was the students enable to delivering demonstrative speech. The Method of this research is Descriptive Qualitative research. It means that The Writer would describe the case that occurs in the present moment of time. The Instrument of this research was Speaking Test. The data were taken from the video and transcript of the students itself. The steps in analyzing the data are collecting the data, analyzing the data, and displaying the result of the analysis. In collecting the data, researcher was used the spoken test which is tappingin video. In analyzing the data, The Writer was used the criteria of speaking; they are accent, grammar, vocabulary, fluency and comprehension. Based on the result of the analysis, The Writer will get the skill of students in delivering demonstrative speech. Based on the data analysis, it can be concluded that the speaking skill of Second semester students in delivering demonstrative speech was good. It can be seen from the percentage of their score. 32 students (72,72%) had the good score and 12 students (28,28%) had the Average score. In this case, The Writer also concluded that it will be need some reinforcement in teaching speaking for English student in order to make them able to speak.*

**Keyword:** *speaking skill, demonstrative speech*

## **1 INTRODUCTION**

Studying English is quite difficult for some students, but easy for the others. Most of students have been studying English since they were in the kindergarten schools and Elementary school, junior high school, senior high school. Logically, they have got quite a lot of vocabulary and practiced writing, reading, listening, speaking. Speaking is the productive skill in the oral mode. It like the others skill, is more complicated than it seems at first and involves more than just pronouncing words.

Speaking, as one of the four language skills, should be learned by every student if he or she wants to be successful in terms of communication. **Hornby (1989:19)** says, "Language is speaking". If we can speak up with the language it means that we master the language, because the more you speak the more you will understand what the language means. In line with this, **Nunan (1991:510)** says "learning to speak a foreign language will be facilitated when learners are actively engaged in attempting to communicate". In other words speaking is an important skill, which has to be achieved in learning language, because it has an important role in communication.

The students of English Department in University of Pasir Pengaraian have learnt many English subjects. One of them is speaking. Speaking subject is divided into four levels; speaking I, speaking II, speaking III and Speaking IV. All speaking levels are intended to encourage the students to practice the language that they have already known. Sometimes when they want to state their ideas, it is not easy for them to utter in the correct words of the language. Moreover, if speakers do not know how to use its structure, vocabulary, and pronunciation in their speaking, misunderstanding will happen. **Brown and Yule** in Hornailis (2003:5) supports this viewpoint that "one needs to master rules of speaking, usage of vocabulary and pronunciation". In addition, **Haris (1981:81)** defines speaking as a complex skill requiring the simultaneous use of different abilities. Five components were generally recognized in speaking. They were pronunciation, grammar, vocabulary, fluency and comprehension.

Then, there are some objectives of speaking II based on the English Study Program syllabus and curriculum. First, the students are expected to be able to develop their speaking skill in terms of speech. Second, the students are able to know and comprehend the kinds of speech (informative speech, demonstrative speech, persuasive, entertaining etc.). Third, they are expected to be able to practice one of kinds of speech. Fourth, the students can express their own views clearly and regularly. However, in classroom, most of the students do not use English, as Syllabus required. They are not self-confident to say what they want to say something important expected in the subject.

As explained above, speaking is a complex skill. In oral communication, in terms of giving speech, most of people face some problems, furthermore, in terms of demonstrative speech. Demonstrative speech is a speech explains how to do something or how something works. Objects or physical activity by the demonstrator must be exhibited. Visual aids (charts, graphs, maps, pictures, etc.) are optional and may be used to enhance the demonstration but are not to take the place of objects or activity. The speech must be instructive and present valuable and significant information.

Furthermore, some of students of English Study Program in University of Pasir Pengaraian still get difficulties in practicing speaking skill in terms of speech in classroom. They can be reluctant to speak English in class for one or some of these reasons: Some students consider speaking English is difficult because they need to memorize some grammatical formulas, They feel silly speaking a language in which they know they are making mistake, They are difficult to state their ideas because of lacking practice or vocabulary and They cannot express the ideas, thought or feelings that the lecturer wants them to express

## 2 METHOD

This research is a kind of descriptive qualitative research. This research consists of one variable and designed descriptive. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection.

The number of population in this research is less than a hundred; it is suggested take 20%-40%, or 40%-60% (Arikunto, 1986:107). This number is representative enough for the research. In this case, The Writer will use total sampling in this research; it means 44 students will be the sample.

### 3 DISCUSSION

Everyone knows what a speech is like. A person stands at the front of the room and begins to speak. Then you sit down for an hour, wondering when the speaker will finish and allow you to get out of the uncomfortable fold-out chair, right?

Not necessarily; speeches are used more often than you may be aware. Some speeches may, in fact, last those agonizing 52 minutes; however, some speeches last only moments. Remember when the dean of your college got up to introduce the speaker? That was a speech, too. I'm sure that one was much more brief. There are three main types of speeches that you likely see on a regular basis. Let's take a look at each of those speeches now.

#### 3.1 Speeches

The four basic types of speeches are: to inform, to instruct, to entertain, and to persuade. These are not mutually exclusive of one another. You may have several purposes in mind when giving your presentation. For example, you may try to inform in an entertaining style. Another speaker might inform the audience and try to persuade them to act on the information.

However, the principle purpose of a speech will generally fall into one of four basic types:

- 1) **Informative** – This speech serves to provide interesting and useful information to your audience. Some examples of informative speeches:
  - A teacher telling students about earthquakes
  - A student talking about her research
  - A travelogue about the Tower of London
  - A computer programmer speaking about new software

Imagine sitting in the audience of a large lecture hall listening to your professor talk about the theory of relativity. It may sound like confusing words to many, but what he is really doing is giving an informational speech. This kind of speech is delivered mostly to convey information to the audience about something they don't already know. There are a few types of informational speeches:

- Speeches about objects
- Speeches about events
- Speeches about processes
- Speeches about concepts

When a public speaker talks about things that can inspire our senses, like touch, smell or feel, it is a speech about objects and involves talking about things in the sensory and physical world. Maybe he is talking about the way a spider looks or the way freshly

snipped herbs smell. It may even be a speech about your favorite president. Either way, the speech is written to appeal to the senses.

Some speeches are written to inform people of a current or past happening. This is a speech about an event, and it is meant to bring people up to speed on things that have, are or will be going on in the world. Upon taking the presidential oath, a newly elected president will give his Inaugural Address, where he tells the citizens of the United States his plans for his term. This speech is done to get the nation excited about the prospect of a new president.

A cooking demonstration is a good example of a speech about processes because it instructs the audience on how to do something through a process. So, the next time you happen to pass a gourmet store and see a chef showing onlookers how to make homemade pasta, know you are listening to a speech designed to show how to do something step by step.

There are speeches that are a bit more abstract than a current event or even a how-to talk. Some are speeches about concepts, written about theoretical ideas and notions, like world peace, freedom or love. Unlike the other types of informative speeches, this type of speech is intangible. As with any of the informative speeches, they should be written as topical (or by topic), chronological (or by date) or spatial (or how things physically fit together).

A writer may use a topical organization if writing about types of wines. The writer may start with a wine type, then go into region and then grape varieties. Chronological organization would most likely be used when writing about an event, such as events that led up to the Civil Rights Act. When writing about things to do in Miami Beach, a writer may break down the area to a few important sightseeing locales and then list important places of interest for each. Not all speeches are informative. For instance, persuasive speech writing is a little different

- 2) ***Demonstrative Speeches*** – This has many similarities with an informative speech. A demonstrative speech also teaches you something. The main difference lies in including a demonstration of how to do the thing you're teaching. Some examples of demonstrative speeches:
  - How to start your own blog
  - How to bake a cake
  - How to write a speech
  - How to... just about anything
- 3) ***Persuasive*** – A persuasive speech works to convince people to change in some way: they think, the way they do something, or to start doing something that they are not currently doing. Some examples of persuasive speeches:
  - Become an organ donor
  - Improve your health through better eating
  - Television violence is negatively influencing our children
  - Become a volunteer and change the world

So, we get roped into attending a How to Get Rich in Real Estate seminar. After a few minutes, we realize that the lecture is less about real estate and more about buying the

speaker's set of CDs and books on tape. Likely, this was a persuasive speech, and it is designed to change a group's thinking or behavior. This type of speech is often used in sales and advertising to get people to buy things.

A persuasive speech could be an emotional appeal, where the speaker attempts to elicit sensitivity from the group, or it could be a logical appeal, where the speaker wants the audience to rely on their own reasoning to make a decision. A speech about hunger in America may pull at your heartstrings and make you quickly dial a number to send money. That is a purely emotional decision based on the persuasive talk of the speaker.

- 4) **Entertaining** — after-dinner speech is a typical example of an entertaining speech. The speaker provides pleasure and enjoyment that make the audiences laugh or identify with anecdotal information. Some examples of entertaining speeches:

- Excuses for any occasion
- Explaining cricket to an American
- How to buy a condom discreetly
- Things you wouldn't know without the movies

Effective preparation requires identifying the purpose of your speech. Once you've identified your purpose, you can move on to the objective of your speech (coming next week).

### 3.2 Demonstrative speech

In speech the speakers can rephrase what they are saying and they can speed up or slow down. This will often get feedback from the listener who will show through gestures, expression and interruptions that they do not understand. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable.

This original, factual speech is designed to demonstrate the steps of a physical activity using concrete procedures. Much of our daily exchange of messages involves explaining a process. We explain how to do something, how to make something, or how something works. We give instructions, we share ideas; we discuss how something operates. In this speech, you will not only explain a physical process, but simultaneously show the process using visual aids. It is not easy to work with your hands and verbally explain the process at the same time. But, it is a valuable skill.

In this speech, it will attempt to provide worthwhile information to the audience. The physical process you demonstrate should be relatively new to most of your audience. It should not be something they could easily figure out for themselves. Remember that your goal in any speech is to give something of value to your audience.

It is required to use visual aids as part of your speech. The visuals will be graded on appearance, clarity, variety, how well they support the content of the speech and integration of visuals into your presentation. It will not be allowed to draw on the chalkboard during the presentation. Have the visuals prepared in advance.

Giving a demonstration speech can be a lot more nerve racking than any other type of speech. Unlike a casual or formal speech, when something goes wrong it often times slows down the entire speech or brings it to a halt, which can be a bone chilling

experience filled with anxiety. There are numerous things that should and shouldn't do while giving a demonstration speech and sticking to the fashion in which given in a casual speech usually ends in a somewhat lackluster performance. With a basic foundation in public speaking, giving a demonstration speech is a piece of cake.

The preparation process for giving a demonstration speech is similar to that of a regular presentation. It's important to spend a great deal of time organizing the thoughts and what exactly what we want to say. In order to do this, it's important to decide on one concrete goal and work towards that through your entire speech. If we choose something such as showing how to use a word processor, then all of our information should be related to the subject and somehow helping someone accomplish the goal of using a word processor. The next step during presentation is practice, a lot. Run through the exact things we are going to be demonstrating over and over again and also take note of where the mistake is. Making a mistake during a demonstration speech is much more difficult to recover from due to the fact to reset the demonstration or fix it. If we don't take note of where we're making errors, if and when it does come up during the real thing, we'll look highly unprofessional having to take a moment to think the problem through. A demonstration speech relies heavily on preparation and practice.

While the actual speech during a demonstration speech is important, it's much less important than the actual preparation. Some things to remember while giving the speech is to always make sure what we're doing is clear and also visible to the audience. Often times an audience won't speak up when then don't understand or they can't see, so it becomes our job to be sure that everything is clear and visible. we can make sure the audience is included either by being incredibly careful on how we operate and visually checking every few minutes, or periodically asking if anyone has a question thus far or is having trouble seeing. Due to the highly visual nature of the speech it's important that we explain what we're doing also. Simply performing the task rarely clues the audience in to what we're actually teaching them and it's important that we clarify anything we're doing with a short audio explanation. In a demonstration speech always use the speech as a tool to enhance the demonstration.

While simply talking about a subject can seem difficult, often times even the most masterful of presenters have a difficult time with demonstration speeches. A demonstration speech has a whole different set of rules and many of the basic speech and presentation rules no longer apply. When practicing a demonstration speech it's important to remember that the demonstration and visual part of the presentation is the most important and that the speech portion, while strong, should mostly accent the task which we're doing for the audience.

## **4 FINDINGS**

There are five aspects that must be scored in this research they are accent, grammar, vocabulary, fluency, and comprehension.

### **4.1 The students' skill in Accent**

The students' skill in terms of accent is shown in the following table:

*Table 1 The Analysis on the Students' Accent*

No	Range	Category	Frequency	Percentage
1	81-100	Excellent	-	-
2	61-80	Good	-	-
3	41-60	Average	28	63,63%
4	21-40	Fair	12	27,27%
5	0-20	Poor	4	9,1%
<b>Total</b>			<b>44</b>	<b>100%</b>

According to the table 4, it can be seen that the students' skill in accent have variety point because, 28 students (63,63%) were average in accent because they in range between 41-60 its mean that they had made frequent errors that showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. And then, 12 students (27,27%) were fair or they range between 21-40, it means that they no conspicuous mispronunciation, but would not be taken for a native speaker. The last 4 students (9,1%) were poor or they in range 0-20 it means that they frequent gross and very heavy accent make understanding difficult require frequent repetition.

According to the table we can see that The Writer make the diagram to make the other researcher easy to understand the percentage of the students' skill in accent. With this diagram it makes more clearly the information that The Writer get after The Writer calculate the data.

## 4.2 Students' Skill in Grammar

The students' skill in terms of grammar is shown in the following table:

*Table 2 The Analysis on the students' Grammar*

No	Range	Category	Frequency	Percentage
1	81-100	Excellent	-	-
2	61-80	Good	-	-
3	41-60	Average	24	54,54%
4	21-40	Fair	20	45,45%
5	0-20	Poor	-	-
<b>Total</b>			<b>44</b>	<b>100%</b>

Based on the table 5, 24 students (54,54%) were in average because they in range 41-60, it means that they had made frequent errors that showing some major patterns uncontrolled and causing occasional irritation and misunderstanding, and then 20 students (45,45%) were in fair because they in range 21-40, it means that they constant errors showing control of very few major patterns and frequently preventing communication.



In this diagram researcher still give the explanation from the data in the table above to the diagram. It means it was easy and more clear how the percentage or the number of students were in level of speaking skill..

### 4.3 Students' Skill in vocabulary

The students' skill in terms of vocabulary can be seen in the following table:

*Table 3The analysis on the students' vocabulary*

No	Range	Category	Frequency	Percentage
1	81-100	Excellent	-	-
2	61-80	Good	13	29,55%
3	41-60	Average	18	40,90%
4	21-40	Fair	13	29,55%
5	0-20	Poor	-	-
<b>Total</b>			<b>44</b>	<b>100%</b>

According to the table 6, we can see that the students' skill in vocabulary have little good understanding because about 13 students (29,55%) were in good range between 61-80, in other hand professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any non-technical subject with some circumlocutions. And then 18 students (40,90%) were in range 41-60 it mean they in average categories, choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topic. The last 13 students (29,55%) were in 21-40 it means the students fair in vocabulary because they limited in vocabulary to basic personal and survival areas (time, food, transportation, family, etc.)

It means the students have good control in understanding in vocabulary to speak well. Good order in vocabulary is very important to make clear in understand what the students spell and means. Also 18 students were in average in this level the students make some errors that can researcher see from the students itself and also misunderstanding. 13 students were in fair in this case the students very limited in vocabulary. The students cannot connected the topic in the real situation, it mean the students limited in personal pattern in vocabulary.

### 4.4 Students' Skill in fluency

The students' skill in terms of fluency can be seen in the following table:

*Table 4The Analysis in the Students' Fluency*

No	Range	Category	Frequency	Percentage
1	81-100	Excellent	-	-
2	61-80	Good	12	27,27%
3	41-60	Average	15	34,10%
4	21-40	Fair	17	38,63%

5	0-20	Poor	-	-
<b>Total</b>			<b>44</b>	<b>100%</b>

The table shows that 12 students (27,27%) are good in fluency, or they had made the speech that was occasionally hesitant with some unevenness caused by rephrasing and groping for words. About 15 students (34,10%) were average or they had made speech that was frequently hesitant and jerky; sentences may be left uncompleted. The last 17 (38,63%) students were in fair or she/he has speech that was very slow and uneven except for short or routine sentences.

#### 4.5 Students' Skill in comprehension

The students' skill in terms of comprehension can be seen in the following table:

*Table 5 The analysis in the students' comprehension*

No	Range	Category	Frequency	Percentage
1	81-100	Excellent	-	0%
2	61-80	Good	12	27,27%
3	41-60	Average	21	47,73%
4	21-40	Fair	11	25%
5	0-20	Poor	-	0%
<b>Total</b>			<b>44</b>	<b>100%</b>

Based on the table above, 12 students (27,27%) was in good comprehend the topic or they understand everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech. 21 students (47,73%) were in average or they understanding careful, somewhat simplified speech when engaged in a dialogue but may require considerable repetition and rephrasing. Therefore, the students' skill in fluency was average.

#### 4.6 The result of students' delivering demonstrative speech

In order to make clearly, the result of the students' stating opinion by three raters can be seen in the following table:

*Table 6 The result of the students' speaking skill delivering demonstrative speech*

No	Range	Category	Frequency	Percentage
1	81-100	Excellent	-	-
2	61-80	Good	11	25%
3	41-60	Average	18	40,90%
4	21-40	Fair	14	31,82%
5	0-20	Poor	1	2,28%

<b>Total</b>	<b>33</b>	<b>100%</b>
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According to the table of the result of students' delivering demonstrative speech the percentage of students has the result if the students have point in average. Because from the table can see that most of the students were in average. It means that the second semester students of English study program of university of pasir pengaraian had average in delivering demonstrative speech. 11 Students (25%) had the Good Score, 18 students (40,90%) had the average score. 14 students (31,82%) had the fair score. 1 student had the poor (3,03%). In conclusion, the table above shows that the students' skill in delivering demonstrative speech was average.

## 5 CONCLUSION

Based on the data analysis explained above, it can be conclude that the students' speaking skill in delivering demonstrative speech was in average level. Almost all of the second semester students do not understand how to deliver demonstrative speech very well. It could be influenced by many factors. The difficulties can be seen in term of the way they delivering the demonstrative speech. It was seemed they are not accustomed to speak while they were demonstrating something in front of the class.

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# **THE INFLUENCE OF TEACHERS' PEDAGOGICAL AND PROFESSIONAL COMPETENCES ON STUDENTS' ENGLISH ACHIEVEMENT AT TWELFTH GRADE OF PUBLIC SMA IN KUPANG EAST NUSA TENGGARA.**

**Rachmi F Suryadi, M.Pd**  
rachmisuryadi@gmail.com

**Rahmatia Hanafi, M.Pd**

## ***Abstract***

*The role of the teacher in teaching and learning is a crucial part of success and the level and can be used as barometer for the quality of their students. One factor that determine the success or failure of learning is the quality of teachers. The above statement is suspected to have relationship with the average score of National Exams in the province of East Nusa Tenggara which was even lower when it was compared to other provinces. In relation to that, the researchers did this research which aimed to measure the effect of pedagogical competence and professional competence on students' learning English achievement at twelfth grade of senior high schools in Kupang. This research used survey method with the respondents of 29 English teachers and twelfth grade students' achievement in senior high schools in Kupang. The method of data collection was questioners used to measure the pedagogical competence and the professional competence of English teachers, while the data about the students' English achievement is collected from documentation which consist of the average scores of national final examination for English subject of the students grade twelve. The result of this research was the pedagogical competence and the professional competence had effected on students' English achievement at grade twelve at senior high schools in Kupang.*

***Keywords: Pedagogical competence, Professional competence, students' achievement***

## **1 INTRODUCTION**

One factor that determine the success or failure of learning is the quality of teachers. The attitude and competence of teachers, the level of teacher's knowledge, and how they apply their knowledge into teaching, also determine the students' achievement.

In line with that each teacher has their own competence which consists of four kinds, they are: pedagogical, professional, personal and social competences. but in this research the researcher focuses only on two competences that are pedagogical and professional competences since they are very close related to the teaching and learning process.

Regarding to English learning ofcourse teachers' pedagogical and professional competences are importantin enhancing students' English learning achievement because teachers are the educators, assessor, and motivator for students.

In relation with that, one indicator that reflects student's achievement is a national test scores. Here are a few provinces with the highest level of lack of graduate students in the national examination results in 2011, Provinces with the highest level of high school students failing.

**Table 1.1**  
***The result of highest of high school students level ofnational examination2011***

	PROVINCE	Fails
1.	Central Java	4.823
2.	West Kalimantan	3.772
3.	EastNusa Tenggara	1.919
4.	West Sumatra	1.525
5.	East Java	1.154

Source: Education Office of Kupang City (2011)

The average score of National Exams in the province of East Nusa Tenggara was even lower compared to other provinces. Low learning achievement is a matter to be considered and assessed the cause.

A decrease in student achievement in high school in the Kupang city is one of them suspected because of external factors that influence student learning achievement, some of them teachers with all they have the ability or competence. The success of the educational process as seen from the learning achievements of students who achieved highly dependent on the ability of teachers.

The low student achievement in high school in Kupang suspected greatly influenced by the ability or competence of the teacher as school internal factors and external factors which are the exposures got by the students out side the school such as courses or non formal education, that can affect student achievement.

This issue is very important because this study involves the students' achievement that can measure the achievement of a better quality of education. Therefore, the researcher intends to conduct research entitled "The Influence of Teachers' Professional and Pedagogical Competence on students' Learning English Achievement at Public SMA in Kupang".

## **2 METHOD**

This type of research issurvey.It was conducted in-depth evaluation of an organization or institution which was associated with the study apply only to the pedagogical competence and professional competence of teachers and students' English achievement at twelfthgradeof senior high schools in Kupang.While the method is descriptive analysis from a population and using the questionnaire as a means of data collection.

In this study, the data and information were collected from the questionnaire of the respondents to and documentation. Once, were the data was obtained, and the results were presented in a descriptive and analyzed by using test hypothesis.

### 3 THEORIES

#### 3.1 Definition of pedagogical competence

Trianto (2007) "Pedagogical competence is the ability to manage the learners that includes the ability of learners understanding, designing and implementing learning, evaluation of learning outcomes, and development of learners to actualize their potential range."

Moreover, how can teachers' pedagogical competence be useful to the learner. Gurung and Schwartz (2009) state that "There is veritable bounty of benefit teachers pedagogical competence that is effecting teaching, by its very nature, teaching learning directly influence how effective teaching is in terms of student learning. Engaging in pedagogical competence will help the teacher become a more effective teachers, as the teacher become increasingly aware of their classroom practices and make strides toward systemic change. Teachers will learn to be mindful of their teaching practices and gear everything they do to clearly assessable outcome."

#### 3.2 Definition of professional competence

Uzer (1993) Professional word itself comes from an adjective that means living and as a noun qualified persons are like teachers, professors, judges and so forth. In other words the work of a professional is the only work performed by those specially prepared for it and not the work done by those who unable to get another job. Focusing on the decline this understanding, the understanding of a professional teacher is one who has the ability and expertise in the field of teacher training so that he could carry out its duties and functions as a teacher with a maximum capacity.

In Government Regulation No. 19 of 2005, in article 28 point 3 explains that: "Professional capability is the ability of mastery of the wide and depth of learning that guides learners lets meet competency standards set within the National Education Standards." According to Kusnandar (2007), teachers' professional competence is very important because, As a teachers must have professional skills, due to the ability of these teachers can complete their tasks properly. Furthermore, how can teachers' professional be useful to the learner. According to government regulations No.16, 2007 about Academic Qualifications Standards and Competency,

Professional competence consist of:

- (a) Control of the material, structure, and paradigm that supports scientific subjects;
- (b) Standards control of competence and basic competence;
- (c) Developing a creative learning materials
- (d) Developing a professionalism with reflective action.

Government regulations No.16, 2007 about Academic Qualifications Standards and Competency state that, Professional teachers are those who have professional skills in various capacities as an educator. Teacher quality can be measured by five indicators, namely:

- 1) Professional ability, measured from a diploma, education, occupation and class as well as training;
- 2) Professional effort, measured from the activities of teaching, service and research;
- 3) The time devoted to professional activity, measured from the term of office, as well as other teaching experience;

- 4) The fit between skills and jobs, measured from subjects who are compliant spesialisasinya Amnestied whether or not, and
- 5) The level of welfare, measured from the level of wages, salaries and regular income.

Journal of Education Management March 1983 edition of Educational Leadership, to be professional, a teacher is required to have five things:

- 1) Teachers are committed to students and their learning, meaning teachers are the highest commitment to the interests of students.
- 2) Master teacher in depth material / subjects taught, and how to teach it to students.
- 3) Teachers are responsible to monitor student learning outcomes through a variety of evaluation techniques, from observations by the attitude of students to learn the test results.
- 4) Teachers are able to think systematically about what they do, and learn from experience.
- 5) Teachers are part of the community, study in his profession, for example PGRI and other professional organizations.

#### 4 FINDINGS AND DISCUSSION

##### **The Influence of the Pedagogical Competence and the Professional Competence on Students' English Achievement at Grade Twelve of Senior High Schools in Kupang**

To test whether the pedagogical competence and the the professional competence simultaneous have a significant impact on students' English achievement at grade twelve of senior high schools in Kupang, t test was applied. The results revealed that  $t_0$  value for the variable pedagogical competence is 3.125 and significant values 0.004, later the  $t_0$  for professional competence variable is 2.569 and significant value is 0.016).

##### *The Closeness Relationship of Independent Variables and Dependent Variable*

Independent variables	coefficient correlation	range criteria	Closeness Relationship
Pedagogical Competence (X <sub>1</sub> )	0,523	0,40 – 0,599	quite closely
Professional Competence (X <sub>2</sub> )	0,450	0,40 – 0,599	quite closely

Source : Data compiled from the research

The Table above shows the closeness relationship between the pedagogical competence and the professional competence on students' English achievement in this category is quite tight. After the correlation coefficient of each independent variable, it is necessary to determine the coefficient of simultaneous of the pedagogical competence and the professional competence variable on students' English achievement.

## 5 CONCLUSIONS AND SUGGESTIONS

In line with the results of the data analysis and discussion that have been presented above, the following conclusions are drawn:

- 1) The pedagogical competence and the professional competence simultaneously and significantly affect on students' English achievement at grade twelve of senior high schools in Kupang. This means that the higher pedagogical competence and professional competence of teachers in teaching English, the higher students' English achievements at grade twelve of senior high schools in Kupang. The changes of the students' English achievement variation can be decided on the pedagogical competence and the professional competence. The closeness of the relationship between the pedagogical competence and the professional competence on students' English achievements is strongly closed.
- 2) The Pedagogical competence has a significant affect on students' English achievement. Variable contributes to the orientation effect of English learners and has close relationship category in fairly level.
- 3) The professional competence significantly influences on students' English achievement. This variable contributes to the orientation effect on English learners and has a close relationship in the category of enough closely.

## SUGGESTIONS

Based on the conclusions above, the following three points suggestions are recommended:

- 1) The teachers should improve their pedagogical and professional competences, thus their competence can effect on students' English achievement at senior high schools in Kupang.
- 2) The Education Department should improve and provide a language laboratory facilities, to make students more active in speaking.

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# DEVELOPING STRATEGIES OF TEACHING LISTENING AND SPEAKING SKILLS TO BLIND YOUNG LEARNERS IN NONFORMAL EDUCATION

**Silvester Goridus Sukur**

Silvester\_gs@yahoo.com

silvester@elti.co.id

*ELTI-KOMPASGramedia Yogyakarta*

*S3 Program of Ilmu Pendidikan Bahasa Pascasarjana UNY Yogyakarta*

## **Abstract**

*Strategies of teaching English to normal young learners have been developed by many experts, but rarely are strategies of teaching English to blind young learners developed in Indonesia. Whereas, there are a large number of visually-impaired young learners who are eager to learn English as what normal children do. Most of the teaching techniques developed so far are proposed to teach English to normal young learners, not to blind young learners. This paper aims to elaborate the strategies specifically developed to teach listening and speaking skills to blind young learners. The model of strategies of teaching listening and speaking skills to blind young learners have been being developed at ELTI KOMPAS Gramedia Yogyakarta, Indonesia. These strategies of teaching English to blind young learners are hoped to be widely used all over Indonesia in the future to help the blind or visually-impaired young learners be able to communicate in English. The method used in teaching listening and speaking skills to blind young learners is called SGS-Combined Method, a teaching method which is the combination of some teaching methods and specifically designed and developed to teach English to blind young learners.*

**Keywords:** *strategies, teaching, blind young learners*

## **1 INTRODUCTION**

English, as an international language, has been the most-learnt language in the world. English in some countries is even taught since children's early age. Approaches, methods, or techniques of teaching English to young learners have been being developed in order to well prepare them for better English competence. In this sense, teaching English to young learners has many advantages related to some areas of language skills particularly listening and speaking skills. This will be achieved if the learning process occurs in a naturalistic context (Cameron, 2001: 16). However, it is sometimes difficult to teach English to young learners, let alone to blind young learners. Related to this, it is important to present the students with the language they understand, making input meaningful to the learners. Comprehensible input is the key point in this context (Linse, 2005: 21).

Teaching listening and speaking skills to blind young learners is not far different from teaching these skills to normal young learners. There are, certainly, differences in

the learning-teaching process which is as natural as possible through three learning channels - the preferred ways a learner receives and processes information - auditory, tactile, and visual. Linse (2005: 25-26) elaborates that auditory learners are better able to learn material when it is presented in an auditory format such as listening to someone say something aloud. Tactile learners are better able to remember information, language, and content when they have physically manipulated or touched the information. Tactile learners benefit when they have made something with their hands. Visual learners often recall visual images or pictures easily. The question is how to teach listening and speaking skills to blind young learners? This paper aims at discussing the strategies of teaching listening and speaking skills to blind young learners.

## 2 TEACHING STRATEGIES FOR BLIND YOUNG LEARNERS

Speaking is inseparable from listening. The information that a person receives in the listening is processed before producing another message as a response to what has been heard. In the process of teaching listening and speaking, blind young learners replicate what they hear to produce the same sound when they speak. It is in this process that Audiolingual Method (ALM) can be well implemented. As Linse (2005: 52-53) argues, ALM to language teaching is based on the idea that a learner can learn a language by developing habits on the patterns of language. Learners can listen to what someone says and then imitates what the speaker has said. The ALM concept can be implemented by asking them to, first of all, listen to the models of the sentences and then asking them to repeat the same patterns before they substitute certain parts of the model. The following are strategies in teaching listening and speaking skills to blind young learners.

## 3 SGS-COMBINED METHOD OF TEACHING

There is no single method solely applied in teaching English to blind young learners. For the purpose of teaching listening and speaking skills to blind young learners, I developed a teaching method that I named ***SGS-Combined Method*** (Silvester Goridus Sukur-Combined Method). This SGS-combined method is created to accommodate blind young learners' special needs when they learn listening and speaking skills. This method includes the methods that Richards and Rodgers (2003) have developed, namely Total Physical Response (TPR), Oral Approach and Situational Language Teaching Method, Silent Way, Lexical Approach, Competency-Based Language Teaching, Communicative Language Teaching, and Natural Approach.

With the SGS-Combined method, the learning teaching process lasts as natural as possible as if the learning process is like acquiring a language, not learning a language. The natural process of learning has situational feature which implies that the language use and language learning are situational-based. The implementation of situational-based technique of teaching listening and speaking is to adapt the flow of the teaching to what the learners say and do in the classroom. For example, when they suddenly talk about their family members, a teacher can ask them about the number of family members in their family such as how many people are there in your family; do you have any brothers/sisters? Etc.

The language use in classroom interaction sometimes needs to be acted out which requires the body movement or responses as reflected in Total Physical Response (TPR) method. Most of the classroom activities are in spoken language and very situational with bigger portion on speaking is given to the learner as reflected in the Silent Way method. Teaching listening and speaking skills to blind young learners is lexical in nature because

before they are trained to speak they need to understand the words used in the classroom communication. The teaching process aims at helping them be competent in spoken English as reflected in Competency-Based Language Teaching and Communicative Language Teaching.

#### **4 LESSON PLAN: UNPLANNED LESSON**

Lesson plan plays a vital role in a learning-teaching process. This is the frame of what is going to be done in class from the beginning to the end of the lesson: warm-up, lead-in, presentation, practice, production. Teaching normal young learners might be fine with this structured lesson plan. Teaching English to blind young learners, however, sometimes goes beyond what has been planned. It frequently turns out to be unplanned when the learning-teaching process is taking place in the classroom. When teaching speaking and listening to blind young learners, for instance, the learners frequently talk like in the context of talking in their first language. It is sometimes quite hard to direct them to the lesson that has been planned. In this sense, the flow of the lesson is similar to helping the learners acquire mother tongue, not learn a foreign language. A teacher needs to adapt himself or herself to the situational conversation. However, although the learning teaching process does not run as planned, the lesson should be planned as usual.

#### **5 LEARNING-TEACHING PROCESS: L1-STYLE OF LANGUAGE LEARNING TEACHING**

Teaching English to blind young learners can be conducted as natural as possible like guiding a child learning to listen to other people around him or her and then try to speak. When the learning-teaching process is running like trying to speak in the mother tongue, the teaching technique should be appropriate or should be as close as possible to the natural setting of acquiring a language.

The topics that the learners are talking about are sometimes out of context, or out of what has been planned. The learners keep talking or even bubbling about things that come into their mind. For instance, when the topic is about family, suddenly the kids are talking about the heat in the classroom. When this occurs, the situational questions can be like, “Are you hot?” or “Do you feel hot?”.

#### **6 LEARNING CHANNELS: AUDITORY AND TACTILE**

Blind young learners depend on their listening ability and touching ability. That is why auditory and tactile learning channels are suitable for them. Before they start speaking, for example by imitating the teacher, they pay attention to what the teacher says. Based on the writer’s experience in teaching listening and speaking skill to a blind young learner at ELTI Gramedia Language School in Yogyakarta, Indonesia, the learner relies on her ability in listening and touching. The learning-teaching process does not use braille machine, but highly depends on the learners’ memory: listen, touch, and speak.

As stated earlier, auditory learning channel is favored by learners who highly depend on their listening ability. They can learn quickly or understand the language quickly just by listening to the teacher. Listening ability becomes the fundamental instrument in helping the learners to master the language. When a teacher says an expression, correct pronunciation, intonation, and spoken grammar are important because

once a teacher makes a mistake, such a mistake will be imitated and stored well in the learner's mind. Teaching listening to blind young learners can also be done through recorded audio or story that a teacher reads for them. The teacher's help in listening to the recorded material is badly needed because the listening might need to be adapted to the students' level of ability and English competency.

Tactile learning channel becomes another preferred way for the learners to learn English. To implement this tactile learning channel in enhancing the students' English communicative competence, teaching media in the form of toys are badly needed. The writer's experience shows that the learner depended on the objects she touched. Surprisingly enough, the learner remembered well the name of the object in the following week by touching the object. Tactile learning channel can also be used to help the learners adapt themselves to their surroundings. They can understand what is around them by touching, for instance, they say 'table' while touching it. To maximize this tactile learning channel, it is important for the teacher to provide toys related to the topic of the lesson.

## **7 ERROR CORRECTION**

Young learners sometimes make errors when they try to speak or to respond to what a teacher says. When students are making errors, it is better not to overcorrect their errors. In this case, not all errors should be corrected. There are two reasons why overcorrection is minimally done: (1) to save time, and (2) to avoid discouraging the students. The other thing to consider when a learner is making an error is the way a teacher corrects the errors. One good way of correcting students' errors is by modeling the correct version of the sentence which contains the students' errors.

## **8 GAMES FOR THE BLIND YOUNG LEARNERS**

Playing games can make the blind learners enthusiastic in learning the language. This can happen because games usually trigger the learners to play without realizing that they are learning a language. Games must be more than 'just fun', meaning that a game should give students a chance to learn, practise, or review specific language material. Games should encourage students to focus on the use of language rather than on the language itself. The game should aim at focusing on the target language and should fit the students. The types of the games that can be used are, for example, *guessing game* or *whispering game*.

Guessing game is done by asking the students to make questions as many as possible about the name of an object. Students are only allowed to make yes-no questions. Whispering game is done by asking the students to stand up in lines (two groups). The teacher whispers a word or an expression to the person at the back and then the person whispers to his or her friend in front of him. The score is achieved by listening to the expression mentioned by the person at the front. Each correct expression which is the same as the original expression is scored 100.

## **9 TEACHER'S ROLES: CAREGIVER AND TEACHER**

A teacher has at least two roles in teaching English to blind young learners, namely as a caregiver and a teacher. As a caregiver, a teacher should pay extra attention to the learners especially when they move around. A teacher should guide them to the right direction. Otherwise, the learners might fall or crash into an object. The same case

happens when a learner needs something. The teacher can help them by taking the objects they need. The teacher should patiently serve them in the learning process. A teacher should watch every move the students make. Otherwise, they might stumble.

## 10 CONCLUSIONS

Teaching listening and speaking skills to blind young learners is in general similar to the teaching of English to normal-visioned young learners. However, there are some differences in terms of teaching technique, ways of treating the blind learners, and roles of teachers beyond the profession as just a teacher. When teaching listening and speaking skills to blind young learners, the final target is to enable the learners to use the skills in real communication. Therefore, all teaching activities are directed to enabling the learners to be competent in communicating in English orally. For the purpose of developing the strategies of teaching listening and speaking skills to blind young learners, the writer of this paper created *SGS-Combined Method* of teaching in which some types of English teaching methods are combined to meet the needs of the blind young learners. In this case, a teacher should be able to function as a teacher and as a caregiver.

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# **A STUDY ON STUDENTS' ABILITY IN TRANSLATING ENGLISH TEXT**

**(A RESEARCH CONDUCTED AT 4<sup>TH</sup> SEMESTER OF ENGLISH  
DEPARTMENT 2008/2009 ACADEMIC YEARS)**

**Titin Suhartini Kaaba**  
titinkaaba27@gmail.com

*Student of Post-Graduate Program of English Department  
Gorontalo State University*

## ***Abstract***

*The main problem had been identified in this study was about "how is the students' ability in translating English text?" which aimed to determine the extent of students' ability in translating English texts regarding several issues namely health, economic and law. I applied descriptive qualitative method in collecting the data to investigate 20 English Department students in class B as the subject of the research. Some observable aspects like punctuation, diction, sentence structure, coherence, unity and meaning were used as indicators to measure students' translation ability. Gained scores then put into intervals to be qualitatively interpreted. The results showed that students' ability in translating health text is 60,2% which is classified into "enough" category. Students' ability in translating economic text is 51,67% which is also classified into "enough" category. And students' ability in translating law text is 50,42% which is similarly classified into "enough" category.*

***Keywords: Translation, English Text***

## **1 INTRODUCTION**

Nowadays, translation is the most important thing during the improving of technology and science in every part of life. We can see that every book of technology and science is written in English. Translation is not as easy as it sounds to be. Moreover translation does not mean a simple word for word correspondence between any two languages but translation is the completely activity process. According to some experts the context of translations' definition are different. Brislin in Nababan (2008:19) stated that translation is the general term referring to the transfer of thoughts and ideas form one language (source) to another (target), whether the languages are in written or oral form, whether the languages have established orthographies or do not have such standardization, or whether one or both languages are based on signs, as with sign languages of the deaf. He gives wide definition about translation itself with includes transferring thoughts and ideas to sign languages of the deaf or uncommon languages in translation. Bell in Priyono (2005:229) stated that translation has been defined as the expression in another language of what has been expressed in another or source language, preserving semantic and stylistic equivalences. In his definition, translator's goal is to get the message across as accurately as possible, to avoid misunderstanding on the part of target language (TL) readers. According to Hatim and Munday (2004:1) translation has two focuses. The first

sense focuses on the role of the translator in taking the original or source text and turning it into a text in another language or the target text. The second sense centres on the concrete translation product produced by the translator. Translation is the process of transferring the equivalent meaning of source text to target text which the first of translator concern is about identifying the syntactically of the source text. Related to my research, I prefer to use Hatim and Munday's opinion because the translator's goal is not only to convey the meaning based on its context but also pay attention to the individual word and group in that context. To be a good translator, we have to master the source language and target language as one of the essential point in translating text. If translator wants to translate an English text to Indonesian text, so they should be mastering the knowledge of English as the source language (SL) and Indonesian as the target language.

The important thing that translator must be paid attention before analyzing the message of the text is about the syntactic and grammatically of the language itself. For example, English as a source language and Indonesian have different syntactic and grammar structure in forming sentence particularly. According to Larson in Suryawinata (2003:16) translation is basically a change of form. When we speak of the form of a language, we are referring to the actual words, phrase, clauses, sentences, paragraphs, etc, which are spoken or written... In translation the form of the source language is replaced by the form of the receptor (target language). This is namely unit of translation. Hatim and Munday (2004:17) said that "the unit of translation is the element used by the translator when working on the ST. it may be the individual word, group, clause, sentence, or even the whole text. Sheikh Shabab in Pierre & Kar (2007:28) stated that translation is the interpretation of linguistic/verbal text in a language different from its own. This operation was seen as a process of transcoding between source language and target language. A good translator must have sufficient knowledge about the sentences pattern in English.

Based on my previous observation to the students in English Department fourth semester (December 3rd, 2009; Friday at 2.40 pm) I gave them an English Text to translate then, I matched their work with the correct data. The data showed that they did some mistakes in translating English to Indonesian text for example in finding appropriate meaning in Indonesian as the target language. For example, they translated phrase "Japanese and American Cultures" as "Orang Jepang dan Budaya Orang Amerika". Here, the correct answer should be "Budaya Jepang dan Amerika". These happened because of their mother tongue affected in their acquisition of second language. To solve their own problem, students usually get instant ways. For instance, they usually use translator or translate by Google, but finally the result does not make any sense. Google translate only give the literal translation and does not pay much attention to the meaning of text. Therefore, I would like to investigate students' ability in translating English to Indonesian text. Based on the phenomenon above I focus my research in the title **"A Study on Students' Ability in Translating English Text"**.

There is irrelevant study about translation which done by one of the English Department students of Universitas Negeri Yogyakarta namely Choliludin (2007). His thesis is talking about 'A Study of Translation ability of Translators of Translation Services around campuses in Sleman Yogyakarta Based on The Frequency in Translating English into Bahasa Indonesia. So here, he concern to the translator ability to translate English into Bahasa Indonesia. He found that not all of the translation text could be read well. Sometimes the reader get many problem in understanding the meaning of the text. It caused by using literal translation mostly.

In Gorontalo State University, there is one student that did a relevant study of translation but, he more specifically in Literary Translation. Zulkifli Tanipu (2007) was



doing a research which has title “A Descriptive Study on Students’ Ability in Finding Natural Lexical Equivalent in Translating English Literary Text”. In doing his research, he asked the students to translate a kind of literary text by finding the natural lexical equivalent of text then, he analyzed the result of translation based on the key words, symbolic words, sentences and phrases.

## 2 METHOD

I used qualitative method to know the students’ mastering source language when they working on the source text based on the unit of translation. As Golafshani stated that (2003:4) qualitative research is any kind of research that produces findings not arrived at by means of statistical procedures or other means quantification and instead the kind of research that produces findings arrived from real-world settings where the phenomenon of interest unfold naturally.

In this research, I take English Department students of class B 2008/2009 academic years as the subject of the research. This is caused by considering the main reason that the students have been passed the translation class. I use test to know students’ ability in translating English text. I ask them to translate three kinds of English specific text. They are Health, Economic and Law texts. After collecting the data, I analyze the students’ ability through their works of translation. Because of this is a written translation, I combine some aspects in writing and translation to be assessed their ability. They are consisting of punctuation, diction, sentence structure, coherence, unity and meaning. Then, I score the students’ works by using the rubric scoring combination of writing and translation. This is based on the rules of grammatically written in Indonesian by Sumadi (June, 2010) in journal of *cakrawala Indonesia*. Below is the widely explanation about the rubric scoring:

No.	Aspects	Sub aspect	Criteria	Score
1.	Writing	Punctuation	Accurate	4
			Appropriate	3
			Inappropriate	2
			Imprecise	1
		Diction	Accurate	4
			Appropriate	3
			Inappropriate	2
			Imprecise	1
		Sent. Structure	Accurate	4
			Appropriate	3
			Inappropriate	2
			Imprecise	1
		Coherence	Very coherent	4
			Coherent	3
			Less of coherent	2
			Incoherent	1
		Unity	Very integrated	4
			Integrated	3
			Less of integrated	2
			Not integrated	1
2.	Translation	Meaning	Accurate	4

			Appropriate	3
			Inappropriate	2
			Imprecise	1

After calculating the students' answers through giving them the number of correct answers, I tabulate the result of students' answers by using percentage. The formula used in finding the percentage of students' ability in translating English to Indonesia text by using Arikunto's formula (1992: 208) below:

$$\bar{x} = \frac{\sum x}{n} \times 100\%$$

Note:

$\bar{x}$  = The average value of the students' ability using the appropriate tenses in translating Indonesian to English Text

$\sum x$  = The right answers of the test

$n$  = Total score of the test

Then, I classify the students' score into four categories as follows:

- (a) If the students' result or score between 76% - 100%, the students' score can be classified as "excellent".
- (b) If the students' result or score between 56% - 75%, the students' score can be classified as "good".
- (c) If the students' result or score between 40% - 55%, the students' score can be classified as "enough".
- (d) If the students' result or score between 0% - 39%, the students' score can be classified as "bad".

### 3 FINDINGS AND DISCUSSION

*Table 1: Description of students' ability in using punctuation, diction, sentence structure, coherence, unity and meaning in Health text*

NO.	INDICATOR	CATEGORY	FREQUENCY	PERCENTAGE
1.	76% - 100%	Excellent	-	-
2.	56% - 75%	Good	13	65%
3.	40% - 55%	Enough	7	35%
4.	0% - 39%	Bad	-	-
	<b>SUM</b>		<b>20</b>	<b>100%</b>

By looking at the table above, it can be seen that no one students are in the excellent category and bad category, while in good category, there is 13 students, and 7 students in enough category. In this text, the total score maximal is 480. That is the accumulative of six aspects; they are punctuation, diction, sentence structure, coherence, unity and meaning with the score maximal 4. While based on rubric scoring, the total score of students are 289 scores. The calculated data is followed below:

$$\bar{x} = \frac{\sum x}{n} \times 100\%$$

$$\bar{x} = \frac{289}{480} \times 100 \%$$

$$\bar{x} = 60,2 \%$$

Through the calculation above, I have found that 60,2% for students' ability in translating English Health Text. By the percentage, I can classify students' ability in "enough" category.

**Table 2: Description of students' ability in using punctuation, diction, sentence structure, coherence, unity, and meaning in Economic text**

NO.	INDICATOR	CATEGORY	FREQUENCY	PERCENTAGE
1.	76% - 100%	Excellent	-	-
2.	56% - 75%	Good	8	40%
3.	40% - 55%	Enough	10	50%
4.	0% - 39%	Bad	2	10%
	<b>SUM</b>		<b>20</b>	<b>100%</b>

By looking at the table above, it can be seen that there is no students in excellent category. But here, there are 8 students in good category, 10 students in enough category and 2 students in bad category.

In economic text, the same number of total score with health text, this text own 480 of total scores maximal from six aspects in assessment; they are still in punctuation, diction, sentence structure, coherence, unity and meaning. While based on the rubric scoring, the total score of students are 248 scores. The calculated data is presented below:

$$\bar{x} = \frac{\sum x}{n} \times 100\%$$

$$\bar{x} = \frac{248}{480} \times 100 \%$$

$$\bar{x} = 51,67 \%$$

Through the calculation above, it can be analyzed that the students' ability in translating economic text is less than health text. In health text, students got 60,2% but in economic text, they just got 51,67%. However, both of the percentage is include in "enough" category.

**Table 3: The description students' ability in translating English Law text**

NO.	INDICATOR	CATEGORY	FREQUENCY	PERCENTAGE
1.	76% - 100%	Excellent	-	-
2.	56% - 75%	Good	6	30%
3.	40% - 55%	Enough	12	60%
4.	0% - 39%	Bad	2	10%
	<b>SUM</b>		<b>20</b>	<b>100%</b>

Based on the table above, it can be seen that there is no students in excellent category, similarly with the result in economic and health text. While in good category, there are 6 students; enough category, there are 12 students and bad category, there are 2 students. Then, the total score of students in law text are 242 and the total score maximal is 480. The calculated data is presented below:

$$\bar{x} = \frac{\sum x}{n} \times 100\%$$

$$\bar{x} = \frac{242}{480} \times 100 \%$$

$$\bar{x} = 50,42 \%$$

Through the calculation above, it can be analyzed that the students' ability in translating law text is less than economic and health text. However, all the text got the same category, which is "enough". Focusing on students' translation in each of the text, below are presented the result of their works regarding to the use of punctuation, diction, sentence structure, coherence, unity, and meaning.

### **3.1 Students' ability in using punctuation, diction, sentence structure, coherence, unity, and meaning in Health Text**

#### **Students' ability in using punctuation**

SL: From birth to death, food is a dominant factor in our lives

Students' answer: Dari lahir hingga meninggal, makanan adalah factor yang dominan dalam kehidupan kita

From the sentence above, it can be seen that students follow the written way of English even though the sentence is Indonesian. In Indonesian rules, usually the sentence begins with the subject not adverb such as the students answer above. The adverb "dari lahir hingga meninggal" should be put in the end of the sentence. Related to this case, Pateda (2003:96) suggested that there are some rules in using comma; one of them is coma is used to separate between main clause with the supporting clause. So, the comma in that sentence should be put after main clause. Then, the correct answer is "Makanan adalah factor yang dominan dalam kehidupan kita, dari lahir hingga meninggal."

#### **Students' ability in diction**

SL: From birth to death, food is a dominant factor in our lives

TL: Makanan adalah factor dominan dalam hidup kita, sejak lahir hingga meninggal.

From this piece of text, there are several answers given by the students, such as:

- 1) Dari lahir sampai meninggal, makanan adalah salah satu factor yang menonjol dalam hidup kita
- 2) Dari lahir sampai mati, makanan adalah factor dominan dalam semua kehidupan

The two student's answer is imprecise. The appropriate diction in Indonesia should be "lahir" and "meninggal". The second student's answer is inappropriate because the word "mati" is impolite in Indonesian. Overall, the first student's answer is appropriate diction and the meaning is clear.

#### **Students' ability in sentence structure**

SL: however, an accurate measure of nutritional status can be made only by the experts' examination that a physician can give and through a variety of blood and urine tests.

TL: bagaimanapun juga, pengukuran status gizi yang akurat bisa dilakukan hanya dengan pemeriksaan oleh pakar yaitu seorang dokter dan melalui tes urin dan darah

Based on the sentence above, there are several various students' answers.

- 3) Bagaimanapun, ukuran yang akurat dari status nutrisi hanya dapat dibuat dengan pemeriksaan ahli yang seorang dokter dapat memberikan variasi dari darah dan tes urin
- 4) Bagaimanapun, sebuah ukuran yang akurat dari nutrisi dapat dibuat hanya dengan ujian para ahli, seperti fisikawandapat memberikan tes golongan darah dan air kencing.

Based on students' answer above, it can be seen that their sentence structure is not arranging well. Actually, the sentence is a complex sentence which has one independent clause and one or more dependent clauses. In students' answer, they have translated the independent clause with an appropriate verb and subject but their dependent clause structure seems not clear.

#### **Students' ability in coherence**

Based on the rubric scoring, it can be seen that there is no students got 4, there are 9 students got 3, and 11 students got 2. It means that 9 students' works of translation are coherent and 11 students' works of translation is still less of coherence.

#### **Students' ability in unity**

Based on the rubric scoring, there are 3 students got 4, 9 students got 3, 7 students got 2 and there is only 1 student got 1. It can be analyzed that they have good ability in integrating paragraphs on the text.

#### **Students' ability in finding the meaning**

SL: Most of the world's people spend the greater part of their working days and most of their income for food.

TL: Sebagian besar penduduk dunia menghabiskan sebagian besar hari kerjanya dan pendapatannya untuk makanan

There are several various answer given by students, they are:

- 1) Sebagian besar orang didunia menghabiskan bagian terhebat dari hari-hari kerja dari mereka dan sebagian besar dari pendapatan mereka untuk makanan.
- 2) Banyak orang di dunia menghabiskan sebagian besar pekerjaan mereka setiap hari dan banyak pendapatan mereka hanya untuk makanan
- 3) Banyak orang-orang di dunia mengeluarkan tenaga untuk bekerja sehari-hari dan banyak dari mereka menghasilkan makanan.

Based on the four examples of students' answer, it can be analyzed that the first and the second sentence are inappropriate meaning. The translation also is too long and it seems to be awkward. The third is imprecise because we did not get the clear idea of the sentence.

### **3.2 Students' ability in using punctuation, diction, sentence structure, coherence, unity, and meaning in Economic Text**

#### **Students' ability in using punctuation**

BBC South America correspondent Peter Greste says that what began as a one day pause in banking to buy the Uruguayan authorities

Students' answer: koresponden BBC Amerika Selatan Peter Greste menyatakan bahwa apa yang dimulai sebagai libur sehari dalam perbankan untuk membeli wewenang orang-orang Uruguay

Correct answer: Koresponden BBC Amerika Selatan, Peter Greste, mengatakan bahwa apa yang akan dimulai sebagai jeda satu hari dalam perbankan untuk membeli otoritas Uruguay

it can be analyzed that in the first sentence, students did not put comma to separate between "BBC South America" as the supporting clause and "Peter Greste says that what began as a one day pause in banking to buy the Uruguayan authorities..." as the main clause.

#### **Students' ability in diction**

SL: .....said one man who lined up into the withdraw cash from an ATM Machine

Students' answer: uang kas

Appropriate answer: uang tunai

#### **Students' ability in sentence structure**

SL: in recent weeks, there has been a massive amount withdrawal from Uruguayan banks. This has taken about 33% of deposits out of the country's financial system during the first six months.....

TL: dalam akhir minggu ini, sudah ada jumlah yang besar dari penarikan bank Uruguay. Pengambilan tersebut sudah menghabiskan 33% dari deposito dari system keuangan Negara selama enam bulan pertama....

Based on the sentence above, there are several students' answers, such as:

- 1) Dalam minggu ini, ada beberapa jumlah yang besar dalam mengambil uang dari bank Uruguay. Ini diperkirakan kira mencapai 33% deposit yang keluar dari keuangan Negara, system ini sejak dari pertama 6 bulan....
- 2) Minggu terakhir ini, terdapat sejumlah akun yang besar dari bank Uruguay. Hal ini mengambil 33 persen dari simpanan keuangan Negara

Based on the students' answers, It can be analyzed that students' mistake in translating pronoun 'this'. Pronoun 'this' in the second sentence mean 'withdrawal' which has been mentioned in the first sentence. But students translated "this" literally, that is "ini".

#### **Students' ability in coherence**

Based on the students' works of translation, it can be analyzed that students' ability in making coherence between ones sentence to the other is still enough. There is no students got 4; there are 4 students got 3; there are 12 students got 2 and 4 students got 1. It can be analyze that most of students or 12 students still got less of coherence in their works of translation.

#### **Students' ability in unity**

Based on the data of rubric scoring, students' ability in the unity aspect is enough. There is no students got 4, there are 5 students got 3, most of students or 13 students got 2 and 2 students got 1. In translating economic text, some of students can express their idea of the message in the source language but may be they cannot find the appropriate words to make the meaning is more clearly. Therefore, the editorial of the sentences are incorrect and it is affected to the unity of the text itself.

#### **Students' ability in meaning**

SL: The country's economy which has experienced a three-year recession, relies on agriculture, tourism and banking

Students' answer: Negara-negara ekonomi yang mana mempunyai pengalaman-pengalaman 3 tahun pengunduran, mempercayakan pada pertanian, kepariwisataan dan bank

Correct answer: Perekonomian Negara yang telah mengalami resesi selama tiga tahun menggantungkan nasibnya pada pertanian, pariwisata dan perbankan

Students' answer is inappropriate. Their translation seems to be affected by English form. Therefore, the meaning in Indonesian sounds to be awkward..

### **3.3 Students' ability in using punctuation, diction, sentence structure, coherence, unity, and meaning in Law Text**

#### **Students' ability in using punctuation**

SL: Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances. (Article I)

Students' answer: kongres sebaiknya membuat hokum pada pemberitahuan agama atau melarang kebebasan dalam melakukan atau membatasi kebebasan

dalam memberikan pendapat atau tekanan atau keadilan orang-orang dan untuk meminta petisi pada pemerintah untuk ganti rugi atas keluhannya. (Pasal I)

In the sentence above, students' mistake is do not use any punctuation mark such as semi-colon and commas to separate two or more independent clause in that sentence.

#### **Students' ability in diction**

SL: The framers of the American Constitution did not include a bill of rights in that document

Students' answer for framers: para penyusunan, pembuat, perencanaan badan

Correct answer: penyusun undang-undang

Students' answer for rights: terbaik

Appropriate answer: hak

#### **Students' ability in sentence structure**

SL: The framers of the American Constitution did not include a bill of rights in that document

Based on the sentence above, there are several various answers given by students, such as:

- (i) Perencanaan badan konstitusi Amerika tidak termasuk penetapan rancangan undang-undang dalam dokumennya
- (ii) Para penyusunan dari "konstitusi" Amerika tidak termasuk sebuah rancangan undang-undang terbaik dalam dokumen

All the sentence above is imprecise because of there is no verb in that sentence. In the source language, we can see that 'did not' refers to the verb, and then the position of 'include' is a verb in that sentence. Therefore, the appropriate sentence should be perancang konstitusi Amerika tidak memasukkan sebuah undang-undang hak asasi manusia dalam dokumen tersebut.

#### **Students' ability in coherence**

Based on the rubric scoring, it showed that there is no students got 4; there are 4 students got 3; there are 14 students got 2 and 2 students got 1. From these results, we can analyze that most of students in translating law text are still less of coherent.

#### **Students' ability in unity**

Based on the rubric scoring, it can be seen that there is no students got 4; there is only 1 student got 3 and there are 17 students or most of them got 2. It means that most of students lack in integrating the paragraphs on the text.

#### **Students' ability in meaning**

SL: they became known as the bill of right

TL: Undang-undang tersebut dikenal sebagai undang-undang hak asasi manusia

Students' answer: mereka akhirnya tahu tentang undang-undang hak asasi manusia



Based on the sentence above, it can be seen that students' ability in finding meaning or the idea of one sentence is still enough. Students' translation above sounds unclear because they are not using appropriate diction and structure that it should be.

#### 4 CONCLUSION AND SUGGESTION

Based on the result of the research and analyzing the data, students' ability in translating English Specific Text based on the translation unit or linguistic level is quite enough. Most of them translated the words, phrases, clauses, and sentences literally. Mostly they got difficulties in translating the word 'noun', noun phrase, independent clause and dependent clause, and simple and compound sentence. Translating English specific text such as Economic, Law and Health have some differences with English text commonly. We have to pay attention some unit of linguistics such as word, phrase, clause and sentence as the term which has special meaning. Economic, Law and Health text have its own specially terms about the subject which sometimes do not have any equal meaning in target language.

The important thing that you have to know also is about the linguistic syntactically rules. For example, about words, phrases, clauses, and sentences in the text. When we translate a text, the goal is the meaning of the text itself. But before we get the meaning of the text, we must pay much attention to the words, phrases, clauses, and sentence that build the text firstly. Then, we will find the equivalent meaning related to the context of its text.

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# CHAIN STORY MOBILE AND CHATTERBOX GAME TO IMPROVE THE STUDENTS' ACHIEVEMENTS IN SENTENCE BUILDING

**Yudi Limanto**

limyudi@yahoo.com

*Former post-graduate student of Universitas Pendidikan Ganesha Singaraja*

## **Abstract**

*Developing skills in speaking and writing grammatically correct sentences, especially for younger English learners, could be a challenging effort, especially when the students have not yet been adequately trained in arranging their ideas properly and making use of their vocabulary repertoire. In the circumstances, the students' learning outcomes would not show satisfactory achievements, thus they would not obtain the expected passing scores. Pre-test in making conditional sentences conducted for the six graders showed that the students achieved less satisfactory marks. However, sentence building and story writing could be taught quite easily and even interestingly by using certain techniques or stratagem, among others is by making use of chain story mobile and chatterbox game. The students are assigned to make sentences on some cards and arrange them sequentially to make short stories. This learning and teaching practice has been found to help the students both improve their sentence building skill and create a playful learning atmosphere as indicated in the achievements they make by the end of the sessions. This workshop is therefore expected to give fellow teachers and English instructors a wider perspective and insight of finding more various and interesting ways in teaching English to students of other language so that an enjoyable learning atmosphere as well as satisfactory learning outcomes could be attained.*

**Keywords:** *chain story mobile, chatterbox game, learning outcomes*

## **1 INTRODUCTION**

One of the communication means which are commonly used is language. Language is used to interact and identify oneself in the speaker's neighborhood. Language itself has various forms, such as sign language, written and speech discourses. Apart from its forms, all use sentences as a means of conveying ideas, thoughts, insights or information to others (Retno Rianti, 2010:1), therefore the students' skill to build and arrange sentences must always be honed and developed.

Developing skill and ability to make acceptable grammatically correct sentences is a challenging effort especially when the students are not yet well-trained to express their thoughts and insights using proper sentence patterns and vocabularies. Such circumstances would affect their achievements on their writing tasks resulting insufficient marks which do not meet the previously set learning outcomes. On the other hand, the

students are required to be capable of building sentences to make up texts with grammatically correct structure, acceptable syntax and vocabularies, as well as the coherence and unity of the elements in the texts.

The six graders of SD Tunas Daud Denpasar 2014/2015 study year encountered a problem in their English class in terms of building conditional sentences as they have not been sufficiently provided with practices of identifying the subjects and the predicates and arranging them with appropriate grammar, structure and vocabularies. As a result, the learning outcomes have not yet reached the minimum passing grades.

One of the causes of the problem is that the students are not yet able to express their thoughts and ideas in articulate sentences. In addition, the students cannot yet distinguish conceptually between a factual conditional sentence which anticipates a particular condition that may take place as long as the condition is fulfilled (present true and factual conditionals), and an untrue conditional sentence which refers to a circumstance that will not happen either in the moment of speaking or in the future.

Furthermore, the students are often assigned to do the exercises in the workbook during the learning process after receiving some grammatical explanations without understanding the application concepts. At the end of the session, the students are asked to submit their work or have it checked by their peers who have not yet thoroughly understood the usage of each conditional type.

This technique has turned out to be less effective to develop the sentence building skill as the students are not facilitated with practice variations in making conditional sentences with the appropriate pattern and grammar in an enjoyable learning atmosphere. Again, as a result, the students begin to lose interest and achieve low grades at the end of the study term.

The enjoyable learning atmosphere should firstly be accentuated in order for the students to maximize their learning capacity which is measured with the improvement of the learning outcomes achievement at the end of the study period. Therefore, creating conducive learning atmosphere should be prioritized if all stakeholders want to see the students' progress and success in their learning process.

Researches show that social environment or class atmosphere is a significant psychological factor that affects academic learning. This learning atmosphere can emotionally be conditioned either joyful or boring. The supporting aspects to build a conducive learning atmosphere are : good intention, empathy, understanding, joy, risk-taking, sense of belonging and worry-free environment. Fun learning can be obtained by using interesting posters, comfortable chair arrangement, learning media and display models, music and games. All these instruments can be used as proper strategies to uplift the students' motivation to learn.

A joyful learning method can also be applied to speed the mastery and understanding of the lessons. This method changes what seems to be a complicated lesson into simpler and easier one to avoid boredom in the class room. The students involve emotions in learning and fully participate in the learning process. Therefore, they become more active, focused and understand the lessons that are being explained, more relaxed as they involve the activity of the left and right brains and would not get stressed.

As the students become more relaxed, worry-free and open to participate in class activities, the mental block could be disappeared, then the input would be able to reach the language Acquisition Device (Krashen's affective filter hypothesis). This conducive atmosphere to language learning can be obtained by applying games, among others by using chain story and chatterbox games as discussed in this present study.

Sentence building and simple text writing practices can actually be made more interesting and easier by using certain techniques. In this writing, chain story and

chatterbox game techniques are chosen and used because these technique applications are proven to be effective to develop skills in making and arranging conditional sentences. In addition, they can create a conducive and pleasant learning atmosphere. It can be observed from the increasing students' achievement at the end of the sessions.

Chain story and chatterbox game techniques implement the cooperative learning through pair work. The students are split into small groups of two and work together to prepare the material required to perform a project-based learning. The students then create present true and untrue conditional sentences which are written consecutively on card cuts. The card cuts are then connected together with a string added with a weight or a ballast after being decorated according to the students' creativity.

For the next activity, the students fold a piece of square paper in such a way that it has eight inner sides and four outer sides. On the eight inner sides, conditional questions are written, either in present true or untrue conditionals, while pictures or certain category names are placed on the four outer sides. The students ask questions in turns, one of them chooses a category and ask the other to open and close it several times. When the inner side is open, the question is read and the playing student gives an answer predicting the possible circumstance that may happen if a condition as mentioned in the question is fulfilled.

This project-based learning integrates fun/joyful learning so that a conducive learning atmosphere is enhanced because the students are involved and given opportunities to express their creativity in sentence building to set up their own stories. Besides, they are encouraged to adorn their products. In other words, these techniques implement edutainment method, a concept that synergyzes education with entertainment which is entertaining and pleasant (Moh. Sholeh Hamid, 2013: 14).

For that reason, the study was intended, in general, to affirm that a conducive and warm classroom atmosphere would help the students learn the lessons as it would increase interest, enthusiasm and retention of the lessons and allow the students to interact and learn under a relaxed environment.

On the ground of that idea, chain story and chatterbox game techniques were used to improve the students' skill in building conditional sentences. Therefore, this study was also performed to examine whether the application of chain story and chatterbox game techniques could give a positive effect on the achievement of the students in sentence building, especially in using conditional sentences to create short story texts.

## **2 METHOD**

This study was designed to be a class action research of two cycles which was conducted at SD Tunas Daud Denpasar for 48 students of sixth grade in August 2014. The action research design was chosen with the main aims of improvement and involvement (Shirley Grundy, 1995:10). The improvement was planned for the students' better achievement in conditional sentence building, at the same time the students were expected to get intensely involved in the project-based learning activities.

## **3 RESEARCH PROCEDURE**

### **3.1 Planning**

In this stage the researcher analyzed the standard of competence, basic competence, indicators and the learning materials, prepared the learning activity plan using chain story

and chatterbox game techniques. Then, lesson plans and assessment instruments were prepared.

### **3.2 Acting**

The lesson plans were then performed consecutively with pre-activity including greeting, introducing learning activity rules, assessment rubric and learning steps using chain story and chatterbox game. Main learning activities included mentioning the learning objectives, organizing the students to learn sentence building, conducting group activities and presenting the students' work. Post-activities covered evaluating the conditional sentences which the students made and helping them to make reflection of partner/team work process.

### **3.3 Observing**

The researcher observed and took notes on the students' sentence building work using chain story and chatterbox game techniques. All activities during the learning process was also evaluated.

### **3.4 Reflecting**

Evaluation of every activities in the first phase was conducted. Plans and actions were revised for the next cycle. In this stage, a judgment had to be made on the basis of evidence about what occurred during the learning process.

## **4 FINDINGS AND DISCUSSION**

### **4.1 Overview**

The study was conducted at Sekolah Dasar Tunas Daud, Jalan Kebo Iwa 8 Denpasar, the subjects of the study were 48 sixth graders of three classes. In general, the students had homogeneous academic achievements proven by the admission test using the standard admission test, including basic English proficiency test.

The initial observation showed that the school had already applied the unit-based national curriculum or Kurikulum Tingkat Satuan Pendidikan, and integrated learning models, which did not focus on one aspect of language skill only, but also combined some other skills in an integrated lesson plan, such as listening, speaking, reading and writing. The learning materials were generally given above the standard competence which was expected by the national curriculum.

However, it was found in this study that the sixth grade students still found difficulties in writing simple story texts. The students often had no ideas what to write, how to arrange the ideas using appropriate vocabularies and put together in grammatically correct sentences. The students often had many interesting ideas but still found it hard to express them in text forms.

The instructor normally used brainstorming strategy to encourage the students to express their ideas and used most of the time allotment to explain the concept of grammar and structure in text discourse. The students were then given assignments to make sentences with certain patterns individually.

At the end of the sessions, the instructor collected the students' work and gave scores. These activities were usually repeated in the next sessions, the students tried to make sentences according to the examples in the workbook without any further guidance to develop their own sentence ideas.

This learning strategies turned out to be less effective in improving the students' ability to write short story texts as the expected competence objective could not yet be

achieved. Therefore, more effective learning techniques had to be applied to facilitate the students in enhancing the students' simple story writing skill.

## **4.2 Findings**

The research was conducted in two cycles, data for each cycle was obtained from the pre-test and post-test. The post-test of the first cycle was used as pre-test in the second cycle, while the post-test at the end of the second cycle was used as an instrument to confirm the research outcome of the chain story and chatterbox game techniques application to improve the students' achievement in conditional sentence building and simple text writing.

### ***First Cycle***

#### **(a) Reconnaissance**

The first data collection showed that the result of the students' writing pre-test was 73 on the average. This score was still below the minimum passing grade which was set for English class, which was 80. Most of the students could not achieve the passing grade.

#### **(b) Action Planning**

Preparation and action plan were conducted to make sure that the improvement action could run well. Lesson plan was prepared, story sentences were chosen using the conditional sentences type 1 and type 2. Assessment instruments and rubrics were also prepared.

#### **(c) Acting**

The instructor began to teach English writing according to the learning materials and lesson plan, gave the examples of conditional sentences, assigned the students in groups to discuss and design the chain story according to their own texts while the instructor prepared the assessment instruments for the students' work.

#### **(d) Observing**

The instructor observed, gave assessment to the students' work and gave comments in general on the students' finished project and on the sentences they made and presented.

#### **(e) Reflecting**

The evaluation of the first cycle test showed a significant increase, that was 23.7 % of the first score gains before the chain story technique was applied. There were only 2 of the 48 students who did not achieve an increase in their marks, which was 4.2 % out of the entire subjects. The problems often occurred because they did not attend the class or made grammatical mistakes. Improvement in this area needed to be made in the next cycle.

### ***Second Cycle***

(a) Reconnaissance

In the first cycle, the students gained 90.3 on the average for sentence building, indicating that on the whole the students already made an improvement, in spite of the fact that there was 2 % or 1 student who had not achieved the passing grade of 80. Therefore, further action was regarded necessary to confirm the effectiveness of the technique in improving the students' achievement in writing.

(b) Action Planning

Preparation and further action plan were conducted to make sure that the improvement action could run well. Another lesson plan was prepared, WHquestion sentences were chosen using the conditional sentences type 1 and type 2. Assessment instruments and rubrics were also prepared.

(c) Acting

The instructor began to teach English writing according to the learning materials and lesson plan, gave the examples of conditional sentences, assigned the students in groups to discuss and design the chatterbox game according to their own designs while the instructor prepared the assessment instruments for the students' work.

(d) Observing

The instructor observed, gave assessment to the students' work and gave comments in general on the students' finished project and on the sentences they made and presented.

(e) Reflecting

The evaluation of the second cycle test showed an increase, that was 1.6 % of the previous score gains before the chatterbox game technique was applied. There were only 1 of the 48 students who did not achieve an increase in their marks, which was 2 % out of the entire subjects. The problems occurred because the student did not thoroughly understand the question pattern and made grammatical mistakes. Improvement in this area needed to be made in the next cycle. However, in general all the students succeeded in achieving the passing grade, therefore the techniques could be said to be effective in helping the students build stories out of conditional sentences.

### **4.3 Discussion**

The outcomes of the research conducted in two cycles indicated that the chain story and chatterbox games techniques could help improve the students' ability in writing simple story texts. The result of post-test in the first cycle showed that there was a significant score gain up to 23.7 % of the previous scores before these techniques were applied. There were still two students who did not achieve the minimum passing grade, that was 4.2 % out of the 48 students. The problem occurred because of the students' absence from

class and grammatical mistakes they made. However, the improvement in this area was made in the next cycle.

Meanwhile, there was an increase of 1.6 % which the students achieved in the second cycle although one student did not gain better mark than he got in the first cycle as the student in question did not thoroughly understand the WHquestion sentence pattern. However, all students in the second cycle already succeeded in achieving the minimum passing grade at the end of learning period.

Below is the summary of the outcomes of the study within the two cycles which demonstrated the increase of score gains in short story text writing using chain story dan chatterbox game techniques:

Cycle	First Score Gains	Final Score Gains	% Increase
First	73	90.3	23.7 %
Second	90.3	91.7	1.6 %

Another point that needs to be discussed in this section is the findings of the response towards the story chain and chatterbox game techniques during the practice of building conditional sentences. The researcher did not distribute questionnaire to find out the students' response, however, the observation on site concerning the overall learning process can be descriptively reported as follows.

First, it was found out that the students felt more relaxed and able to make sentences more easily. This could be noted from the fact that the students were engaged in the activities of doing the projects which were given by the instructor. The continuing engagement with the learning activities clearly indicated that relaxing learning atmosphere was indeed required for the success of the learning process. Less anxious and more enjoyable learning condition encouraged the students to learn better, they became open to the exposed instruction resulting in better receptiveness and retention of the lesson.

On the contrary, the more anxious learners are, the less likely they are to do well at speech skills (Gardner, 1976 in Seken, 2008 in Limanto, 2011:88). Unless the favorable learning atmosphere was previously provoked, the students would not apparently be able to focus on the lesson being learnt due to various distractions and disruptions.

Secondly, the chain story mobile project and the chatterbox game stimulated them to be more self-confident by providing more opportunities to speak freely and as a result, the students were not worried about wrong answers they made when they received questions.

In addition, when the students enjoyed a high level of self-efficacy, namely, a perception of being effective as learners (Zimmerman in Ehrman in Limanto 2011:89), they began to be more self-confident with their accumulated accurate answers to the sentence building activities which they had made. They gradually got used to respond freely to the teacher's questions concerning either with the topic being learnt or with the conditional sentence questions.

Thirdly, sentence building practices through chain story project and chatterbox game encouraged the students to express their opinions in English more freely. Most of the students agreed that games in fact functioned as an ice breaker to dilute the insipid and tense learning atmosphere. When the students made their own sentences in the projects, the other students were challenged to participate in the activities of arranging the sentences to make short story texts.

In order to create short stories, they produced sentences, which were supposed to be correct and meaningful English sentences and then elaborate them according to their



opinions. By doing so, the students were encouraged and trained to build sentences in the form and tense as instructed by the teacher. The students gradually became familiar with the patterns and forms of the sentences they were learning.

As the students felt easier to lodge their ideas in English, they began to be fully involved in the learning and teaching process since it became more interactive. Consequently, the learning process was not only about collecting information passively but also creating knowledge actively (Catur, 2008 in Limanto, 2011:90) in which the students could combine the information they already had in their memory with what their friends knew.

## 5 CONCLUSIONS AND SUGGESTIONS

### 5.1 Conclusions

On the ground of the result of the study, it can be concluded that the application of chain story and chatterbox game techniques can improve the students' ability in writing conditional sentences in the form of simple story text of the six grade students of Sekolah Dasar Tunas Daud Denpasar study year 2014/2015. The improvements can be seen in the score gains both in the first and second cycles.

Chain story and chatterbox game techniques do not only facilitate the students with English conditional sentence patterns, but also give the students opportunity to develop their ideas and imagination when making the two products. These techniques help the student create stories using conditional sentences and make question sentences which require anticipating answers on certain conditions. These techniques also help the students hone their creativity to build stories and develop imagination to anticipate certain conditions.

### 5.2 Suggestions

- Considering that this study was only conducted in two cycles, it is expected that fellow teachers and other researchers to continue the study to get a more significant and accurate result.
- The validity of the instruments used in this study was not very satisfactory. Some more standard instruments are suggested to be chosen.
- The chain story and chatterbox game techniques are recommended to be applied in class as they have been proven to be effective in improving the students' ability in sentence building.
- The sentence buiding tasks which are given to the students should also consider the level of vocabulary mastery.

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# AN ANALYSIS OF SPEECH INTRODUCTION: A CASE STUDY OF ENGLISH STUDENTS AT BUNG HATTA UNIVERSITY

**Yusrita Yanti**

yusritay@yahoo.com

**Nova Rina**

nova.rina007@gmail.com

*FIB – Universitas Bung Hatta*

Gedung 4, Kampus II Universitas Bung Hatta. Jl. Bagindo Azischan, Aie Pacah By Pass  
Padang.

## **Abstract**

*This case study was carried out at the English Department of Faculty of Humanities of Bung Hatta University. The aim of the study was to identify and describe the students' skill in speech introduction. Generally, speaking in front of public is difficult because there are some differences between conversation and public speaking. Public speaking is more highly structured, requires more formal language, and requires a different method of delivery (Lucas, S. E., 2009). As stated by Lucas, S. E. (2009) "First impression are important. So are final impression. This is why speeches need strong introduction and conclusion". Furthermore, there are many factors influenced that should be concerned or paid attention, such as controlling nervousness, having lots of vocabularies, understanding the seven elements of communication process, and paying attention of language use because language helps creating our sense of reality by giving meaning to events. In this study we analyzed 30 students' speeches based on Public Speaking theories. The method applied was descriptive qualitative method to collect the data. From the data analysis, the results show (1) the different methods used by the students to gain the attention and interest of the audience, (2) the varieties of language use, and (3) the tendency of the students in starting their speeches. Next, as a contribution, we will discuss the benefit of learning the arts of public speaking that can improve students' skills in speaking. Hopefully, it can be developed as a model by teachers or lecturers to support learning method in enhancing students' skills in studying English.*

**Keywords:** *communication skills, public speaking, speech introduction, speech variety*

## **1 INTRODUCTION**

The key to success in work and social life is the ability to communicate, listen, write, gather information or read, convince or persuade people and to have interpersonal relationships. One way to gain such abilities is by mastering the art of communication

skills. There are two types of communication skills that need to be mastered namely interpersonal communication and public speaking. This paper discusses the arts of public speaking that should be understood and applied by a speaker when he speaks in public. According to Lucas, S.E. (2009) the tendency of students after graduating from school they are trying to learn how to communicate well. Therefore, the ability to communicate verbally and nonverbally should be particular concerned.

Furthermore, a person who is learning a foreign language such as English need to understand and practice the art of public speaking. The skills of public speaking is essential for the success of a person in the world career and business. Public speaking as the motor power to convince, persuade, induce, to actualize, to unleash the potential of self, and of course as income generating. Whatever professions one possess in his life, language skills can be regarded as a key success in the work world or business.

This paper discusses the communication skills of the students while delivery their speeches in front of a group of people whether they can follow the arts of public speaking and can be effective speakers in opening a speech.

## **2 AN OVERVIEW OF PUBLIC SPEAKING**

According to public speaking theories, there are some of the benefit of Public Speaking: (1) students learn how to speak to a public audience, (2) students learn skills that apply to one-on-one communication although the emphasis of the subject is on the speaking to groups, (3) students develop the oral communication skills that are prized in the job market, (4) students practice and gain experience in an ideal laboratory. It means the classroom is an ideal laboratory for learning and practicing their skills, and (5) Students can build self-confidence (Gregory, H. 1990; Lucas, S.E. 2009).

Furthermore, Gregory says that much of the success of a speech depends on how well the speaker handles the introduction and conclusion. He differentiates the terms speaking and communicating. He says that “One can speak to a listener, but if the listener does not understand his message in the way he meant it to be understood he has failed to communicate”. So, as a speaker one should hold his audiences in high esteem. When talking to people, one employs a wide range of skills, such as (1) organizing his thought logically, (2) tailoring his message to his listener(s), (3) telling a story for maximum impact, and (4) adapting to listener feedback (various reactions-verbal, facial, and physical).

In addition, the goal of public speaking is to gain a desired response from audiences. After choosing a topic, a speaker need to write an outline organization of a speech because it shows the basic structure of speaker’s ideas in a streamline form and it helps him see the relationship between ideas. The outline consist of topic/title, general purpose, specific purpose, central ideas or main points, address forms, greetings, opening, body, closing, and thanking (see figure 1).

*Figure 1 Organizing and Outlining a Speech (Gregory, H. 1990).*

TOPIC/TITLE : -----  
 GENERAL PURPOSE : -----  
 SPECIFIC PURPOSE : -----  
 CENTRAL IDEA : -----  
 -----  
 ADDRESSES  
 -----  
 GREETINGS  
 -----  
 ----- OPENING/INTRODUCTION  
 -----  
 -----  
 -----  
 Transition  
 -----  
 -----  
 -----  
 -----  
 ----- BODY (consist of a set of paragraphs)  
 -----  
 -----  
 -----  
 -----  
 Transition  
 ----- CLOSING  
 -----  
 -----  
 ----- THANKING

In order to make the effective speech, one should work hard in introduction. He should think the way to make a message reach the audience well and make them to be likeable. One way to effective public speaking is by beginning a speech with something to get the attention of the audience. Much of the success of a speech depends upon how well the speaker handles the introduction and conclusion.

Lucas, S.E. (2009) says that first impression are important. A poor beginning may distract audiences that speaker can never fully recover. According to him, a good introduction is an excellent confidence booster. Because of that, working on the speech introduction should be seriously. As stated by Gregory, H. and Lucas, S.E., the introduction has some objectives: (1) to get attention and interest of the audiences, (2) to reveal the topic of a speech, (3) to establish a speaker's credibility and goodwill, and (4) to preview the body of the speech. (Lucas, S.E. 2009: 186). So, in order to fulfill the objectives a speaker should use one or more methods suggested by Lucas, S.E. (2009), and Gregory, H. (1990).

Based on their theories, the introduction consists of two parts, namely (1) attention material that refers to gain the audience's attention and interest by using some techniques such as telling a story, asking a question, making a startling statement or provocative statement, citing a quotation, arouse curiosity, and providing a visual aid or demonstration, and providing the audience with an incentive to listen, (2) orienting

material that refers to the audience intellectually and psychologically for the rest of the speech, for example a speaker can preview the body of the speech, give background information, and establish his/her credibility.

Meanwhile, in the conclusion of one's speech, he should signal the end, summarize the key ideas, and reinforce the central idea with a clincher. The same with introduction, he can use the techniques like quotation, an appeal or challenge, an illustration, and a reference to the introduction. (Gregory, H. 1990., Lucas, S.E. 2009).

In our study, we focus our analysis on how the students introduced their speeches, what techniques/methods used to begin a speech, and the varieties in opening a speech. The findings will be described on the following sessions.

### **3 METHOD**

The method used in this study was descriptive qualitative method. It refers to the description of the data as they are by using words without using numbers or statistics. To answer the research questions we used some concepts taken from public speaking and sociolinguistics theories.

In this study we analyzed 30 students' speeches in opening or introducing their speech. The students were from English Department of Faculty of Humanities at Bung Hatta University who were taking Public Speaking I. Data were recorded during their study of public speaking I, at their midterm exam. Data of this study were words transcriptions of an opening speech. All of the opening speech were analyzed based on public speaking theories stated by Gregory, H. (1990), Lucas, S. E. (2009), and Holmes, J. (2012). Then, the results of data analysis will be interpreted.

### **4 FINDINGS AND DISCUSSION**

After analyzing the data, we found there are a number of methods or techniques used by the students to open a speech and varieties of their choice of words to address audiences and to express their feelings in order to appeal the emotion. From the data analysis, the results show that not many of the students used the techniques proposed by the experts of public speaking. This is because of the students were still studying the arts of Public Speaking and the data were collected during the mid-term exam and they still got Public Speaking I. As result, we found (1) not many of the students used a techniques of effective opening to get attention, such as telling a story, asking the question, arousing curiosity, making a joke, and citing a quotation. From the varieties, we found (2) there are some informal style used in their opening speech that refers to non-formal language, and the use of code mixing, and various forms to address audiences. On the following we will discuss the findings in brief.

### **5 SOME TECHNIQUES USED IN SPEECH INTRODUCTION**

From the data analysis, we found that the speech introduction of the students were not strong. They tend to start or open the speech by using the common ways such as "Good morning my Friends.. Today I would like to inform you about how to manage stress. We all..." This is an example that refers to relate the topic discussed. The student did not use themethods suggested by Gregory and Lucas as a good opening such as telling a story, using a quotation, asking questions or rhetorical questions, and making a joke in order to arouse the audiences' interest. As stated previously, first impressions are important in

opening a speech so as a speaker should use one or two of the techniques suggested by Gregory (1990), and Lucas, S.E. (2009). Compare the two examples below:

- 1) "Today I am going to talk about collecting postcards—a hobby that is both fascinating and financially rewarding. I would like to explain the basic kinds of collectible postcards, why they are so valuable, and how collectors buy and sell their cards."
- 2) "It's Saturday morning, and you are helping clean out your grandmother's attic. After working a while, you stumble upon a trunk, open it, and discover hundreds of old postcards. Thinking about getting to the football game on time, you start tossing the cards into the trash can. Congratulations! You have just thrown away a year's tuition."

(Quoted from Lucas, S.E. 2009: 187)

From the examples (1-2), we can see the different ways used by the speakers to open a speech. In the example (1) it is clearly stated as an introduction but it is just a common way used by people to open a speech and it is not one to get the audience hooked on the speech if it is compared with the example (2) in which the speaker open his speech by using a story. According to Lucas, the example (2) is more effective and interesting to get the audiences' interest.

Meanwhile, the results of our study shows that mostly students used the common ways to open a speech, they tend to come to the topic and give the definition about the topics. Look at the following examples (the following data were not edited grammatically).

- 3) "Okay thank you for attention. I'm going talk with my topic is *Tabuik* but I give a title is *Festival Tabuik* from Religion Event to Tradition Event. Okay, I have two central idea is, the first is: history about manifestation of the remembrance of Muharram for remind ... death ... Imam Husain. Iman husain is a grand son of Prophet Muhammad. And the second is: ceremony is also symbol and expression."
- 4) "Right, it's great for me to stand on front of you all. This is a great experience and a great chance for me to stand on front of you all. I think Indonesia is a great great country. All of you from Indonesia and I think this is when we landed from a plane in this country. The people is so so friendly, the weather is good and this chance is so so comfortable for me.

Allright before we start the socialization, I will tell you I will introduce you who we are. So we are from World Health Organization of United Nation. He is Mr. Mohammed Kaffy Salahuddin, give applause to him, and I am Marino West Walker. Allright, So we come here to socialize to you that is the emerging disease in the world the most emerging disease in the world. ... you know that? Did you guess it? It is Ebola. Did you ever heard about Ebola before? I guess you have read the newspaper or watch on television what is ebola. This is the tragic topic in the world. Allright so far we know that Indonesia is a stated who is very concerned with human health. Therefore we come here to socialize to you what is ebola, what the causes and the form of suffering."

- 5) "Oh my God..is a sleepy voice? Are you sleepy? Or are you bored? Okay, maybe we need we can do.. some small exercise. So you cannot be

bored or sleep. May be you can raise your head move your neck to the left to the right. Is already done? Can we start now? Please stand up. Okay thank you for your attention. Good morning Ladies .... My topic is about woman and the title .... Now before I start my speech I'd like to introduce myself.....And, the title is who is the most inspiring woman in Indonesia?

In the examples (3-5), we can see the various techniques used by the students in opening their speeches, for example by thanking the audiences and then they explained about the topic, using expressive statements, and startling the audiences by asking questions. From the data analysis, we found that mostly they used Indonesian style or tradition to open the speeches by saying “thanking, and praising to God for the chance to speak.

From the data analysis, we found that the speech introduction of the students were not strong, they did not use special techniques to get attention or interest of the audiences they tend to say directly about their topic without using a number of techniques proposed by Gregory and Lucas. We found most students directly said about their topic; they relate the topics to the audience.

The results also show that most of them tend to open the speech based upon the tradition of Indonesian culture. A number of techniques and examples can be seen in table 1.

*Table 1 The Techniques Used by the Students in the Introduction*

No	SPEECHINTRODUCTION	TECHNIQUES	EXAMPLES
1	Get Attention	a. Relate the topic to the audience	- Right, my topic is about education for parent. ....I tell you about 10 mistakes educating your children. - Today I would like to inform you about how to manage your stress -
		b. State the important of the topic	- Stress is constant in our life and cannot be avoided. .....Stress ...defined as a physically or mentally or emotionally cause...
		c. startle the audience	- Oh My God, is sleepy voice? Are you sleepy.. -I know what you feel today..boring..sleepy..so hot..warm..
		d. Arouse the curiosity of the audience	X
		e. Question the audience: asking the rhetorical questions	- So, what is nationalism actually? - How do you feel right now? - Hello guys, how do you do? -



		f. Begin with quotation	X
		g. Tell a story	X
		h. begin with a statement	- laughter can be scientific first medicine - I am a heavy weight class of smoker - Okay, I'm so lucky for today. You know because of what? Because I can stand and speak in front of you all.
2	Orientation material	a. Reveal the topic	..And I'll tell you about ten mistakes educating your children
		b. Credibility & Goodwill	TEMPO C.O says that there are more than 86 millions motorcycles are operate in this country
		c. Preview the body of the speech:	I have two central idea is, the first is: history about manifestation of the remembrance of Muharram for remind death Imam Husain. Iman Husain is a grandson of Prophet Muhammad. And the second is: ceremony is also symbol and expression.

## 6 SPEECH VARIETIES

According to Holmes, J.(2012), variety refers to a sociolinguistic term referring to language in context. A variety is a set of linguistic forms used under specific social circumstances, i.e., with a distinctive social distribution. Furthermore, the variety is a broad term which includes different accents or pronunciation, different linguistic styles, different dialects and even different languages which contrast with each other for social reasons-social context, social function, and social meaning-. In this paper, speech varieties refers to student's style in opening a speech. Because the words choice in opening a speech is very important to make the audiences interested and impressed. Based on the data analysis there were a number of varieties used by the English students, for example to address the audiences in different style, they use "Dear my Friends, Ladies and Gentlemen, my lecture, Ladies, Guys, Dear Brothers and Sisters, All Parents, and the Honourable Lecturer.

As a speaker, once a student get the right idea s/he must decide how best to communicate it to listeners/audiences. To do this, s/he needs to be especially conscious of what language can do. S/he has to use language accurately, clearly, vividly, and appropriately. Generally, speaking in front of public-especially in English- is not easy. This happens because there are many factors influenced in it, such as feeling nervous, having lack of vocabularies, being difficult in understanding the process of communication elements, etc. In addition, speaking in front of the public is not only to

talk or speak but to communicate an idea. Therefore, the students have different style in opening a speech. They used informal style, code switching, and special choice of words to create emotional appeal (what Aristotle called as *phatos*).

Emotional appeals are intended to make audience feel sad, happy, angry, guilty, afraid, proud, sympathetic, fear, etc. One way to be effective in persuading audiences is using emotional appeals. Lucas gives some lists of the emotion evoked most often by public speakers. For example: (a) Fear – of serious illness, of natural disaster, of sexual assault, of personal rejection, of economic hardship; (b) Guilt – about not helping people, not considering the right of others, about not doing one's best; (c) Pride-- in one's country, in one's family, in one's school, in one's ethnic heritage, in one's personal accomplishments, (d) Anger—at terrorists and their supporters, at business leaders who act unethically, at vandals and thieves, etc. (further reading Lucas, S.E., 2009). These are some examples proposed by Lucas that can be used to enhance the message of one's speech, especially in persuasive speech.

From the data collected, we found some special words used to raise the emotion and some informal language used in opening a speech. On the following, it can be seen a number of speech varieties used by the students (see table 2).

**Table 2 SPEECH VARIETY IN OPENING A SPEECH**

No.	Speech Varieties	Examples	Notes
1.	Greetings/Address Forms	Good morning Ladies and gentlemen, dear friends, my friends, hello guys.. how do you do?, Good afternoon everybody, hello good people, wonderful people ladies, the honorable lecture, all parents, <i>mamak</i> , Mr. and Mrs.	
2.	Code Switching	<i>Assalamualaikum Wr. Wb.</i> , Fashionista, <i>Festival Tabuik</i> , <i>Anai leu sita</i> is how are you in English. <i>Masurak bagatta</i> (thank you)	<i>The use of other languages such as Indonesian, Minangkabau, Mentawai language</i>
3.	Informal language	Okay, guys	Informal words
4.	Special Expressions to appeal emotions	..wars against policy, wars against teenage pregnancy, wars against terrorism. Thank you for wonderful people in here. ...I'm delighted..to be here to celebrate the Earth day,. None too soon remind us that we have responsibilities.. that extend beyond our own backyards. Earth challenges us to take seriously our job as caretakers of our natural environment... Earth was created for all of us not some of us..... earth was created for all of us not some of us. It's a very important part of our life. .... There are three of Earth main	Special expression to appeal the emotion fear, happy, delighted, and pride

	natural resources: air, water, and land. ...	
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## 7 CONCLUSIONS AND SUGGESTIONS

From the brief descriptions, we can see that the students tend to use simple statements and techniques to open the speech by thanking the audiences first and tell about their speech title and give the definition of the topic. Their speeches introduction were not strong to gain audience attention. We found that the students were not able to use various techniques proposed by Gregory, H. and Lucas, S.E. in order to make their ideas more interesting. The students tend to reveal their topic directly, and reinforces the importance of the subject, some of them used their personal experiences that showed the students' goodwill and helps establishing their credibility, some of them mentioning the references, showing pictures, images, videos, and previewing the main points to be discussed in the body of the speech.

There are a number of grammatical errors, and boring introductions, and no student use the technique of telling a story that is good way to gain attention. This is because of some reasons: (1) lack of vocabularies that create grammatical errors, (2) lack of knowledge about literary works that can be used as vivid statements. In addition, they have not got all of materials for Public Speaking.

In order to be better in speaking in front of public or to be a great speaker, the students should understand more comprehensively all of the elements and the criteria for effective public speaking. As a teacher or lecturer we need extra energy to motivate the students to follow the arts of public speaking. As stated in the theory of public speaking, "the hardest part of any presentation is the beginning. If a speaker get through the opening stages on his/her speech without blundering, the rest will go much more smoothly. A good introduction will create an excellent confidence booster". So, it is suggested that teacher or lecturer teach the students to follow the ideas and apply those in order to enhance their communication skills.

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# IN ENGLISH LEARNING AND TEACHING INTERACTION AT THE INTERNATIONAL ORIENTED SENIOR HIGH SCHOOL

Noor Chairani

Chair\_raini91@yahoo.co.id

Ahmad Dahlan University, Yogyakarta

## **Abstract**

*Communication in learning and teaching process involves interaction among teacher and learner(s) and also learner with their peers that will take and give inputs and feedback to one another. The activeness of learner is emphasized. However, in practice, problems still happen on domination of teacher. Teacher sometimes does not invite their learners to participate in learning and teaching process. Therefore, this research will generate a theory of the interactive principles in English learning and teaching interaction. This research is on English learning and teaching interaction at the international oriented senior high school in Yogyakarta. This research was conducted based on the question: "What are the interactive principles in English learning and teaching interaction at an International oriented senior high school like?". The data collection in this research used interviews and classroom observations at the school. The interviews and classroom observations were recorded and then transcribed into written data. Their statements related with interactive principles were analyzed and coded into concepts, subcategories and categories which were related to one another. The research was qualitative study and using the grounded theory approach. The participants in this research were divided into five categories: a deputy principal of curriculum, two English teachers, a content course teacher, a tutor and twelve learners. The research revealed three interactive principles in English learning and teaching interaction found from data analysis namely: unearthing comprehension, extrinsic motivation and giving autonomy to learners. The unearthing comprehension consisted of giving explanation, doing exercises and reviewing material. The extrinsic motivation consisted of controlling learner's language and relaxing atmosphere. The giving autonomy to learners consisted of creating independent learning and building learner's creativity.*

**Keywords:** *International Oriented Senior High School, English Learning and Teaching Interaction, Interactive Principles*

## **1 INTRODUCTION**

Sapir defines that language is purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntary produced symbol (Sapir, 1921 in Poole, 1999:4). Language, as we know, is used as a means of

communication to convey message and to express feeling, ideas, emotions, and desires. Undoubtedly, language is needed to interact with other persons. Human have to fulfill their needs: psychologically, biologically and also spiritually, and this is done by using language as a means of communication with other human being.

English is one of languages that is massively learned by many people in the world for many purposes. It is increasingly being used as a tool for interaction among non-native speakers in the world and it is used by more than one billion English speakers of the world. English is learnt and taught in many different contexts, and in many different class arrangements which is obtained through education in formal and informal ways.

Education is an area of work through which can be hoped to improve quality of life (Novak, 1977). One of the ways to improve the quality of life is by learning English language as an International language. English education is an area of work in which there are some efforts to make teaching and learning English more effective and efficient in order to help the learners to apply their language and knowledge actively. Hopefully, they can use it to communicate and interact with other speakers of other countries and to participate in building world.

Learning and teaching English is also correlated with the phenomenon of global English (Graddol, 2006:106). Harmer noted that the reality of global or world English(es) has caused some people to become very interested in what actually happens when it is used as a lingua franca (2007:20). Related to teaching and learning English and the phenomenon of global English Kachru (as quoted by Harmer, 2007:17) proposed circles of world English and English proficiency. He divided into three circles namely: a) *the inner circle*, where English is the primary language, b) *the outer circle*, where English had become an official language or used as second language and c) *the expanding circle*, where English is learnt as a foreign language.

Considering Kachru circles, Indonesia is included in expanding circle, which part of countries where English is taught and learnt as a foreign language. It means English is used only in the certain occasion and in educated place. Because English is a mean of communication and it is as an instrument of communication, English is expected to develop the communicative competence in globalization era through English education in formal and informal ways.

In Indonesia, English has been already introduced to pre-school until senior high school level. Aspects in English teaching and learning process have to be evaluated in order to improve life quality in personal and also social life can be acquired immediately. Therefore, English education is considered as the gate that enables the learners to enter the mutable world of many language cultures. The learners are expected to develop and acquire the language better and they are able to see their progress which refers to their own autonomy in communicating with other people in the world and they are able to be active "participant" in this dynamic world.

It has been long recognized that schools play a key role in social and cultural reproduction and increases one's competence because it allows one to interact with others in various social contexts. By using a language effectively, one can gather information and build self-worth through social interactions. The ability of learners in acquiring language depends mostly on the education they receive because education is a process involving learning and teaching with a purpose to achieving certain knowledge. English as a foreign language is taught and used in formal or non formal institution, and thus, schools play a major role in regulating language as capital and mediating access to it.

Consequently, English language has to be mastered by any individual in this world in order to preserve their existence technologically, economically and socio-

culturally, as well as to achieve self-actualization and self-fulfillment. English is needed as a medium of communication by any individual to prepare him/herself to participate in building a better future world.

## 2 INTERNATIONAL ORIENTED SENIOR HIGH SCHOOL

In the international school context, one of the languages in which the student will be aspiring for fluency (if they are not already a native speaker) is English. Sears (in Hayden, 2006:64) proposes that there are now three agreed aspects to the effective support of second language English speakers in international schools: (a) mother tongue maintenance and development (in which the school's role varies), (b) an effective and integrated program of specific English language teaching in whatever form, (c) the training of mainstream teachers in second language learning and culture issues and in the strategies necessary to give ESL students access to the mainstream curriculum.

According to Thompson (1998: 278-280, also in Bates, 2011: 132-133), there are four categorizations to devise curricula for use in international school, namely: (a) *Exportation*: the marketing abroad of existing national curricula and examinations, with little if any adjustment to take account of the different context, and a value system 'unapologetically that of the country from which it is exported'. (b) *Adaptation*: where existing national curricula and examinations are adapted for the national context, with the 'inherent value system' not likely to change at all and the risk of, as Thompson puts it, an 'unwitting process of educational imperialism'. (c) *Integration*: where 'best practices' from a range of 'successful' curricula are brought together into one curriculum for operation across a number of systems or countries (with attendant challenges potentially to be faced from the different values and ideological positions in question). (d) *Creation*: the development of a program 'from first principles'.

International Schooling allows children to become global citizens by providing a rigorous and comprehensive education with full immersion into multiple languages and cultures. Learner attend these schools to learn the language of the international school and to obtain qualifications for employment or higher education in a foreign country. Thompson (1998) mentioned five core 'universals of international education'. We can articulate that those cores are existed in international school: a) diversity in student cultures; b) teachers as exemplars of 'international mindedness'; c) exposure to others of different cultures outside the school; d) a balanced formal curriculum; and e) a management regime value-consistent with an institutional international philosophy.

## 3 ENGLISH LEARNING AND TEACHING INTERACTION

As we know English, as an international language, is world-widely spoken to communicate one another in every field and also there are a lot of information served in English. Therefore, learners in schools must be able to master English in order to capable to communicate with other people in the world and follow the new information. Because English is a foreign language which is learned in Indonesia, English learning and teaching process should be always evaluated in acquiring the language.

In learning and teaching process, interaction is one of the factors that influences the acquisition of language. The New Oxford Dictionary of English (2011:232) defines the noun 'interaction' as a '*have an effect on one another and also as a reciprocal action or influence*'. Therefore, interaction is not merely action followed by reaction, but also acting reciprocally or acting upon one another. Interaction is substantive or the core of communication. It is needed in communication because it is the collaborative exchange of

thoughts, feelings, or ideas between two or more people resulting in a reciprocal effect on one another. Interaction is a key point of communication and it is what communication is all about (Brown, 2001:165).

Theories of communicative competence emphasize the importance of interaction as human beings use language in various contexts to “negotiate” meaning, or simply stated, to get an idea out of one person’s head and into the head of another person (Brown, 2001:165). From the very beginning of language study, classrooms should be interactive. Through interaction, learners can increase their language from what they listen or from what they read. It can be from authentic materials or from their friends’ feedback in presentation, discussions, problem solving tasks, or dialogue journals.

Communication in learning and teaching process involves interaction between teacher and learner(s) and also learner with their peers that will take and give inputs and feedback to one another. Learners receive these inputs and feedbacks from their teacher and peers that can influence their development in acquiring language. Therefore, promoting interaction among learners and between learners and teacher can be used as one of the best strategies in the English Second Language (ESL) learning.

The learners will be more autonomous, self-actualized and self-fulfilled when in learning and teaching process involves them. Interaction can be implemented by teacher treatment to learners and learners to themselves. Hence, learner will cope with their reality of the world and win their competition to exist confidently in the world using a language used by people and one of the languages is English.

In learning English, interaction is very significant because of some reasons: a) only through interaction, the learner can decompose the target language structures and derive meaning from classroom events. b) Interaction gives learners the opportunities to incorporate target language structures into their own speech (the scaffolding principles). c) The meaningfulness for learners of classroom events of any kind, whether thought of as interactive or not will depend on the extent to which communication has been jointly constructed between the teacher and learners.

#### **4 INTERACTIVE PRINCIPLES**

There are some concepts of principle as the core concept and how the interactive principles in English learning and teaching interaction occur. If we take a look to Oxford dictionary (1995:919), principle is a basic general truth that is foundation of something, a guiding rule of personal behaviour, and a general or scientific law shown in the way a thing works. It can be defined that principle of interaction in this research is a general law that become basic for interaction in English learning and teaching.

According to Rivers (1987) interactive language teaching has ten principles. Those principles are: The first principle, the student is the language learner. Second, language learning and teaching are shaped by student needs and objectives in particular circumstances. Third, language learning and teaching are based on normal uses of language, with communication of meanings (in oral or written form) basic to all strategies and techniques. Fourth, classroom relations reflect mutual liking and respect, allowing for both teacher personality and student personality in a non threatening atmosphere of cooperative learning. Fifth, basic to use of language are language knowledge and language control. Sixth, development of language control proceeds through creativity, which is nurtured by interactive, participatory activities. Seventh, every possible medium and modality is used to aid learning. Eighth, testing is an aid to learning. Ninth, language learning is penetrating another culture; students learn to operate

harmonisously within it or in contact with it. The last, the real world extends beyond the classroom walls; language learning takes place in and out of the classroom.

According to Brown (2001:166), interaction has several principles, they are: first, *automaticity* that true human interaction is best accomplished when focal attention is on meanings and messages and not on grammar and other linguistic forms. Learners are thus freed from keeping language in a controlled mode and can more easily proceed to automatic modes of processing. Second, *intrinsic motivation*, as students become engaged with one another in speech acts of fulfillment and self-actualization, their deepest drives are satisfied. As they more fully appreciate their own competence to use language, they can develop a system of self-reward. Third, *strategic investment*, interaction requires the use of strategic language competence both to make certain decisions on how to say or write or interpret language, and to make repairs when communication pathways are blocked. The spontaneity of interactive discourse requires judicious use of numerous strategies for production and comprehension. Fourth, *risk-taking*, interaction requires the risk of failing to produce intended meaning, of failing to interpret intended meaning (on the part of someone else), of being laughed at, of being shunned or rejected. The rewards, of course, are great and worth the risks. Fifth, *the language-culture connection*, the cultural loading of interactive speech as well as writing requires that interlocutors be thoroughly versed in the cultural nuances of language. Sixth, *inter-language*, the complexity of interaction entails a long developmental process of acquisition. Numerous errors of production and comprehension will be a part of this development. The role of teacher feedback is crucial to the developmental process. Seventh, *communicative competence*, all of the elements of communicative competence (grammatical, discourse, sociolinguistic, and strategic) are involved in human interaction. All aspects must work together for successful communication to take place.

## 5 METHOD

This research used a grounded theory study focuses on a process (including people's actions and interactions) related to a particular topic, with the ultimate goal of developing a theory about that process. The major purpose of a grounded theory approach is to begin with the data and use them to develop a theory. More specifically, a grounded theory study uses a prescribed set of procedures for analyzing data and constructing a theoretical model from them. The term grounded refers to the idea that the theory that emerges from the study is derived from and "grounded" in data that have been collected in the field rather than taken from the research literature. Grounded theory studies are especially helpful when current theories about a phenomenon are either inadequate or nonexistent (Cresswell, 2003).

This research focused on studying interactive principles in English learning and teaching interaction at *SMA Internasional Budi Mulia Dua* Yogyakarta. This research involved 17 participants that are divided into four kinds of categories; who are a deputy principal of curriculum, two English teachers, a content-course teacher, a tutor and 12 learners at *SMA Internasional Budi Mulia Dua* Yogyakarta. In this research, the delimitation of the data is to generate a theory of interactive principles in English teaching and learning taken from one school that is *SMA Internasional Budi Mulia Dua* Yogyakarta especially at GAC classes that use ACT curriculum. It covers many data texts included from observations and interviews to get understanding deeply between the theories and the practical things in the class.



## 6 DISCUSSION& FINDING

After figuring out kinds of interaction, then conceptualizing English learning and teaching interaction, all the principles below are underlined from three kinds of interaction. There were seventy four (74) concepts from interview data and observation data. Then they were conceptualized it into several subcategories and categories which were generated through an analytical and critical process of making comparisons to highlight similarities and differences. There are seven (7) subcategories and three (3) categories of English learning and teaching interaction at *SMA Internasional Budi Mulia Dua Yogyakarta*.

**Table1: Concepts, Subcategories and Categories of English Learning and Teaching Interaction**

No.	Concepts	Subcategories	Categories
1.	Opening the class, Greeting, Guiding discussion, Teacher explanation, Describing the topic by the teacher, Informing the learner about the goal of the day, Sharing experience, Inviting expert to meet learners.	Giving Explanation	Unearthing Comprehension
2.	Asking learners to do exercise, Giving assignment, Listening to audio, Questioning the learner, Pointing learner to answer the question, Reading, Listening to recording, Making a mistake in speaking class, Displaying video, Writing essay, Creating sentence.	Doing Exercise	
3.	Repeating explanation, Asking the previous lesson, Paying attention to learner's speaking, Starting the class by asking question, Assessment event, Evaluating the result, Pointing a learner to answer the question.	Reviewing Material	
4.	Leveling learners based on ability in English, Afraid of mistake, Reminding from peers, Announcing competency test at the beginning of semester, Reminding learners to speak English, Conditioning learners, Punishing who speaks in <i>Bahasa Indonesia</i> , Teaching the passive learners exclusively, Helping peer in translating word, Asking permission, Correcting the task together.	Controlling Learner's Language	Extrinsic Motivation
5.	Mixing passive learners with the	Relaxing	

	confident one, Peer feedback, Sharing a gift from learner to their peers, Rewarding the best mark, Motivating learners, Giving applause, Supporting friends, Advising learner for academic and non-academic things, Rewarding learners who are able to answer the question, Regarding teacher like friend, Making joke, Playing game, Talking with peers, Playing music.	Atmosphere	
6.	Visiting campus, Answering question, Being silent to concentrate, Using good eye contact, gesture, and intonation, Learners making a rule for themselves, Looking for new vocabularies as a task, Volunteering, Checking learner attendance, Making report.	Creating Independent Learning	Giving Autonomy to Learners
7.	Discussion, Role play, Drama, Presentation, Home stay, Field trip, Outdoor class activity, Changing lyric music, Making advertisement and news item, English debate, Quiz, Checking opinion of learners.	Developing Learner's Creativity	

From those seven (7) subcategories, it could be conceptualized into three (3) categories: unearthing comprehension, existing extrinsic motivation and giving autonomy to learners. Three (3) categories of interaction were interrelated and overlapped. Thus, this process could be based on the emphasizing causal relationships, and fit things into a basic set of generic relationship.

## 7 CONCLUSION

From analysis and discussion, it could be concluded that interactive principles in English learning and teaching interaction at *SMA Internasional Budi Mulia Dua* Yogyakarta the Interactive Principles in English Learning and Teaching Interaction is that it could be generated different principles of English learning and teaching interaction from data analysis. The analysis was done based on the interview data and classroom observation data. The interviews were done with 17 participants; one deputy principal, two English teachers, one content course teacher, one debate tutor and 12 learners from class X, XI and XII of GAC class. The classroom observations were done four (4) times at campus of *SMA Internasional Budi Mulia Dua*.

From the analysis result, the theories emerged were different from principles of interaction from Douglas. Based on the analysis, there were three (3) principles of interaction which occurred in three interactive principles of interaction were found namely: unearthing comprehension, extrinsic motivation and giving autonomy to learner.

Those principles are interrelated to one another and supporting each another. So, if one principle is not present in English learning and teaching, the class will not be interactive. It means that learners tend to be passive in the class, and teacher will dominate more, whereas interaction is one of the best strategies in English Second Language (ESL) learning. Then, it will affect to the attainment of learning and teaching objective.

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# A RETROSPECTIVE EVALUATION ON ENGLISH LEARNING MATERIALS TO FACILITATE STUDENTS' LEARNING

**Sukarno**

sukarno@uny.ac.id  
sukarno\_uny@yahoo.com

*Faculty of Languages and Arts, Yogyakarta State University  
Yogyakarta, Indonesia*

## **Abstract**

*English learning materials play a pivotal role in teaching English as an international language (TEIL) or currently also called teaching English as a global language (TEGL), and determine the success of English teaching-learning processes in classrooms. They serve as basic inputs and simultaneously cater the students with sources to practice for the students in their learning. For particular students, however, they can either foster or impede their learning, depending upon their degree of suitability for the students' characteristics. As the students are the doers of learning, the English learning materials –as inputs and sources to practice should be suitable for the pre-determined learning objectives, teachers' demands, and students' characteristics and socioeconomic cultural backgrounds in order that they facilitate their learning. The English learning materials, therefore, should predictively and retrospectively be evaluated for the suitability. The second model of the material evaluation determines the empirical suitability of learning materials for the students. It can be conducted by the English teachers and students in the classroom during and or after the English teaching-learning processes. This article discusses the importance and role of a retrospective evaluation on English learning materials as the basis for selecting suitable English learning materials and for developing suitable teacher-made English learning materials. The discussion includes English learning material evaluations, aspects of English learning materials to be retrospectively evaluated, the procedure how to conduct a simple micro-retrospective evaluation, and the benefits of a retrospective evaluation for English teaching-learning processes to improve the students' achievements.*

**Keywords:** *retrospective evaluation & English learning materials*

## **1 INTRODUCTION**

A large number of factors affect and determine the process and success of teaching-learning, embracing those of teaching English as an international language (TEIL) or also called teaching English as a global language (TEGL) in classrooms. However, as English language teaching (ELT) experts state, it is believed that English learning materials in any types play a prominent role in language classes, including TEIL or TEGL (Balachandran,

2014; Nunan, 1999: 98; Richards and Renandya, 2002: 65-66; Tok, 2010: 508-517). They serve as meaningful basic inputs and simultaneously cater the students with linguistic sources to practice in class activities. Furthermore, they are also resources for presentation as well as guides for less experienced teachers (Cunningsworth in Balachandran, 2014). They make the learning run well as they “lubricate the wheels of learning” (Nunan, 1999: 98). Therefore, English learning materials should exist in English language classes.

With English learning materials, the students will be able to preview what they are going to discuss in the class, learn what they are discussing, and review what they have discussed. The materials will foster the students’ learning when they are relevant to who the students are and their socioeconomic cultural regional backgrounds. Learning materials are essential and render such benefits for the students and teachers (Parrish, 2006: 22 and Wright in Crawford, 2002: 88) if they are suitable for the students. They render benefits inasmuch as the students will more easily and quickly learn the materials. They are considered suitable if they are (1) corresponding to students’ needs, (2) not allowing the degree of student inputs, and (3) for less experienced English teachers, relying on the materials (Parrish, 2006: 227).

The English learning materials, on the contrary, can also probably impede students’ learning when they are not suitable for the students’ characteristics. The students will find such materials difficult to learn if they are not familiar with. There will be too many obstacles in comprehending the learning materials if not suitable enough for them. Even they will be reluctant in attending the classes and following the lessons. Therefore, the English teachers should cater the students with suitable and meaningful English learning materials. To do so, the English teachers can scrutinize their learning materials by conducting a retrospective evaluation. It scrutinizes whether they are in accordance with learner needs or not, whether they are suitable for the students or not, whether they work or not during the teaching-learning processes, etc. based on the needs. This is the first step that the English teachers can do to cater their students with suitable and meaningful learning materials to facilitate students’ learning.

Regarding the usefulness of a retrospective evaluation as an endeavour for matching the learning materials with learner needs and also with students’ characteristics – socioeconomic cultural linguistic backgrounds, it is worth discussing it in more details to help English teachers if they want to conduct such a scrutiny. The following sections will discuss an evaluation on English learning materials, aspects to evaluate, procedure for conducting a retrospective evaluation, and the benefits of a retrospective evaluation.

## **2 EVALUATION ON ENGLISH LEARNING MATERIALS**

In regard with the development of technology, English teachers and their students are provided with an abundance supply of both printed and electronic learning materials. The materials are addressed to different learner interests, skill levels, and tastes. They also vary in their linguistic designs, focuses, and objectives (Johnson, Kim, and Ya-Fang *et al.* (2008: 157). The problem is that hardly have all English learning materials been evaluated before they are massively produced or uploaded for electronic versions. The English teachers, on the other hand, need to select those which are specific based on their needs concerning with their students’ needs and characteristics. However, they do not know exactly to whom and what extents they should rely on when they make such decisions related to learning materials to use (Ansary and Babaii (2002). As a result, the English teachers themselves face tasks as well as problems related to the abundance supply of learning materials provided to be selected (Ellis, 1997: 36) as they are the persons who accurately know who their students are and what happens in the classroom

during the English teaching-learning process. Concerning with this fact, an evaluation on English learning materials is decidedly needed, a predictive and retrospective evaluation. In the second model of evaluation, the teachers, as analysts, should “move through different ‘level’ of analysis, making more and more inferences – and subjective judgements – as they move from a consideration of the more easily identifiable aspects to the more abstract and complex” (Littlejohn in Tomlinson, 1998: 195).

### **3 PREDICTIVE EVALUATION**

As touched upon in the previous section, one type of the material evaluations is a predictive evaluation. Referring to its terminology, it is conducted before the learning materials are used in classrooms. It is designed to decide what learning materials to be used during the teaching-learning processes (Ellis, 1997: 36). If they are in the forms of coursebooks, the evaluation is conducted to make a decision before such a coursebook is massively produced and published.

The criteria used in conducting this evaluation are based on particular assumptions generated from various perspectives related to a specific subject, in this case linguistics. Theories of learning, theories of teaching, theories of psychology, theories of communication, and other respective ones are included to make the criteria perfect. The purpose of the evaluation is that the developed learning materials are expected to be relevant to their users. Even they are expected to be users friendly. However, the learning materials developed on the basis of this evaluation are not always suitable for students and teachers as they have their own characteristics, socioeconomic cultural regional backgrounds. To check whether such learning materials are suitable for the teachers and the students or not, they should be scrutinized through a retrospective evaluation.

### **4 RETROSPECTIVE EVALUATION**

A retrospective evaluation is the one which scrutinizes the actual use of learning materials in classrooms. It judges how well learning materials work in classrooms (Harmer 2001: 301). The result of the evaluation renders a consideration for the teachers whether such learning materials are worthwhile for use or not. It also recommends whether the teachers should reuse such learning materials or not and modify the materials to be used again or not (Ellis, 1997: 37). It also examines whether learning materials can reach the pre-determined objectives as stated in the curriculum or not (Ellis, 1998: 223). In practice, it can impressionistically or empirically be conducted (Ellis, 1997:36). Based on the number of learning materials to be retrospectively evaluated, it is mainly differentiated into two types: a macro-evaluation and micro-evaluation.

### **5 MACRO-RETROSPECTIVE EVALUATION**

A macro-retrospective evaluation is the one which appraises the whole learning materials used during the teaching-learning processes. It comprehensively examines whether the entire materials work or not, whether they are suitable with the students or not, and whether they can be used to meet the pre-determined objectives as stated in the curriculum or not (Ellis, 1998: 218 and Ellis, 1997: 37). Conducting this model of retrospective evaluation, however, is daunting and time consuming (Ellis, 1997: 37).

Having a macro-retrospective evaluation on learning materials used in the classrooms, the teachers will get entire detail descriptions of the learning materials. They are catered with strengths and weaknesses of the learning materials. They clearly get

recommendations whether they should reuse the materials or not, whether they should adapt the materials or not, or whether they should develop such teacher-made learning materials based on the curriculum and the students' needs.

Regarding the process that the teachers should perform during the scrutiny, however, a macro-evaluation is hard to do. It is time consuming and daunting. Besides concerning with the appropriateness of the learning materials, the teachers should accomplish the entire materials in the curriculum. The teachers should also accomplish administrative tasks and other duties. Accordingly, the teachers are eligible to conduct a partial learning material evaluation – a micro-retrospective evaluation. The partial learning material that is retrospectively evaluated represents the whole ones.

## **6 MICRO-RETROSPECTIVE EVALUATION**

A micro-retrospective evaluation on learning materials is the same as the previous one in its process. The difference is the number of learning materials to be evaluated. In this evaluation type, the teachers can select a particular learning material which they have a special interest to be evaluated. It has a narrow focus on specific aspects of the curriculum. It can inform whether a particular learning material is effective and/or efficient or not. This model is much more manageable compared to the other one (Ellis, 1997: 37 and Ellis, 1998: 218-219).

As the teachers are to meet the pre-determined objectives of the curriculum and should accomplish various administrative tasks at their schools, it seems clear that the one that is possible and manageable to conduct in the classrooms is the micro-retrospective evaluation. From this evaluation, the teachers will have information about to what extent a particular learning material is suitable for the students, works in the teaching-learning process, and needs to be revised or improved.

In this evaluation, Ellis (1997: 40) states that the analysis of data can be quantitative and or qualitative. It depends on the derived data and the teachers' interests. It is flexible to what extents do the teachers need to explore.

Conceptualizing the types of learning materials evaluations, the one that is flexible, eligible, and manageable to be conducted by the teachers is a micro-retrospective evaluation. It can be used as a basis and tool for selecting and or developing teacher-made learning materials – adopt, adapt, and or newly create learning materials. This works as the learning material that has retrospectively been scrutinized tells the teachers whether it works or not, is suitable or not, needs revising or not, and so forth. The result of the scrutiny also tells the teachers what type of learning materials that the students actually need to meet the pre-determined learning objectives as stated in the curriculum.

## **7 ASPECTS TO EVALUATE**

As the aforementioned discussion touches, a micro-retrospective evaluation is conducted by the teachers by selecting a particular learning material based on the teachers' interests to fulfill their students' needs. The criteria to be used, therefore, vary from one teacher to another, from a particular school to other schools, from a certain group of students to other groups. This concept is in accordance with three pedagogic parameters proposed by Kumaravadivelu (2006: 171-176). Referring to the parameter of particularity, everything related to English teaching-learning process should be situational and meaningful. Everything should concern with students in particular, English teachers in particular, activities, and any support, including English learning materials used in the classroom (Kumaravadivelu, 2006: 171). This parameter is in line with the principle of meaningful

learning which “capitalizes on the power of meaningful learning by appealing to students’ interest, academic goals, and career goals” (Brown, 2001: 56-57 and 2007b: 65-67).

The criteria, therefore, are generated by a particular concern based on the teacher and the students’ characteristics. These factors make the criteria different from one school to another. Nonetheless, a number of criteria canvassed by ELT experts will make the teachers find it easy to determine such criteria to be adapted, developed in their own investigations – a micro-retrospective evaluation.

Such criteria should develop students communicative competence by function investments. The students should get engaged with problem-solving tasks as purposeful activities without rehearsal requirement and should be authentic as natural social behaviours (Widdowson in Nunan, 1993: 63). It means that the learning materials should be natural and refer to students’ real life situations, or at least pedagogically suitable.

A number of ELT experts render more practical guidelines that can be adapted to investigate English learning materials in a micro-retrospective evaluation. Robinett (1978) in Brown (2001: 142 and 2007b: 191-192), Ellis (1997: 39), Graves (2000: 156), Tucker (1975) in Ansary & Babaii (2002), Harmer (2001: 301), Reinders and Lewis (2006: 274), Spratt, Pulverness, & Williams (2005: 110), Mashura (1998: 240-241), Nunan (2004: 174), Parrish (2006: 228-230), Hutchinson and Waters (1987: 107-109), BSNP (2011: 1-2), Jones (2009), Tok (2010), Sapzalipour and Koosha (2014: 215-228), and Balachandran (2014) give a practical set of aspects for evaluating (a) learning material(s). The synthesis of those ELT experts’ guidelines includes goals (standard and curriculum), students’ backgrounds (topics and vocabulary related to students’ lives), cultural acceptability, language skills to develop, grammar, quality of practical materials in the classroom (activating students’ participation), roles, sequencing of the materials (procedure), formats, instructions, example, exercise/practice, visualization: layout/graphics, motivational factor, and independence and autonomy. Those criteria should match the students’ characteristics. Ideally, the English learning materials consist of these aspects to be retrospectively investigated by the teachers and their students.

The aspects canvassed by the scholars in ELT above can be broken down into (1) developing language skills: curriculum, developing students’ macro language skills, and approach in ELT; (2) the suitability of learning materials for the students in terms of vocabulary, culture, economy, morality, and local wisdom; (3) English learning materials which are broken down into (a) presentation of English learning materials, (b) sequence of English learning materials, (c) completeness, difficulty, and challenge of English learning materials, (d) difficulty order of English learning materials, (e) examples, (f) instructions, (g) exercises, (h) variations of activities, (i) teachers’ courage to apprehend English learning materials, (j) students’ courage to apprehend English learning materials, (k) teachers and students’ apprehending English learning materials, (l) students’ participation in learning materials, and (m) practicality in using learning materials during the English teaching-learning; (4) Interest in English learning materials that is divided into (a) interest in English learning materials, (b) interest in explanations, and (c) interest in cover (if presented in the forms of a module or a coursebook); (5) layout which consists of (a) layout of English learning materials, (b) layout of illustrations, and (c) layout of cover (if presented in the forms of a module or a coursebook); (6) typography which is broken down into size, font, and variation/colour; and (7) illustrations of English learning materials which covered size, appropriateness, proportion, and colour. These aspects to be retrospectively evaluated seem very complicated. The teachers conducting a micro-retrospective evaluation, however, can select and adapt the aspects to be evaluated based on their interests, concerns, and needs. Even they can determine their own aspects to be retrospectively evaluated. They can also develop their own criteria of each of the aspects



to make the learning materials suitable for themselves and their students to meet the pre-determined objectives as stated in the curriculum.

## **8 HOW TO CONDUCT A RETROSPECTIVE EVALUATION**

A micro-retrospective evaluation on learning materials can be conducted based on the needs and the purposes. It probably varies from one to another. The procedure can also be different from one investigation to others. How to scrutinize learning materials, therefore, as adapted from ELT experts (Ellis, 1997 and 1998), can be presented as follows.

- 1) Deciding English learning materials to be empirically micro-evaluated
- 2) Describing English learning materials related to aspects to be evaluated
- 3) Planning the empirical micro-evaluation

In this step, the investigators plan to do the empirical micro-evaluation involving preparing observations, questionnaires, and interviews. Observations of the English teaching-learning processes are conducted to know the empirical use of the English learning materials in the classrooms. Questionnaires are designed to have English teachers and students' responses concerning the purpose of the evaluation to find out whether they are empirically suitable or not. In-depth interviews with the English teachers and the students are conducted to deepen and sharpen the data the investigators get through observations and questionnaires and also to check whether they give the same data (information) or not.

- 4) Collecting data for the empirical evaluation

The data are collected through observations, questionnaires, and in-depth interviews. The data are presented in the forms of a) responses to the questionnaires, b) field notes, and c) interview transcripts. The data collection instrument is the investigators themselves. To get trustworthiness of the data, triangulation can be used for confirming findings (Miles and Huberman, 1994: 266, Bryman, 2001: 274, and Johnson and Christensen, 2008: 280), i.e., the data are collected through multiple sources (Creswell, 1994: 167), using different techniques in collecting the data (observations, questionnaires, and interviews) or by method (Miles and Huberman, 1994: 267) and always checking the data of the investigation with the respondents (member checking) or by data source (Miles and Huberman, 1994: 267) during the in-depth interview and data analysis processes until they are exhausted.

- 5) Analyzing data

The data can descriptively and qualitatively analyzed based on the type of the data. When the data are qualitative in nature, the data can be analyzed and discussed through the following steps.

- a. Putting the data in the forms of field notes in words, phrases, and/or sentences into a table in Microsoft Office Word;
- b. Categorizing the data in the forms of field notes;

- c. Putting the data in the forms of questionnaire responses in a table in Microsoft Office Word based on their categories concerning with each focus;
- d. Deepening, sharpening, and strengthening the data gathered through observations and questionnaires by doing in-depth interviews with the teachers of English and the students until the exhausted data are achieved;
- e. Putting the data in the forms of interview transcripts in words, phrases, and/or sentences into a table in Microsoft Office Word;
- f. Categorizing the data in the forms of interview transcripts;
- g. Analyzing the data in a descriptive qualitative way;
- h. The data are taken from the journal of the data in the table which is created in Microsoft Office Word and printed out. Each of the analyses is supported by a number of relevant quotations in the forms of data excerpts. The analyses of the data are preceded by short descriptions of the object of the focus.
- i. Interpreting the results of the analysis.

The investigators analyze the data they get into detail focuses supported by a number of relevant data excerpts. They should also prepare the description of each focus before they analyzed the collected data.

6) Reporting the investigation findings and discussions

The investigation discussions on the investigation findings are presented in details in each of the focuses that they scrutinize based on criteria or guidelines for learning material evaluation. The results of the research are presented in descriptive narrative forms (Creswell, 1994: 168-169). Therefore, a thick depiction is the vehicle for communicating the empirical suitability of English learning materials for the English teachers' demands and the students' characteristics.

7) Making conclusions and giving recommendations

Having analyzed the data, the investigators make conclusions if the English learning materials are empirically suitable for the English teachers' demands and students' characteristics or not. After that, the investigators make recommendations on the bases of the results of the analysis about the empirically suitable English learning materials.

Having this model of evaluation, the teachers can make it possible to seek out the empirical suitability of the English learning materials for the English teachers' demands and the students' characteristics, and also to know the empirical suitability of English learning materials to be used. Therefore, the teachers can adopt, adapt, or even create new teacher-made learning materials.

## 9 BENEFITS OF A MICRO-RETROSPECTIVE EVALUATION

Perspectively good English learning materials are not always suitable with the teachers' demands, students' characteristics, and the objectives of the curriculum. To know whether they are empirically suitable or not, the English teachers or other investigators can conduct a micro-retrospective evaluation on them when they are being used in the classrooms during the English teaching-learning processes.

Through the investigation, a micro-retrospective evaluation, any parties can gain some benefits as follows.

- 1) The empirical suitability of English learning can accurately be known.
- 2) The decision whether to reuse the learning materials is made based on reliable correct empirical phenomena.
- 3) If reviseable, the parts of the materials should be revised are clearly shown.
- 4) The result of the investigation can be used as a reliable basis to select English learning materials.
- 5) The result of the investigation serves as the basis for developing teacher-made English learning materials.
- 6) The selected English learning materials based on this kind of investigation will be suitable for the English teachers' demands, students' characteristics, and the pre-determined objectives of the curriculum.

The suitability of English learning materials will foster and facilitate students' learning. As a result, the students' achievement on learning english will also improve.

## 10 CONCLUSIONS AND SUGGESTIONS

With regards to the above discussion, some conclusions can be made. A perspective evaluation is needed to be conducted in designing English learning materials. However, they should also be empirically evaluated through a retrospective evaluation, micro or macro. A micro-retrospective evaluation on English learning materials becomes a simpler and reliable way to seek out suitable learning materials for the teachers' demands, the students' characteristics –socioeconomic cultral regional backgrounds, and the curriculum. It can also serve as a basis to develop teacher-madel English learning materials. Having suitable English learning materials, the English teachers will be more easily able to facilitate students' learning. The suitable learning materials will also foster students' learning. As a result, the teaching-learning prcocess will run well and the students will improve their language skills. Furthermore, their learning learning achievement will increase. In TEIL or TEGl, English learning materials serve as an elevated role in determining the success of teaching-learning processes to gain the goals.

Concerning with the benefits of a micro-evaluation on English learning materials, it is suggested that English teachers conduct such an investigation. This is much simpler compared to a macro-retrospective evaluation. Even though it covers only a part of the entire learning materials, this part represents the whole ones. If possible, however, the English teachers are also recommended to investigate all of their learning materials. The result of the study can be used as a basis for developing their own English materials in the forms of a module or a coursebook. It is worth conducting.

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# ENHANCING STUDENTS' VOCABULARY THROUGH ENGLISH BUSINESS MEETING SIMULATION IN ESP SETTING

**Titien Indrianti**

titienindrianti@gmail.com

*State Polytechnic of Malang*  
Jl. Soekarno Hatta 9 Malang

## **Abstract**

*State Polytechnic of Malang is a vocational institution having a commitment to produce competent graduates ready to compete in global world. English as one of the competences necessary for students' future is allotted in the instructional process. The English instruction objective is to provide students with more practices close to their real-life situation setting. Learning by doing, then, serves as a basis of the English instruction approach. Simulation as an instructional method is believed to be closely related to the real life situation. The objective of applying simulation in English class is providing learners an opportunity to employ their English in real context. Vocabulary as an essential element of language can also be explored optimally through simulation in ESP class setting. This paper is based on classroom action research discussing about to what extent the students' vocabulary acquisition is enhanced through the implementation of Business Meeting simulation in Business Administration Department, State Polytechnic of Malang. The subjects were those of the second grade students taking "Business English II" classes. The intended vocabulary to acquire deals with expressions of starting meeting/presentation, organizing points, and closing presentation. In the meantime, the topics to discuss were company knowledge, product knowledge, market research and advertisement. The result of the study indicates that there is better improvement in the students' vocabulary acquisition in the form of written and spoken communication. The findings show that the students' scores both in written and spoken test have improved even though the enhancement does not boost very highly.*

**Keywords:** *enhancing vocabulary, business meeting simulation, ESP setting*

## **1 INTRODUCTION**

Contextual teaching and learning, generally speaking, is believed to help students develop their English since it will situate students with context close to the real condition. According to Johnson (2002), contextual learning is a process in learning aiming at helping learners find out meaning of what they are learning by connecting it with their daily life context: their personal, social, and cultural context. Harmer (1997) formerly also has clarified that context has something to do with situation or information resulting in the use of a language, such as: a language context related to student's world,

workplace, and so forth. The students are not only taught for the sake of the language itself but also exercised to practice it in near real-life situation. Latief (2002) has underscored the atmosphere brought in the context-based situation is communicative. Therefore, contextual teaching and learning (CTL) is similar to communicative language teaching (CLT) (Latief, 2002). In this sense, learners are provided with the language experience to use the target language through “learning by doing” principle. Communicative learning is identical with the use of authentic language (Brown, 2007). The contextual teaching and learning principles comprise elements of: constructivistic-based learning, inquiry-based learning, questioning, learning community, modelling, reflection of the learning effectiveness, and authentic assessment (Mukminatien, 2001) and (Nurhadi, 2004).

For students with non-English Department background, contextual learning is presented in a specific purposes context. English for Specific Purposes (ESP), according to Sulisty (2009) is the kind of English that is utilized in specialized fields, such as: science and technology, business and economics, and social sciences. English for this special purpose may require an emphasis on particular language skills, depending on the language demand in a particular field.

Simulation has become a method commonly applied in regards to CTL in ESP background. All language aspects and skills are likely to develop through the use of such a method. Brown (2001) has defined simulation as an activity involving all members of learners to play roles in an imaginary situation as one social unit. Simulation is an example of experiential learning, meaning that learners are seeking language principles through trial and error concept, processing feedback, making language hypothesis, revising assumption to create fluency and proficiency (Brown, 2001). Learners, thus, are not only shown how the language is structured but also illustrated how the language is used.

This article discusses the implementation of English business meeting simulation as an attempt to enhance vocabulary in an ESP class setting among students of Business Administration, State Polytechnic of Malang. The present article is only focusing on the students’ vocabulary development despite other language aspects which can be improved through simulation practice.

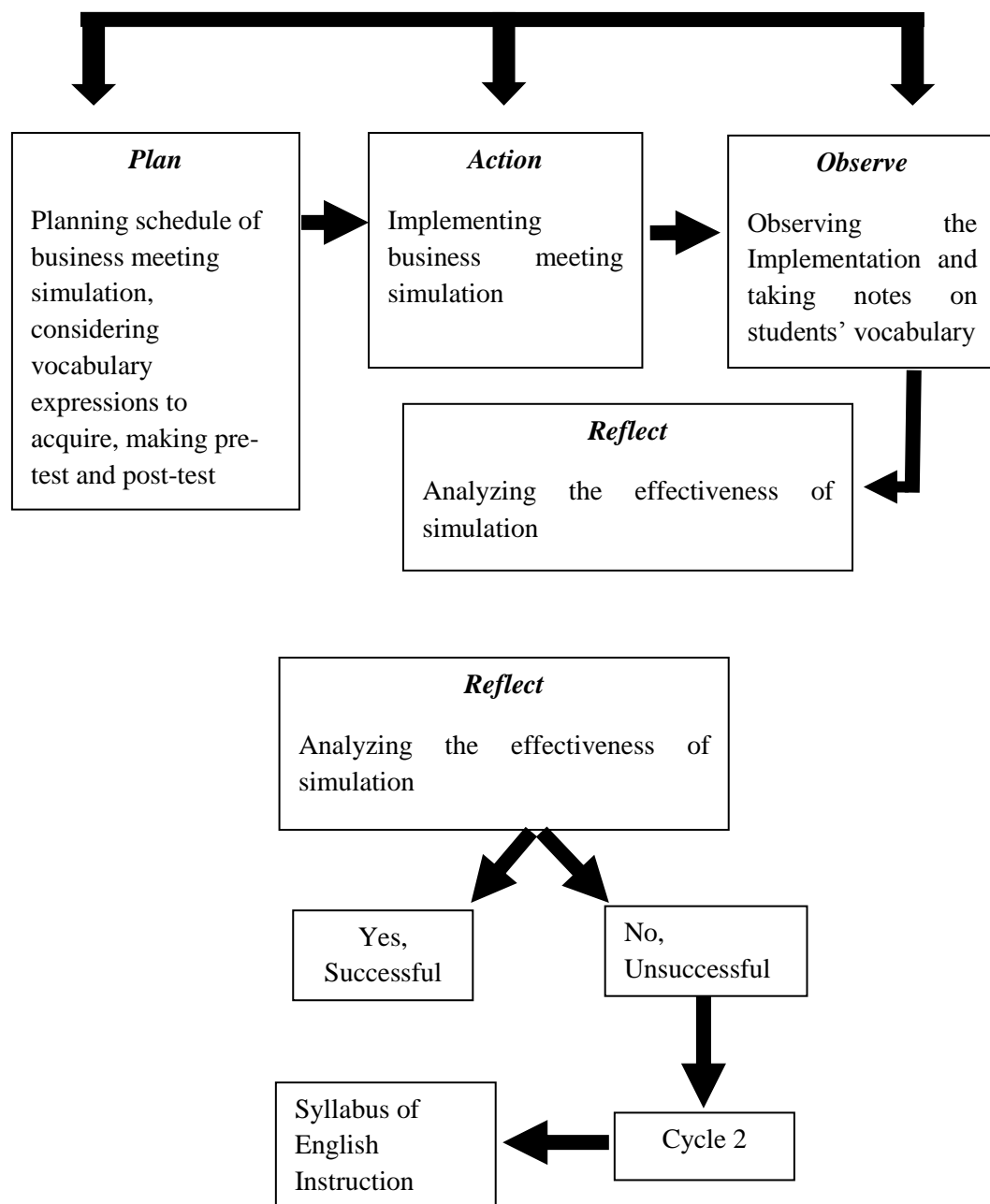
## 2 METHOD

This study employs a classroom action research (CAR) design, trying out an English business meeting simulation as a method of instruction in contextual teaching and learning in ESP class. The steps are following Chamot, et.al procedure (1998) to meet the implementation, comprising:

***Preliminary Study/Reconnaissance:***

1. Students tend to be passive during the classroom interaction
2. Students tend to be irresponsive
3. Students perform unsatisfactorily
4. Students need longer time to express their words in written and spoken English





### 3 PRELIMINARY STUDY/RECONNAISSANCE

A preliminary study was conducted to know about the students' vocabulary performance. It was known that many students tend to be passive. Their communication was not easy because they were busy to find out English words or expressions. It caused them to need longer time to fluently communicate.



#### **4 PLANNING**

A plan towards implementation steps were of making schedule, deciding materials, considering category of vocabulary level, listing the students' intended vocabulary, composing pre-test and post-test for both written and spoken test, considering scoring grid.

In the spoken test the students were to make individual presentation with the teacher. In the written test the students were to fill in the blanks the expressions.

The procedure of simulation comprised: (1) the order of presentation; (2) students' taking a part in the activity; (3) the students' memorization of the expressions prior to the implementation.

#### **5 ACTION**

Business Meeting Simulation was done within 5 weeks or 10 meetings. The allotted time per meeting was 135 minutes. The data collected were by means of pre-test, implementation (8 meetings), and post-test.

The subjects of this study were the writer's students involving 64 subjects from three different classes. The 5 groups were made up of 5-6 members in each class to do the simulation. Each group was assigned to establish a company, to research market, and to create promotion. Each group did 3 group meetings and 3 class presentations. The intended expressions the students required to memorize were of:

- 1) Starting Presentation (opening and greeting, welcoming, giving apologies for absentee, introducing, giving background /stating the purpose of presentation)
- 2) Organising Points (presenting/introducing/outlining/organizing presentation/points, changing topic, handing over the discussion, giving opinion, inviting question, keeping the meeting on target, agenda completed)
- 3) Closing Presentation (summarizing points/making conclusion, thanking).

#### **6 OBSERVATION**

The implementation of simulation was, then, observed. The students' activity during their meeting and presentation was controlled to make sure the procedure was done well.

#### **7 REFLECTION**

In the reflection, the effectiveness of the simulation method was analyzed. The results of pre-test and post-test were compared to see if there is enhancement in vocabulary. If simulation is effective, then this method is applied. If there is unsatisfactory results of the implementation, the next cycle is rearranged with some improvements.

#### **8 FINDINGS**

##### ***Pre-Test***

The written pre-test indicated that the average score the students gained was 61. It was categorized 'fair'. However, the score was considered unsatisfactory. In the meantime,

the spoken pre-test in average showed that the students obtained 56. Therefore, the score was considered fair. It was, again, seen as unsatisfactory.

From the individual performance in written pre-test, it was found that 16 students had 'very good' vocabulary acquisition. Eleven (11) students were categorized 'good'. Nineteen (19) students and eighteen (18) students were indicated fair and poor. The written pre-test points out that 42% students were categorized 'very good' and 'good' in vocabulary acquisition. The other 28% students reached 'poor' in written test.

The individual spoken pre-test showed that only 4 students gained 'very good'. Eleven (11) students obtained 'good'. Twenty (20) students were indicated 'fair'. The other 29 students were classified 'poor'. In contrast to the written test, 45% students were identified 'poor' in the spoken test and 23% others were classified 'very good' and 'good'.

### ***Post-Test***

The written post-test score in average indicated that the students got 66. Having this score, the students are still put in 'fair' category. There is a score increase of 8% (from 61 to 66).

In addition, the written post-test showed that 22 students scored 'very good' and 15 students scored 'good'. Eleven (11) students achieved 'fair' and 16 students got 'poor' acquisition. Thus, the written post-test indicated 58% students gained 'very good' and 'good' acquisition. It means that there is 16% increase in the category 'very good' and 'good' compared to the number of students reaching the category in written pre-test. Nevertheless, those categorized in 'poor' acquisition for written post-test is decreasing a little, that is 3% (from 28% to 25%).

The results of spoken post-test proved that the average score of students was 65. The students' score was still classified 'fair'. If compared to the result of the spoken pre-test, there was an increase of 14% (from 56 to 65).

In the spoken post-test, it was known as well that 9 students were in the range of 'very good' vocabulary acquisition. Twenty three (23) students were categorized 'good'. The number of students qualified 'fair' was 22 and those qualified 'poor' was 10. Based on the finding, 50% students achieved the category of 'very good' and 'good'. There was an increase of students about 27% (from 15 to 32 students) in the category. On the other hand, those achieving 'poor' were 16% students. There was a decrease of 13% (from 29 to 10 students).

The students could apply the variety of expressions in opening, welcoming and introducing despite the use of similar expressions. Here are the extract sample of the students' use of expressions to open and welcome:

- 1) Hello. It's nice to see you all here. We're from Miss Acid company. First of all, i'd like to introduce the members of our company. Here is..... as the president director....;
- 2) Good morning, everybody. If we are all here, let's start the presentation. I am....the director of Nice Bakery will present about our company profile..
- 3) Good morning. I am glad to be here to present my company profile. Our company is BnG snacks....;
- 4) Let's move on to the next topic about company history. Ill hand it over to Mr....;
- 5) Miss... . . . has agreed to take the minutes.

However, most groups have never pointed out the objectives and reasons of giving the presentation even though some groups of company have done it well.

In organizing points and topics, almost all groups have produced the expressions satisfactorily. Still, their expressions were only limited to *first* (there were still many use the expression *the first is...*), *then*, *next*, and *finally*. When discussing different topic, the frequent expression was '*then*'. The frequency of the use of transitional words *first*, *second*, *next*, and *last* were more explored. In this case, it showed that the students started to think about how their sentences are put together coherently and cohesively.

When telling about time to question, the students' vocabulary was seen to be limited. The expression of '*any question?*' was frequently adopted by most students. Nevertheless, some students have made efforts to develop their expressions particularly those who scored high.

All groups are also able to close the meeting and presentation quite well. Some different expressions are already explored. The following is the extract sample the students use in their meeting and presentation:

- 1) That's all about our presentation. Thank you and good bye;
- 2) If there is no question, we finish our meeting. Thank you for attending;
- 3) I think it is enough so we thank you for listening to us. See you in the next meeting.

It was found that no group summarized or concluded their meeting and presentation. All groups, however, did thanking both in the beginning and in the end of the activity. Their thanking varied as the following:

- 4) I'd like to thank you all for listening to our presentation/for your attention;
- 5) Thank you (all) for listening/attending;
- 6) Thank you for your attention/participation.

## 9 DISCUSSION

### *Pre-Test*

The scores of the written and spoken pre-test indicate that even though the students have achieved 'fair' vocabulary acquisition, their scores are not considered satisfactory yet. They only achieve score below 7. The students often get trouble to produce their vocabulary. This is particularly found in their spoken test. Their limited vocabulary is frequently hampering their fluency and accuracy. It can be said, thus, that the students' English proficiency is not adequate.

In addition, the number of students categorized as having 'poor' vocabulary is quite many. The students having 'poor' vocabulary is, therefore, producing unsatisfactory writing skill performance. In the meantime, nearly half of students acquiring 'poor' vocabulary is producing unsatisfactory speaking skill performance. In short, the students' 'poor' vocabulary really relates with their poor English proficiency, particularly with their productive skills. In brief, the students' English proficiency in performing business meeting and presentation is not sufficient.

It is really a discouraging fact since the number of terms or expressions required in business meeting and presentation is quite few. Besides, those terms and expressions are frequently met in their situation. Some terms and expressions are already familiar. It seems that the students rarely make use of those terms and expressions. As a result, those words are not automatically recalled.

### **Post-Test**

The results of the written and spoken post-test show that there is an increase of the students' vocabulary acquisition. The increase is not high, however. The scores in both written and spoken test still do not gain 7. As a matter of fact, score 7 is neither high nor low but the students can not obtain it yet.

The students' vocabulary acquisition is in a higher level of category compared to their pre-test result. Their scores in post-test are classified 'good'. Nevertheless, such a 'good' classification is still close to the category of 'fair'. Given this fact, the tendency is somehow encouraging. Remembering that the subjects of the present study is of non-English Department students, their vocabulary acquisition enhancement must be appreciated a lot.

Yet, it is found that there are still some students who are within the category of 'poor' acquisition. Those 'poor' category students need more attention so as to make them achieve better vocabulary enhancement. At least, the students with 'poor' acquisition can improve their category level into 'fair'.

As seen from the individual vocabulary acquisition, more students obviously gain more vocabulary if compared to their pre-test results. About a quarter of students are categorized in 'very good' and 'good' level of acquisition. On the other hand, there is also a significant decrease of those achieving 'poor' acquisition. This fact probably implies that the students are likely to be encouraged with the method even though to claim this needs more careful studies and proofs.

The reflection on the implementation of simulation signifies other important improvements of other language aspects. However, the other aspects are not specifically discussed in the present study. The aspects out of vocabulary acquisition have become the writer's own notes.

From the theoretical perspective, the finding of the present study confirms the theory that simulation method plays role in enhancing students' English proficiency. The finding also supports the idea that a contextual situation benefits a foreign language learners to acquire better learning. It is, indeed, situating the learner into near real experience. The students are likely to view their learning meaningful and beneficial. Therefore, the inputs are understood and preserved better. In all, the present study has concluded that the most essential finding of this study is that there is vocabulary enhancement through English business simulation in ESP setting.

## **10 CONCLUSIONS AND SUGGESTIONS**

This study is a classroom action research (CAR) implementing English Business Meeting simulation by focusing on to what extent the students' vocabulary is enhanced.

From the preliminary study as the basic problems found in the classroom, it is seen that the students' vocabulary acquisition is still low and unsatisfactory. Such a fact results in the students' trouble in their English communication both in written and spoken one.

English business meeting simulation is chosen as a contextual teaching and learning method as an attempt to enhance the students' vocabulary acquisition in a more challenging atmosphere.. In this contextual teaching and learning, the students are placed in near real-life situation. They, then, apply the vocabulary in a context similar to the real situation. The students establish companies, determine their products and services, research their market, and make advertisement. After all, they have to prepare their business meetings and presentation to discuss and present all their business matters.

Since this study employs classroom action research, there are some stages to carry out, involving: plan, action, observation, and reflection. There is only one cycle conducted in the present study since the first cycle has shown quite satisfactory results.

The finding indicates that there is an increase on the vocabulary acquisition of the students both in written and spoken test. It is proven by the score improvement between pre-test and post-test. The improvement is not high, however. There is 8% improvement in written test and 14% in spoken test.

It is admitted that the present study has a lot of limitation. Thus, it is recommended that there will be more cycles in the future investigation. It is to give more proofs that there will be more improvements in the vocabulary aspect. It is as well suggested that other language aspects, such as: pronunciation, and grammar are involved. Other language skills and skills beyond the language can also be included.

In order to generalize the findings, it is advised to employ other research designs besides classroom action research. Experimental research design can be one of appropriate design to apply.

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# TEACHING ENGLISH FOR YOUNG LEARNERS THROUGH BLENDED LEARNING MODEL

Husni Mubarok  
chuznie@gmail.com

Universitas Islam Nahdlatul Ulama (UNISNU) Jepara  
Jalan Taman Siswa (Pekeng) No 09 Tahunan Kab. Jepara Prov. Jawa Tengah

## **Abstract:**

*This paper is aimed at 1) introducing blended learning model, 2) explaining the characteristics of young learners, 3) implementing blended learning model in teaching English for young learners. Elementary students are English young learners that should be facilitated well in their learning (English) by using good strategy. It means that teaching strategy is very useful in bridging students to understand and comprehend the material. Technology in teaching and learning has promoted students' engagement in their daily learning, promoted students to be active, built students' motivation, and been mobile or portable which can support in searching the information and knowledge whenever and everywhere they are. The method in which internet or web can be used in learning is blended learning. Blended learning is a combination of face to face learning in the classroom and online learning. The goal of blended learning is to provide the best aspect of face to face and online instruction.*

**Keywords:** *Teaching English, English for Young Learners, Blended Learning*

## **1 INTRODUCTION**

Awareness of the needs of quality education today tends to increase. Universal education can be understood as an effort to develop the potential of humanity as a whole and the investing of socio-cultural values in order to survive and communicate the message to others. With the enactment of Law No. 20 In 2003, the Indonesia education system is now comprised of early childhood education, elementary education, secondary education and higher education. Piaget as cited by Harmer (2007:82) stated that children start at the sensory-motor stage, and then proceed through the intuitive stage and the concrete-operational stage before reaching the formal operational stage where abstraction becomes increasingly possible.

English becomes one of the subjects required to be taught to students both a basic level to the college level. Since Allan Lauder (2008:10) said that it is widely recognized that English is important for Indonesia and the reason most frequently put forward for this it is that English is a global or international language. Indonesian students use English both to access information, knowledge, and to communicate with other people from different countries.

Technology has entered educational setting which has facilitated for students and instructors in learning process. With the development of technology in learning process, it

bears new model of learning, it is called blended learning. Allen and Seaman (2006) as written in (Koc, Liu, and Wachira, 2015:7) have defined blended learning as a course with 80% of the content being delivered online, with a blended course being one where 30–79% of the content is delivered online alongside face-to-face sessions. The term blended learning means that the learning process is not just limited only in the context of classrooms (brick-and-mortar room) but also learning that takes place outside the classroom with the control of the instructors.

The online learning delivery method offers opportunities unique to that learning environment. Technology plays a positive role on student learning, offering an engaged learning environment (Koc, Liu, and Wachira, 7:2015). Done correctly, online learning can “provide student and instructor with richer, more immediate feedback” increasing student learning (Bajzek et al., 1:2008). There are some roles for teachers in teaching EYL through blended learning. Online and blended learning requires the reconstruction of instructor and learner roles, relations, and practices in many aspects (Koc, Liu, and Wachira, 7:2015).

## **2 BLENDED LEARNING**

There are some names to call blended learning teaching methods; hybrid method, online learning, web-enhanced instruction and virtual learning. Blended learning can be defined as a program of education where students learn through online activity. According to Watson (2012:6), blended learning is as the integration of face to face and online learning to help enhance the classroom experience and extend learning through the innovative use of information and communications technology.

Blended learning is the most logical and natural evolution of our learning method. Blended learning suggests an elegant solution to the challenges of tailoring learning and development to the needs of individuals. It represents an opportunity to integrate the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning. It can be supported and enhanced by using the wisdom and one-to-one contact of personal coaches (Thorne, 2003:17). It means that, blended learning become a strategy which contains of the integration of traditional learning (face-to-face learning) and virtual learning to personalize instruction in which involves more than introduction technology in the classroom.

According to Horn & Staker (2011:3) blended learning is any time a student learns at least in part at a supervised brick-and-mortar location away from home and at least in part through online delivery with some element of student control over time, place, path, and/or pace. In addition, the use of blended learning will continue to grow. In the United States, the use of blended learning in K-12 school reached 45,000 students. In 2009, there were 3 million students use online course and is expected in 2009, there will be 50% of schools are already using online learning. It will also grow in Indonesia school based on the fact that more schools nowadays are facilitated with computer connected to the internet.

Blended learning is the thoughtful fusion of face-to-face and online learning experiences. The basic principle is that face-to-face oral communication and online written communication are optimally integrated such that the strengths of each are blended into a unique learning experience congruent with the context and intended educational purpose (Garrison & Vaughan, 2008:3). This learning method may be a good solution to meet the needs of the market, where face-to-face learning methods become more effective in enhancing students' learning that is not only depended on the teacher'

instruction in face-to-face communication, but teaching that could appear everywhere and whenever.

### **3 YOUNG LEARNERS**

Theory of learning in young learners is an ideal idea to explain what, how, and why learning is done. Young learners are children who are in a stage of rapid growth and development, both physically and mentally. A child's potentials depend to a great extent on the expectations of its educators and the quality of the interactive support it receives. Therefore, developmental education is committed to innovating children's social-cultural development that goes beyond the child's personal imaginations, capacities, or wishes (Oers, 2012:14).

There are several theories of learning for young learners, namely behavioral learning theory, cognitive learning theory and social learning theory. Behavioral learning theory was initiated by Pavlov (1849-1936) and Edward L. Thorndike (1874-1949). The study looked at the theory as the theory of change that can be observed and measured. This theory does not explain the changes that occur internally within the child, such as how the brain works. This theory can be used to predict and control the child's behavior changes.

Cognitive learning theory used to explain changes in the child's behavior changes that occur in the childhood. This theory is more to discuss how the brain acquire, process and use information to think. This theory was introduced by Piaget (1964) and Bruner (1966). The last theory, social learning theory developed by Lev Vygotsky (1896-1934) which stated that social interaction plays an important role in the cognitive development of children. Children learn through two stages. First, through interaction with others, whether family, friends, and teachers. Secondly, individually integrate what he/she learned from others into mental structure.

Children have some characteristics as stated by Slattery & Willis (2003:5), they are learning to read and write in their own language, developing as thinkers, understand the difference between the real and the imaginary, can play and organize how best to carry out an activity, can work with others, and can be reliable and take responsibility for class activities and routines. In teaching English to children according to Moon (2000:1), teacher should consider some factors such as time (children will have a plenty time for learning English and it can be spread over years), exposure (they are exposed to English all around them, both in and outside of school), real need for English (they have a need to use English in order to survive on a daily basis; to make friend, to study in school), and variety of input (they are exposed to a wide variety of uses of English; spoken and written, English for thinking, for interacting, for getting thing done, and for imagining).

### **4 TEYL THROUGH BLENDED LEARNING**

In implementing blended learning model, teachers will shift their roles from traditional roles to the new one. In traditional roles, teachers plan instruction, develop lessons, units, and material, matches resources and materials to students, uses data to adjust instruction decision, and material mastery-oriented.

In blended learning roles, first, teachers should promote student-centered learning in the classroom (Marsh, 2012:8). This role asks teacher to focus in planning, teaching, and assessment around the needs and abilities of students. The most important point behind the practice is that learning is the most meaningful when topics are relevant to students' lives, needs, and interests and when the students themselves are actively



engaged in creating, understanding, and connecting to knowledge. The second role is facilitating the blended learning (Marsh, 2012:9). Teachers' activity in this role should not be underestimated. In this role, teacher should plan the blend carefully; consider the learning objectives and technology available, and build in flexibility and be prepared to adapt to your students' needs.

The third role is encouraging autonomous and collaborative learning to young learners (Marsh, 2012:10). In this role, teacher should allocate some class time for developing learning-to-learn skills, particularly in the early stages of the course. The last role is managing and facilitating online interaction (Marsh, 2012:11). Teacher role is to monitor this interaction and decide how best to manage it, but remember your role is to facilitate and not direct or lead the interaction. There are some communication tools which can be used by students like [www.classdojo.com](http://www.classdojo.com), [www.edmodo.com](http://www.edmodo.com), [www.facebook.com](http://www.facebook.com), [www.bamboomedia.net](http://www.bamboomedia.net) and others (for young learners), and coursera (for higher students).

## 5 CONCLUSIONS AND SUGGESTIONS

By applying online learning or often referred to as blended learning, students will be challenged to do something new in accordance with their learning needs. The learning process does not only happen by relying on face-to-face meeting with the teacher in the classroom, but learning that can happen anywhere and anytime. Young learners are children who are in the physical and motor development and cognitive development. If the learning process is made attractive young learners will certainly make children motivated to learn. This is because the principle of learning a child is learning while playing by utilizing various media and learning strategies that exist. using blended learning students are introduced to technology and the use of technology for learning.

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# THE STRATEGY OF ENGLISH TEACHER PROFESSIONAL DEVELOPMENT

Sri Marmoah

marfuah\_pt@yahoo.co.id

Batanghari University–Jambi

## **Abstract**

*The background was teachers are the key figures in learning process. They influenced fundamentally to their students' progress or lack to achieve the desired result. Teachers have a strategic role in education. Teachers play very important roles in educational practice because the teachers conduct a teaching learning process, which is one of the cores of the educational activity. Other educational resources become less significant if not accompanied by quality teachers. Professional development is the strategy government and schools use to ensure that educators continue to strengthen their practice throughout their career. The most effective professional development engages teams of teachers to focus on the needs of their students. They learn and problem solve together in order to ensure all students achieve success. Transference of learning requires knowledge, skills and attitudes from technical know-how to the creative art of teaching. The purpose of this research is to know the strategy of English teacher professional development to increase the teaching learning process and raise student achievement. The participants are English teachers as civil servants who teach in public junior and senior high school in Jambi city. The design of this research is descriptive qualitative research. The data for this research was collected through questionnaire and documentation. In this research the researcher was given questionnaire, it describes data about the strategy of English teacher professional development. There are twenty questions that will be answered by English teacher. The strategies to improve the status of English teacher through professional development are: individual reading, study, research; study groups among peers focused on a shared need or topic; observation: teachers observing other teachers; coaching: an expert teacher coaching one or more colleagues; mentoring of new educators by more experienced colleagues; team meetings to plan lessons, problem solve, improve performance, and learn a new strategy; faculty, grade-level, or departmental meetings; online courses; college/university courses; workshops to dig deeper into a subject; conferences to learn from a variety of expertise from around the state or country; whole-school improvement programs; and proprietary programs by private vendors. Based on the analysis of the questionnaire which related to the professional development were 70 English teachers got always category with 0,08 % percentage, often category with 0,15 % percentage, sometimes category with 0,29 % percentage, almost never category with 0,35 % percentage, and never category with 0,12 % percentage. The mostly used professional development by the English teacher were study group. The*

*conferences to learn from a variety of expertise from around the state or country were classified as never used professional development. English teacher professional development needs supporting on policy, moral, infrastructure, and financial that can lead English teachers to be professional.*

**Key Words:** *Strategy, English Teacher, Professional Development*

## 1 INTRODUCTION

Teachers' knowledge and skills are necessary to be refreshed and updated since science and technology are growing so fast and the high competitiveness of living in modern society. Without refreshing or updating teachers' knowledge and skills, teachers may not be able to attract students into learning engagement to provide students with appropriate hard skill and soft skills for competitive living in modern society. The Government of Indonesia has paid more attention to the quality of teachers. Based upon Teacher Law 2005, the Government of Indonesia stipulated a teacher as a profession. Teachers should meet the qualification of at least a 4-year Bachelor degree and have teaching certificates.

Furthermore, Indonesian Law no. 14, 2005 regarding Teachers and Lecturers Chapter I, no. 1 mentions that "Teachers are professional educators whose primary duties are to educate, teach, guide, direct, train, assess, and evaluate young learners in formal education route, elementary, and also high school." According to regulation number 4, professional is a duty or action that acts as a source of income needing standardized ability, skill or expertise, and profession coaching. To be professional, a teacher must have the competences as written in regulation no. 14, 2004, number 10 regarding Teachers and Lecturers which says that competence is a set of knowledge, skill, and attitude that a teacher or lecturer must have, understand, and master in carrying out their professional tasks.

Government regulation no. 19, 2005 about National Education Standard, Chapter VI on Educators and Educational Personnel Standard, Section one on Educators, subsection 28, no. 1 points out that educators must be academically qualified and competent as the agent of change, possessing good spiritual and physical states, and have the ability to actualize the goals of national education. Meanwhile, subsection no. 3 explains the competences of education personnel in elementary, high school, and early childhood education, including: (a) pedagogic competence, (b) personality competence, (c) professional competence, and (d) professional competence.

Besides that, Sudarminta (2000:3) had exposed the weaknesses of some teachers in the class room such as; (i) lack of mastery of the material being taught, (ii) mismatch between teachers' subject areas studied and taught, (iii) lack of effective ways of teaching and authority in front of students, (iv) low motivation and dedication to become a real educator, (v) lack of emotional maturity, independence of thought, and attitude determination of being educators, most teachers are still only serves as a teacher and not as an educator; (vi) relatively low intellectual level of students entering teacher candidates LPTKs (Institute of Personnel Procurement) compared to those entering the university.

Based on the grand tour with the researcher directly interviewed five English teachers and some of the other teachers at Jambi city, there are some facts:

- 1) The curriculum was not developed by the educational unit just curriculum development of copy and paste from internet or other sources,
- 2) Some of English teachers did not adhere to syllabus and lesson plans in the implementation of teaching and learning process.
- 3) English teachers are less mastered the language competence and subject matter.

- 4) Some of English teachers are less understand of the characteristics of the learners.
- 5) English teachers are less understands the concepts of learning.
- 6) English teachers tend to teach in their own conventional way.
- 7) There is a lack of supervisory effort to supervise certified teachers
- 8) Some of English teachers are rare in training activities concerning with teacher professional development.

Based on the description above, the researcher is interested in conducting this issue about the strategy of English teacher professional development.

## **2 LITERATURE REVIEW**

According to Glatthorn (1995:41) defines it as the growth that occurs as the teacher moves through the professional career cycle, and it is definitely broader than staff-development which is the provision of organized in-service programs designed to foster the growth of groups of teachers; it is only one of the systematic interventions that can be used for teacher development.

Previously professional development was thought as a short-term process where teachers gather information on a particulars aspect of work. But only in recent years it has been thought of as a process which is long-term that includes regular opportunities and experiences planned systematically to promote growth and development in the profession. Two concepts about teacher professional development as seen by Hoyle (1982:164) were firstly, as a process in which a teacher continues to develop the knowledge and skills required for effective professional practice as circumstances change and as new responsibilities are accepted. Secondly as knowledge acquisition and skills development which should to a greater degree than in the past be more directly related to substantive problems faced by teachers.

Professional development refers to the development of a person in his or her professional role. According to Glattenhorn (1987), by gaining increased experience in one's teaching role they systematically gain increased experience in their professional growth through examination of their teaching ability. Professional workshops and other formally related meetings are a part of the professional development experience. Much broader in scope than career development, professional development is defined as a growth that occurs through the professional cycle of a teacher. Moreover, Crowther et al, (2000) said that professional development and other organized in-service programs are designed to foster the growth of teachers that can be used for their further development. One must examine the content of those experiences through which the process will occur and how it will take place.

On the other hand, Supriadi (1998) explains that to be professional a teacher is required to have five things: (1) teachers are committed to students and their learning, (2) teachers in-depth mastering the subjects and how to teach, (3) responsible to monitor student learning outcomes through various means of evaluation, (4) able to think systematically, and (5) teachers should be a part of the learning community within the profession.

The profession of teacher also has some rights in carrying out their professionalism as a responsibility to the profession, government, and public. In language teaching, Moore (2007) said that professional development might cover many things, among others: curriculum and material development, teaching practicalities, approaches, pedagogical skills, that is, to plan the lesson, to execute, and to assess the instruction. Parallel to this, Richards (2001) develops six essential skills (knowledge) in language

teacher professional development: (1) Practical knowledge; (2) Content knowledge; (3) Contextual knowledge; (4) Pedagogical knowledge; (5) Personal knowledge, and (6) Reflective knowledge.

Practical knowledge deals with the knowledge of classroom techniques and strategies. While, content knowledge refers to the understanding of the subjects of TESOL, e.g. pedagogical grammar, phonology, teaching theories, second language acquisition, as well as the specialized discourse and terminology of language teaching. Following content knowledge is contextual knowledge. It deals with knowledge of learners (including cultural and other relevant information), familiarity with the school and institutional context, and school norms. Completing the explanation of the three skills above, in the following is presented a brief account of three other skills that teacher should acquire: Pedagogical knowledge is the ability to plan, to adapt, to improvise, and restructure content knowledge for teaching purposes. Personal knowledge is personal beliefs and principles and individual approach to teaching. Reflective knowledge is capacity to reflect on and assess teaching practice.

Besides that, Hayes Mizell (2010:12), in his book, *Why Professional Development Matters*, there are 13 typical modes of professional development, are: individual reading/study/research, study groups among peers focused on a shared need or topic, observation: teachers observing other teachers, coaching: an expert teacher coaching one or more colleagues, mentoring of new educators by more experienced colleagues, team meetings to plan lessons, problem solve, improve performance, and/or learn a new strategy, faculty, grade-level, or departmental meetings, online courses, college/university courses, workshops to dig deeper into a subject, conferences to learn from a variety of expertise from around the state or country, whole-school improvement programs, and proprietary programs by private vendors.

Based on some opinion above, can conclude that teacher professional development as a process in which a teacher continues to develop the knowledge and skills required for effective professional practice as circumstances change and as new responsibilities are accepted and knowledge acquisition and skills development which should to a greater degree than in the past be more directly related to substantive problems faced by teachers. Professional development is the only strategy school systems have to strengthen educators' performance levels. Professional development is also the only way educators can learn so that they are able to better their performance and raise student achievement.

### 3 METHODOLOGY

The purpose of this research is to analyze the strategy of English teacher professional development. The design of this research is descriptive qualitative research. Bogdan & Biklen (1982) suggest that qualitative research considers several aspects such as; (1) natural environment as source of data, (2) researcher as key instrument, (3) process as more important aspect than result, (4) inductive data analysis, (5) participants backgrounds to respond to a phenomenon as essential aspect.

Meanwhile, the sampling technique used in this research was based on the criteria introduced by Spradley (1980). The criteria areas follows; (1) the subjects of research have to be immersed intensively and long enough in certain activity or field of activity to be researched, (2) the subjects of research must be actively involved in the environment to be researched, (3) the subjects of research are available as source of information, (4) subjects of research must not give the made up or fixed information, and (5) subjects of research who was originally stranger for researcher must be taken as new source of information to be explored more enthusiastically.

The data for this research was collected through questionnaire and documentation. According to Sugiono (2010:199), said that questionnaire is a technique of data collection is carried out by giving a set of questions or a written statement to the respondent to answer. In this research the researcher will give questionnaire, it will describe data about the strategy of English teacher professional development. There are twenty questions that will be answer by English teacher. The specifications of the questionnaire can be seen in table below:

**Table 1. The Specification of the Questionnaire**

Variable	Indicator	Description	Number of Question
<b>ENGLISH TEACHER PROFESSIONAL DEVELOPMENT</b>	Individual development	Individual reading .Individual study Individual writing Individual research	4 items (No 1,2,3, 4)
	Study groups	Study groups among peers focused on a shared need or topic	1 item (No 5)
	Observation	Teachers observing other teachers.	1 item (No 6)
	Coaching	An expert English teacher coaching one or more colleagues	1 item (No 7)
	Mentoring	Mentoring of new educators by more experienced colleagues.	1 item (No 8)
	Team meetings	.Plan lessons Problem solve Improve performance Learn a new strategy.	4 items (No 9, 10. 11, 12)
	Faculty, grade-level, or departmental meetings.	Grade-level School meetings	2 items (No 13, 14)
	Online courses.	Online courses	1 item (No 15)
	College/university courses.	College/university courses	1 item (No 16)
	Workshops	Workshop to dig deeper into a subject.	1 item (No 17)
	Conferences	Conferences to learn from a variety of expertise from around the state or country.	1 item (No 18)
	Improvement programs.	Whole-school improvement programs.	1 item (No 19)
	Proprietary programs	20. Proprietary programs by private vendors.	1 item (No 20)

Source: Hayes Mizell (2010)

Every questioner in collecting data has five possibility answers with using Liker Scale, that is: Always (A), Often (O), Sometimes (S), Almost Never (AN) and Never (N). For statement give score for each choice: A=5, O=4, S=3, AN=2 and N=1.

**Table 2. Alternative Answer and Scoring in Questionnaire**

Item Score	Always	Often	Sometimes	Almost never	Never
Positive	5	4	3	2	1
Negative	1	2	3	4	5

Source: Sugiyono (2010)

Document can also be used to collect the data. The data in this research is English teacher development. According to Arikunto (2006:231) documentation is derived from word “document” that means written things. In this research, the method of documentation is used to get the data about English teacher professional development. The specifications of document are: personal data of English teacher, lesson plans, syllabus, training certificates, certification of teachers, undergraduatediplomas, and the other certificates.

## 4 DISCUSSION

### 4.1 The Realization of English Teacher Professional Development

The 2012 data of Indonesian Education Ministry indicate that just 487.488 (81.21%) of 600.374 teachers of senior high school hold bachelor degree or four-year diploma and the rest 112.888 (18.79%) still hold Diploma degree. The report also explains that teachers have low competency score test on subject knowledge, pedagogic skills, and general academic aptitude. Even though this test is not nationally scale, the average teachers only scoring below 50 percent. In addition, a serious concern of Indonesian teachers is the low level of professional knowledge, skills, motivation, and efforts.

Meanwhile, a research by Misbahuddin (2013) found that the factors inhibiting the development of teacher profession in South Sulawesi, namely; the lack of awareness of teachers in developing the profession continuously, felt had sufficient capacity so as not serious in the training, less benefit for the development of competence in teaching because the participants have irrelevant basic skills, and lack of attention from local government to the activities of Teacher-Subject Forum or MGMP.

The result of this research got the data from respondent, from data analysis saw how description about the strategy of English teacher professional development. From questionnaires that gave to respondent are English teacher of Public Junior and Senior High School in Jambi city, so will know how English teacher professional development.

Based on the questionnaires are given to the English teacher can be explained that 20 questions related to the professional development, and then the researcher analyzed it to see the percentage how is the total of English teacher which answer good category and how is the total of English teacher which answer less good category, it is do with manual analysis.

Based on the analysis of the questionnaire which related to the professional development were 70 English teachers got always category with 0,08 % percentage, often category with 0,15 % percentage, sometimes category with 0,29 % percentage, almost never category with 0,35 % percentage, and never category with 0,12 % percentage.



Based on the overall result, it was not so surprising that the English teacher chose study group as the most used professional development. The second mostly used professional development by the English teacher were team meeting to problem solve. This result showed that in Jambi city, the English teacher professional development were influenced by the fact that they should optimize their activities in their teaching, especially in processing team meetings. The third professional development employed by the English teacher were departmental meeting or school meeting. The indicators of school meeting were guessing intelligently in listening and reading and also overcoming limitations in speaking and writing. The fourth professional development were team meeting to improve performance. The result indicated that as the Educator, the English teacher were mostly rate their own language proficiency. For the English teacher with low self-esteem and less self-directed, they will always have the problem in cooperating with their teacher or team. The fifth professional developments employed by the English teachers were team meetings to plan lessons. This result indicated that the English teacher were rarely employed professional development that relate to the knowledge, attitudes, motivations and skill. The next professional developments employed by the English teachers were online courses; team meetings to improve performance; individual study; individual writing; mentoring of new educators by more experienced colleagues; individual reading; observation: teachers observing other teachers; coaching: an expert teacher coaching one or more colleagues, workshops to dig deeper into a subject; whole-school improvement programs; proprietary programs by private vendors; College/university courses; individual research; and grade-level. Lastly, the professional development were conferences to learn from a variety of expertise from around the state or country, and were classified as never used professional development. The researcher found was based on fact that the English teacher as educators are not into professional developments by directly practicing it out. The English teacher were basically do not have developing autonomy.

#### **4.2 Actual Factors of English Teacher Professional Development**

Based on questionnaire and documentation, English teacher of Public Junior and Senior High School in Jambi city generally can be used as a determining factor for professional development, obstacles that often arise from these factors:

##### **(a) Teacher Factors**

When analyzed in depth key to success is education teacher, so an English teacher must have a certain standard of competence in accordance with curriculum and educational level of students. Sadtono, Handy, and O'Reilly (2007) revealed that low English proficiency learners also due to weak ability of teachers to teach, especially in explaining and monitoring students' understanding of material learned. Because the teachers are not professional, so it is not able to develop a good lesson plan. Researchers found that classroom activities not optimal because teachers tend to rely on monotonous group discussion are simply to provide opportunity for English-language learners without being followed by monitoring, giving feedback, and continuous evaluation.

##### **(b) Students Factors**

Each student has diversity in terms of skills and abilities such as: talents, interests, intelligence, and skills gained from learning and personality or attitude. Students were categorized new people who are still very dependent on the pattern of development of teachers. Attitudes and student performance in the classroom are also aspects that affect

the learning process. Because, however, factors of students and teachers is a crucial factor in the learning interaction

(c) Infrastructures Factors

Availability of facilities at the school learning an absolute must have in supporting directly on the smooth learning process in order to achieve the desired goal. In this case that means is meant to include buildings, furniture, instructional media learning tools, and study material but in fact lacks of the means teaching process, especially English book that are relevant to the curriculum, English dictionary, language labs, especially for students activities and practice listening and supporting other education, while infrastructure is anything that can indirectly support the success of the teaching process, such as the road to the school, school grounds, classrooms, rest rooms, and so on. With limited facilities and infrastructure must be very difficult for the teacher to optimize the learning success of students.

English teacher professional development needs supporting on policy, moral, infrastructure, and financial that can lead English teachers to be professional.

#### 4.3 The Efforts to Optimize of the Strategy of English Teacher Professional Development

Based on the theory of coaching in order to optimize the realization of professional development as proposed by the principal to improve the work of teachers in order to develop English in the learning process of the teaching duties of teachers include several things, empowering system of visits, classroom observations by conducting supervision than equally important was constantly trying to facilitate and encourage teachers to continuously improve their competence, so that teaching and learning can be effective and efficient. On the fact it is not easy for an English teacher to realize educational purposes.

Besides that based on the researcher observation in the field from several research locations, English teachers who teach at public Junior and Senior High School in Jambi city, it were

recognized that the English teachers still has not shown an improvement in the quality of teaching. It could be seen from many things such as preparation of instructional devices (syllabus and lesson plan) for semester, annual lesson plan that requires perfection, teaching handbooks which are only limited to the teacher's handbook, and the media that is not developed by adopting technological.

There are several things that need to be pursued so that these problems can be overcome. These efforts include revitalization through deliberation English teachers expected all the difficulties and problems faced by English teachers can be solved, while very important problem perceived by English teachers in professional development process are as follows: the document in general and in particular the second document must be designed by English teachers, for English teachers to be able to understand and organize the documents with regard to both the foundations and principles, a clear organization of the material in accordance with the chronological difficulty level and breadth of the material.

Compile the program syllabus and lesson plan, so that the English teacher can create a syllabus and lesson plan, teachers must understand, recognize and identify what characterizes students that can establish what the local and regional excellence that will be included in the education program strategies and instructional methods, strategies and methods of learning were very outline the learning process.

Media and learning resources, media in the learning process is a tool to facilitate the achievement of learning objectives. The learning resources are that contains a message that should be studied by their subject matter. Therefore, English teachers should be able

to use media and learning resources that are relevant and appropriate to the learner characteristics and regional characteristics. When English teachers use media and learning resources caused improved difficult achievement of learning objectives.

Educators must understand the concepts in processing professional development and what it means to education. The National Staff Development Council (2007) created a set of nine standards that all professional development should follow. They include content knowledge and quality teaching, research-basis, collaboration, diverse learning needs, student learning environments, family involvement, evaluation, data-driven design, and teacher learning. However, it does not determine whether accountable measures are being gathered to determine if this information has benefited the education system as a whole.

There are several strategies can use English teacher professional development. First, reflecting teaching. English teachers make report their teaching experience, what are the strengths and weakness of teaching sessions. English teachers can be shared in English MGMP (Council of teachers of English) both English teacher in public junior and senior high school. Second, English teachers make writing journal. English teachers are provided time and facilities to write their teaching practices through classroom action research. Third, English teachers can follow group discussion. English teachers are invited to present a paper to discuss. Fourth, workshop, English teachers are guided to make a product, such as: lesson plans, assessment instrument, curriculum, syllabus, and teaching aids. If possible, for professional development, English teacher can follow the program of school visits. English teachers are invited to observe the implementation of teaching learning process, to interview the excellent teachers in selected schools in the country or abroad.

## 5 CONCLUSION

Based on the results of research and discussion of the main points of the research findings as noted above, it can be concluded the research as follows:

- (a) The mostly used professional development by the English teachers was study group. The conferences to learn from a variety of expertise from around the state or country were classified as never used professional development.
- (b) English teacher employ certain professional development to enhance their teaching. This professional development is usually in line with their teaching style preferences.
- (c) Effective strategies of professional development enable English teacher to become autonomous, more effective, and life-long learners and make the teaching easier and more enjoyable.
- (d) Professional development is relatively permanent but teaching strategies vary from moment to moment within an individual.
- (e) The English teacher of Public Junior and Senior High School in Jambi city were good educators who employ strategies of professional development to help their teaching activities.
- (f) The English teacher of Public Junior and Senior High School in Jambi city still need professional development.
- (g) English teacher professional development needs supporting on policy, moral, infrastructure, and financial that can lead English teachers to be professional.

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# INVESTIGATING STMT (SEKOLAH TINGGI MANAJEMEN TRANSPORTASI) STUDENTS' ATTITUDES TOWARDS LEARNING ENGLISH FOR TRANSPORTATION AND LOGISTICS

**Novi Indah Susanthi, S.Pd, MM**  
oct4th2003@gmail.com

**Hanifah, M.Si**  
hanifa.bgr@gmail.com

**Indri Yusnita, S.Pd**  
iy.indriyusnita@gmail.com

*Lab Bahasa, STMT Trisakti*  
Jl. IPN No. 2 Cipinang Besar Selatan, Jakarta Timur

## **Abstract**

*The positive attitudes are expected from students when they are learning English. These positive attitudes will help them to get the benefit of learning the language easily and smoothly. When students have positive attitudes meaning that they are at ease to learn and accept the material from the lecturer. This is important since learning process takes place when they are at ease. On the other hand, if students already perform negative attitude towards the language, they will stuck with the barrier, the difficulties to master the language. Consequently, students are de-motivated in mastering the language. For this reason, teaching learning process in the class is not optimum. If this is happen, students do not learn the language at their best. Hence, they are not capable to learn the material that they need to master. Language mastery, in the future, will help them to be able to cope with the language related to their career or job. This study is aimed to find out whether there is a relation between their attitude towards English learning and the mastery of English in their work field. The students are asked to fill in the questionnaire and the researchers are observing the students' attitudes in the classrooms when they are studying. The implication of this study is to influence the students' attitude in the teaching learning process.*

**Keywords:** *positive attitudes, learning English, ESP, transportation and logistics, STMT Trisakti*

## **1 INTRODUCTION**

STMT (Sekolah Tinggi Manajemen Transportasi) Trisakti has just celebrated its 45<sup>th</sup> anniversary last April 2015 which means that it has been competing in the education field for more than 30 years. There is not ideal age for an institution of education to stop growing and expanding especially for an institution that focuses on specific subjects.

STMT Trisakti provides four majors which are Air transport management, Land transport management, Sea transport management, and Logistics management. There has been a change in the industry. At first, air transport management was chosen by most of the students due to its future work field at the airport or airline industries. However, as the fast growing industry, all transportations and people activities around the world are circled around logistics. The trend of students' choices is changing to logistics management.

Based on the particular majors provided, STMT Trisakti should also provide the specific language learning with its specific activities to cope with the needs in the transportation and logistics industries. In that case, English for Specific Purposes (ESP) should be delivered to students. Munby (1978) stated that there are two major categories of ESP which the first one is related to our institution. He claimed that someone who studies English for the purpose of working such as in civil aviation or tourist hotel management could be considered as taking ESP or EOP (English for Occupational Purposes). Hyland (2002) reassured previous statement that ESP has differences in ELT (English Language Teaching) because ESP gives specific language instruction to fulfill the purpose of English language learning.

Talking about ESP related to English for transportation means talking about targeting the specific needs. Teachers need to creatively design the class activities and the test that will achieve the target needs. The present needs of STMT students are the same as any other university students that is basic needs in communicating. However, due to their future organizations, students need to have communicative competencies in workplace. Airports, airlines companies, ports, freight forwarding companies, travel agencies, and others need students to be able to actively communicate in English. Belcher (2009) stated that teachers have the responsibility for finding out what their learners will likely need (want) to be able to read, write, speak, and comprehend as listeners to achieve their goals.

Depending on the teachers is only the beginning but the rest of the lesson will need much investment and effort of the students themselves. In this case, STMT students need to have high motivation and positive attitudes in learning the language to get the best achievement. Students should build their own way in gaining the benefit and reaching their purpose of doing the activities in the class. They should not depend entirely the result on others; teachers, classmates, university condition, etc. Candlin and Mercer (2001) examined that attitudes of language learners towards the EFL activities, its speakers and the learning situation all play its role in describing their success or failure.

Attitude is taken into account in this study because attitude along with motivation, personality, etc could affect the level of proficiency achieved by the students (Gardner, 1980, 1985; Oxford & Shearing, 1996) although the way it affects varies from situation to situation (Crookes & Schmidt, 1991). In addition, Brown (2000, 181) describes several studies about the effects of attitude on language learning and concludes that "positive attitudes towards the self, the native language group, and the target language group enhanced proficiency." ESP, for this matter, is suitable with the statements above. ESP should focus on the student and the purposes for which he requires the target language, and the whole language program follows from that (Munby, 1978).

Based on teachers' academic report every quarter, it can be found that students' attitude towards learning English affect their learning achievement. It affects their presence and their performance in the classrooms and of course when they are having the tests. Though, this report is only evidence that cannot be proven related to teachers' objectivity until there is a research conducted to discover the real situation. In line with the teachers' report, some research conducted in some universities proved that though there is a lot of thing teacher could do in the class, "at the end of the day, it is all up to the students whether or not to participate positively in the lesson. In other words, it all boils down to your attitude" (Abu Melhim, 2009).

Many research conducted about students' attitude towards English learning showed positive impact on how students perform their ability in acquiring the language and in using their skills in communicating (Meenakhshi H. Verma, Amal Ali Alkaff, 2013, Ming, Ling, and Jaafar, vol. 17, Gajalakshmi, 2013). In "Learner's attitude and its impact on language learning", Verma concluded that only less percentage of college students in India are indifferent to learning English. Their reasons of learning are to pass the examination and to get a job while Alkaff (2013) in "Students' attitudes and perceptions towards learning English" showed the result of his research as an inspiring result. He stated that the students of King Abdul Aziz University are willing to improve their language ability despite their insufficient time, pressure of the intensive course, long hours course, and the demand of other subjects in the same semester. In line with the previous researchers, Ming, Ling, and Jaafar in "Attitudes and motivation of Malaysian secondary students towards learning English as a second language: a case study" concluded that their students have positive attitude towards the learning of English. They realized the importance of English in the school programme and have the desire to learn English. Gajalakshmi (2013) in "High school students' attitude towards learning English language" mentioned that students perform different attitude based on the gender, the locality of the school, type of school, type of management, and also the parents' occupation.

However, Sirikun Nookua and Abu Melhim research showed different results with those studies. Sirikun Nookua in "An investigation on English language learning attitudes of Siam University students" found that the weaker students have wrong belief and less self-confidence on themselves. Positive attitudes will be enhanced by eliminating wrong belief, building self-confidence and creating motivation by using more effective approaches to classroom teaching. Abu Melheim in "Attitudes of Jordanian college students towards learning English as a foreign language" conducted three open-ended survey items that the result was about a growing motivation towards learning the language.

There are some definitions of attitude. Hogg and Vaughan (2005, p.150-151) provided several different but, still related definitions. From many of their definitions, the researchers took only two that were considered suitable with the research. The first one is "a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols." The second is about positive and negative attitude. The positive attitude is "taking decision of acceptance or reaction that agrees the attitude we met or it is the attitude that reveals the advantages of the subject to take up its value." On the contrary, the negative attitude is "the attitude that reveals the disadvantages of the subject to dismiss it and to weaken its strong attitude."

Furthermore, Holmes (1992) believes that when people feel positive attitude towards target language users, they will be highly motivated and consequently more successful in acquiring the target language. Contributed the same belief as Holmes, Gardner (1985), seven years before, had stated that students with positive attitude and high level of motivation will be more successful compared to those with negative attitudes and no motivation.

According to Gardner (1985), attitude has three components which are the affective component, the behavioral component, and the cognitive component. The first is the feeling about the attitude object. The second component is predisposition to act towards the attitude object in a certain way. The last one is beliefs about the attitude object. From those three components, it can be concluded that attitudes are related to thoughts as well as to feelings and emotions. Attitudes govern how the student approaches learning that in this case requires exposure to a different culture and also to the difficult task of mastering a foreign language. Attitudes begin developing early and are influenced by many things, including parents, peers, and interactions with people who have social

and cultural differences. Therefore, attitude “forms a part of one’s perception of self, of others, and of the culture in which one is living” (Brown, 2000).

## 2 METHOD

This quantitative study employed a questionnaire survey to collect data. The classroom observations were conducted to support the data taken from the questionnaire. The questionnaire consists of two parts: the first one is about the demographic profile of the students (the gender, the major, and the school year) and the second part is the statements of students’ attitude towards learning English for transportation and logistics. The second part used Likert Scale ranged from 1 to 5 with definition strongly disagree (SD) to strongly agree (SA). The second part consists of 15 statements of behavioural aspect of attitude, 15 statements of affective aspect of attitude, and 15 statements of cognitive aspect of attitude. The items in the questionnaire were partly adapted from the attitude questionnaire test employed in a study by Boonrangsri et al. (2004). Other items were taken from Attitude and Motivation Test Battery (AMTB) designed by Gardner (1985). Moreover, there were some items based on the teachers’ report every quarter about teaching and learning English in the classrooms. All items were composed in English and if necessary, the researchers explained some statements in Bahasa. The questionnaire was completed in class and collected immediately.

The procedure was carried out in STMT (Sekolah Tinggi Manajemen Transportasi) Trisakti, Kebon Nanas, Jakarta Timur. The 55 participants are 38 female and 17 male. They are 19 students of Air transport management and 36 students of Logistics management. There are not any of Land and Sea transport management students because the sample is small. The students were in the second year (41 students) and third year (14 students). They were studying English 2 and 4 when the study was conducted.

The collected data was analyzed by the SPSS Program version 19 aiming to answer the research questions quantitatively. Descriptive statistics was conducted to determine the mean, median, modus, variance and standard deviation of the gathered data. One-way ANOVA analysis test was the other type of statistical analysis to examine the research questions. The findings are indicated in the next section.

## 3 FINDINGS AND DISCUSSION

### 3.1 Attitudes of STMT Trisakti students towards Learning English for Transportation and Logistics regarding Participants’ Demographic Profile

This part discusses whether there is any statistically significant difference in the students’ attitudes towards English for Transportation and Logistics in terms of their demographic profile.

#### (a) Language Attitudes and students’ Gender

The inferential statistical analysis was employed to answer question concerning the differences in the students’ attitude towards English for Transportation and Logistics by gender variable. The results in Table 1 show that the mean score of language attitude among female students is 2.8599 and standard deviation is 0.64763 while they are 2.5856 and 0.70298 respectively among male students. These descriptive results show that the attitudes of female STMT Trisakti students towards English are slightly higher than that of male ones.



The findings are in line with a study by Shoaib and Dornyei (2005). They supported that gender is an important perspective under second language learning investigations and concluded that females show more interests, positive behaviors and performances compared with the males.

The differences between the male and female respondents' attitudes may be due to the diversity of English teaching strategies and classroom activities employed by English language teachers to teach female and male students. On one hand, male respondents do not show a positive reaction towards Learning English for Transportation and Logistics.

(b) Language Attitudes and students' Major

Table 2 indicates that the mean score of attitudes among Air Transport Management students is 2.4566 (SD= 0.52877), the mean score of attitudes among Logistics Management and Material students is 2.7446 (SD= 0.56557). It is clear that Logistics Management and Material students showed the highest attitudes towards English contrasted with the Air Transport Management students who indicated the lowest.

The investigation of the probability of the difference in the students' attitudes towards English for Transportation and Logistics regarding their specialization was conducted by using One-way ANOVA test. Table 3 shows the test of homogeneity of variances. The results displayed that the p-value of homogeneity of variances is 0.214. Thus, the assumption of equal variances is met because p-value is greater than the Alpha level (0.05).

One-way ANOVA analysis was to look into the differences in the attitudes of respondents towards English in terms of their specializations. In Table 3, the SPSS output shows that there is a difference in language attitude among the three groups of specializations ( $F = 3.523$ ,  $p = 0.032 < 0.05$ ).

So, it is concluded that there is a statistically significant difference in the participants' attitudes towards learning English language regarding their major. The analysis of Multiple Comparison was also conducted to determine which groups are statistically different. In Table 4, the students test demonstrates that the statistical difference is significant between Air Transport Management students and Logistics Management and Materials students since the p-value is less than Alpha level ( $p = 0.025 < 0.05$ ). Moreover, the mean difference between the two groups of Logistics Management and Materials students and Air Transport Management ones is 0.28807. This result shows that the Logistics Management students' attitude towards English is higher than that of Air Transport ones.

These findings are in line with a study conducted by Rad (2009) to probe the English Language Major Student's beliefs and attitudes towards learning English. Regarding the specialization variable, the SPSS results showed that there was a significant difference in the respondents' perceptions about English as a foreign language. It was concluded that Literature students' beliefs about three aspects of studying English i.e., aptitude, difficulty, and nature represented higher level than that among students.

The current research results point that the differences in the attitudes regarding the majors may be influenced by the content of the curriculum and the nature of these specializations. The Logistics Management and Materials students study Supply Chain Management, Warehousing, Safety Issues, Multimode Freight Forwarding while the Air Transport Management students study mathematics, Air Transport Economics, Airport Management and Civil Aviation and Regulations. Hence, it is proposed that specialization can influence the nature of attitude towards the major in general and English language in particular.

### (c) Language Attitudes and Participants' Year of Study

Table 5 shows that the attitudes mean scores among first, second and third-year students are 2.6985 (SD=0.51455), 2.5941 (SD= 0.55893), and 2.5572 (SD= 0.70107) respectively. It can be seen that there is a difference among the three groups in their attitudes towards English. The first year students showed a slightly higher attitude, compared with the other two groups.

Al-Zahrani's (2008) study also revealed similar findings and the descriptive statistics showed that the respondents in the three years had the same level of attitude towards learning English. Perhaps, the result of the current study highlights the similarity in the content and design of English curriculum among the three years in each specialization. Therefore, all STMT Trisakti students from three years showed no difference in their attitudes towards learning English for Transportation and Logistics.

### 3.2 Students' Attitudes towards Learning English for Transportation and Logistics

The result of descriptive analysis shows that the overall mean score of English Language Attitude (ELA) among the participants is 2.6167 (SD=0.59177). This result reveals that the participants have a negative attitude towards learning English. In addition, the mean scores of the three aspects of attitude towards English among the respondents differ. The mean score of Behavioral Aspect of Attitude (BAA) is 2.5711 (SD=0.60468), that of the Cognitive Aspect of Attitude (CAA) is 2.6722 (SD=0.63402). Yet, the mean score of responses regarding the Emotional Aspect of Attitude (EAA) is 2.6067 (SD=0.63262).

### 3.3 The Behavioral Aspect of Attitude towards Learning English

The behavioural aspect of attitude towards English language represents the lowest mean score (2.5711). That is, the participants have a negative behavioural attitude and feel no relaxed whenever they have to speak in English class. The item "studying English helps me to have good relationships with friends" obtained the second rank (M=2.89, SD=1.153), while the lowest mean score is (2.22) and demonstrates that the participants do not pay any attention when English teacher is explaining the lesson with standard deviation of 1.231.

Besides, the result of the current study disclosed that some of the students agreed that they do not pay any attention when English teacher is explaining the lesson. Thus, they show negative behaviours in the English classes. This could be due to the belief among the ESP students that learning English is not needed and important as other results of this study showed that most of the students never ask their friends or teachers for the home work and what has been taught when they miss the English class (M=2.27) and they put off English homework as much as possible (M=2.71).

### 3.4 The Cognitive Aspect of Attitude towards English Language

The cognitive aspect represents the highest mean score of attitude towards English (M=2.6722, SD= 0.63402). The findings indicate that the majority of the respondents showed negative cognitive attitude and agreed that they could not summarize the important points in the English subject content by themselves. This response among the respondents represents the highest mean score 3.02 with (SD=1.153). This result is similar to the findings of a study by Boonrangsri et al. (2004); the descriptive statistics revealed that 55 students showed a moderate attitude in their ability to summarize the important points in English subject.

Besides, the respondents showed that they could not apply the knowledge from English in their real lives ( $M=2.99$ ,  $SD=1.081$ ). However, some of them believed that people who speak more than one language are very knowledgeable. This response represented the lowest mean score 2.35 with ( $SD=1.179$ ).

### 3.5 The Emotional Aspect of Attitude towards learning English

The responses regarding the emotional aspect of attitude towards English are quite different from those of cognitive aspect and the mean score is 2.6067 ( $SD=0.63262$ ). Most of the participants

showed that they preferred studying in their mother tongue rather than any other foreign language, representing the highest mean score (3.81) with ( $SD=1.157$ ).

This result is in line with that in Al-Nofaie's (2010) that examined the attitudes of Saudi teachers and students towards using Arabic as a facilitating tool in English classes.

It was revealed that the teachers and the students showed generally positive attitudes about using Arabic rather than English language. However, few of the respondents in this study had a positive attitude and wished to speak English fluently. This finding highlights the importance of encouraging the students to participate in collaborative dialogues and activities in which they can acquire the language effectively and this can enhance EFL learners to observe and assess their progress in learning English language.

## 4 CONCLUSION AND SUGGESTIONS

The students' obvious negative attitude towards learning English for transportation and logistics such as worried to speak English, prefer to speak in mother tongue, study English only to pass exams, etc may lead to conclude that they are not well aware of the importance of English and learn it as a compulsory subject. Briefly, attitude concept is considered as an essential component in language learning. So, a positive attitude should be the umbrella of language learning. ESP teachers should respect and think about students' feelings, beliefs and behaviours before the cognitive abilities. English teaching and learning in the classroom should involve affective aims according to the students' needs and their individual differences to build up positive attitudes towards English. It is very important to learn students' personalities. Cognitive performance can be achieved if the ESP students possess positive attitudes and enjoy acquiring the target language. For that reason, the affective perspective, especially attitude, should be considered in language research.

Regarding the observed negative attitude towards English, the ESP teachers are recommended to create an encouraging atmosphere in the English classes to promote the students' positive attitudes towards learning English. They should also motivate the students to learn English, highlighting its importance. This can be achieved by implementing the appropriate methods and activities of teaching English effectively. Moreover, they should integrate up-to-date materials and supplementary resources related to transportation and logistics. This could help

them capture students' attention to learn English successfully. Moreover, the ESP teachers should consider the role of gender perspective in language learning, exposing various approaches to improve the students' attitudes, motivation and language performance as well.

They are also recommended to teach the English curriculum as it is supposed to be taught, focusing on the communicative approach. The ESP teachers must be aware that communicative approach encourages ESP learners to collaborate and discuss their experiences

and other issues regarding transportation and logistics subjects. This can increase their attitude, enthusiasm and their motivation to acquire the language.

Furthermore, syllabus and content developers should review the content and the design of the syllabus to meet the needs and the interests of the students. They are recommended to consider that the ESP learners have different perceptions about learning other languages due to their differences regarding gender, major, year of study, etc. Thus, taking all these issues into account, the syllabus developments should be re-evaluated so that students could see something different concerning the activities, content, topics, teaching practices etc. and be more motivated to learn English.

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# MULTIMODAL PEDAGOGY IN TEFLIN CONTEXTS

**Didi Suherdi**

suherdi\_d@yahoo.com

*Universitas Pendidikan Indonesia  
Bandung*

## ***Abstract***

*The advance of ICT is driving human communication to more complex and multimodal networks. The language used, including English, in the communication appears more in the forms of multimodal, which include not only verbal, but also images, graphics, cyber links, and other semiotic resources rather than mono-modal texts, which include only one mode of meaning-making, usually verbal. Therefore, the teaching of languages, including English, can no longer be developed in traditional, mono-modal fashions; and to give appropriate responses to the challenge, approaches to teaching multimodal texts in multimodal fashions needs to be specifically developed. This article is intended to present an analysis of a series of teaching-learning processes applying multimodal pedagogy to a genre-based teaching of English in a senior high school in Indonesia. Based on the result, some pedagogic principles and relevant models of teaching are then suggested to be applied in the Teaching of English as a foreign language in Indonesia (TEFLIN) context.*

***Keywords:*** multimodal pedagogy, genre-based teaching, semantic resources

## **1 INTRODUCTION**

The development of ICT has led human communication to a stage in which mono-modal fashions of language communication can rarely take place in our society. Language as the most dominant element in human communication appears more frequently in multimodal forms. Our texts, even those of younger children, involve more than just verbal elements. They involve images such as photos, pictures, emoticons, and graphics; and cyber links that connects texts in a single display. This kind of texts requires new approaches to meaning-making which serves as the heart of every communication. Understanding how language is being used to express ideas, feelings, and attitudes; how images are being utilized to replace or support the language elements; and how links are being developed to connect the texts and/or elements of the texts are now integral parts of our daily communication business. Thence, understanding multimodal texts and approaches to analyze them is imperative if successful communication is being sought.

Studies on multimodal texts and relevant analysis tools have been done by several authors such as Kress and van Leeuwen (1996) on visual communication; van Leeuwen (1999), on speech, music, and sound; Kress et al. (2001) on multimodal perspective on teaching and learning; Jewitt et al. (2001), on visual, action, and linguistic communication; Bowcher (2007), on the interrelationship between images and written language; and

Serafini (2010, 2011) on perceptual, structural, and ideological perspective on multimodal texts; and visual images in multimodal texts.

In the meantime, multimodal teaching is by no means new. Works on this focus have been developed in 1980s, and culminated in Kress, et al. (2001), Jewit (2001), Bezemer and Kress (2008), Serafini (2011). All the aforementioned works have consistently been devoted to developing the concepts, theories, and practical aspects of multimodal texts and the teaching principles. However, studies on what this modes of teaching mean for better students learning may have been very few, especially in the context of the teaching of English as a foreign language in Indonesia (TEFLIN). For the very reason, this study is trying to answer the following questions: (1) What kinds of multimodal texts are utilized by the teacher? (2) How multimodal texts help students improve their learnings? And (3) How is multimodal teaching of multimodal texts implemented in the classroom?

## **2 METHOD**

This study is designed to take qualitative analytical approach as the main tool to answer the questions stated in the introduction section. This approach is selected to guarantee a thorough and in-depth description on how multimodal teachings are working to help students understand and develop multimodal texts of English in Indonesian schooling settings, especially in this study setting.

A series of genre-based teaching (Christie, 1994; Martin, 1985, 2015; Martin and Rothery, 1980; Dudley-Evans, 2002; Gibbons, 2002; Hyland, 2003; Emilia, 2005) of news item texts in a senior high school class has been selected to serve as the source of the main data. The teaching sessions involve a teacher and thirty two tenth-graders. As required by the curriculum, the texts taught was within news item genre. The whole series took six sessions starting from 4 - 21 May, 2012, consisting of the teaching of spoken texts (4 - 7 May) and written texts (11 - 21 May). The whole series was video-taped and some relevant parts were transcribed.

The resulted recordings and transcriptions were then analyzed through the process of coding, categorizing, patterns identifications, and metaphors development. The resulted metaphors were then interpreted and discussed in the light of relevant theories of multimodality and multimodal pedagogy as well as genre-based teaching.

## **3 FINDINGS AND DISCUSSION**

### **3.1 Findings**

From the recordings and the transcriptions, some relevant data and their patterns have been identified and analyzed. The result of analysis has been organized in terms of the questions that this study is trying to answer. Hence, each data will be presented in accordance with the questions.

Question 1: What kinds of multimodal texts are utilized by the teacher?

This question seeks to find multimodal texts, both oral and written, during the teaching-learning processes in the series. During the oral cycle, there have been 5 occasions in which multimodal texts were utilized by the teacher to help students develop better learning. The whole data may be summarized in Figure 1 below.

As indicated in the chart, multimodal texts were used by the teacher in the modeling stage, particularly in developing students' knowledge of the field, i. e. natural disaster (landslide), especially that happened in Bangli Bali. The video recording of

Liputan 6 News was presented to involve students in listening to and talking about the news of the landslide. The news was in Bahasa Indonesia and the students were assigned to listen to the content of the news, and take notes on some key information. After the presentation, the students were asked to mention the key information they could catch from the video-taped news broadcast. They came up with the following Indonesian words: longsor, korban, tewas, luka-luka, Bangli, Bali, which were then translated and written on the board by the teacher in English:

Landslide	Bangli
Victims	Bali
Dead	Injured

**Figure 1** Chart of Multimodal Texts Identified in the Data of News Items Teaching Series

No.	Teaching Stages	Elements Involved	Content
1	Modeling (OC)	Video scenes, Oral text	Liputan 6 SCTV "Longsor di Bangli"
2	Modeling (O/WC)	Video scenes, Oral text	News reading exercises
3	Joint Construction (OC)	Oral text, Chart	Topics and Relevant Keywords
4	Joint Construction (WC)	Written Text, Photo	Landslide in Bangli Bali
5	Independent Construction (WC)	Web Page + Cyber links	Similar Texts in Internet

The students were given another chance to listen to the news to get a better understanding on the news. When asked to mention other information they got, they came up with: hilang, hujanlebat, dan disebabkan oleh.

Missing  
heavy rain  
caused by

Other occasion where multimodal texts were involved happened in other modeling stage (video of news reading exercises), joint construction stage (chart of topics and relevant keywords), and independent construction (web page and cyber links).

**Question 2: How do multimodal texts help students improve their learnings?**

Answers to the second questions is related to those of the first question. This seek answers to how multimodal texts help students in improving their learning. The data of how multimodal texts help students improve their learning has been summarized and presented in Figure 2.

**Figure 2** Chart of the Ways Multimodal Texts Help Improve Students Learning

No.	Elements Involved	Helps
1	Video scenes (LIB), Oral text	give context and build the knowledge of the field

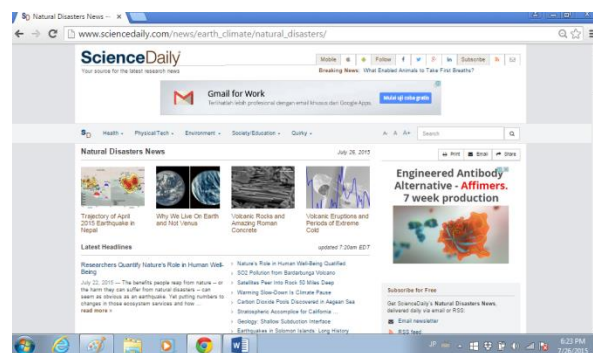


2	Video scenes (NRE), Oral text	give exposure on how to read news on TV
3	Oral text, Chart	summarize key words across topics
4	Written text, Photo + Text	highlight some important points in the news
5	(Written) Web Page + Cyber links	develop skills on news searching and intertextual relations

The chart in Figure 2 shows that in the first occasion, the multimodal text presented consisted of oral text and video scene. The video scenes were the main, while the oral text was the supportive elements. The video scenes presented the context to the topic being discussed. Besides, it also built the knowledge of the field in the part of the students. Through listening to the news, the students were informed of the landslide and its related concepts such as the victims, the cause, and the sites. In the second, though similar to the first, the students were getting exposed to ways of presenting or reading news. This was intended to serve as the model for them to imitate or even emulate.

### Screen 3

**Figure 3 Examples of Web Page on a Search Engine**



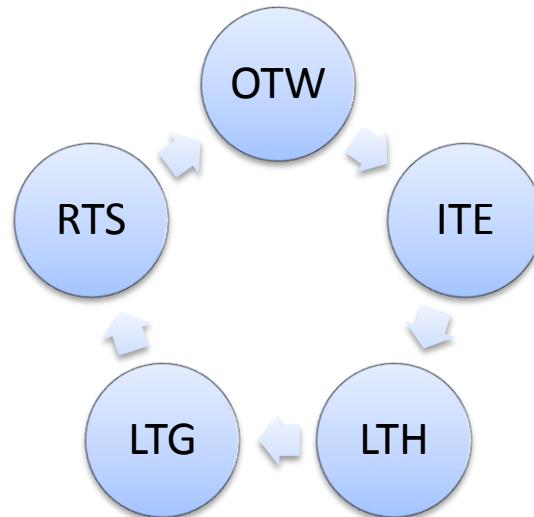
Different from the first and the second, in the third, the oral text was the main while the chart was the secondary. While the oral text was used to elicit and explain various topics and their relevant key words, the chart served to summarize the information elicited and then explained by the teacher. In the fourth, the photo presented beside the text served only to highlight the main points of the text. In the meantime, the most complicated multimodal text was the fifth, in which written web pages were supported by required links. To illustrate, see Figure 3 and Screen 1-2 in the Appendix.

To be able to come to the texts they wanted to learn, students were expected to go through several steps, among others, are (1) writing the key words in the search engine, (2) selecting relevant options by clicking one of the topics available, (3) selecting the texts they wanted to read by clicking the text that wanted to read, and so on. As indicated in Screen 3, all alternative texts available in the screen are in multimodal forms.

**Question 3: How is multimodal teaching of multimodal texts implemented in classroom teachings?**

Close observation on what was going on in the teaching-learning processes shows detailed intricacy of students-teacher interactions as well as how the teaching-learning processes went on recursive patterns that might characterize the series, i. e. oral to written cycles (OTW), implicit to explicit learning (ITE), low-order thinking skills to high-order thinking skills (LTH), local to global insights (LTG), and religiosity-based to science-based (RTS). These may be diagrammatically represented in Figure 3.

**Figure 3 Five Pedagogic Principles of Multimodal Teaching of Multimodal Texts in TEFLIN Contexts**



As far as TEFLIN context is concerned, the aforementioned five pedagogic principles identified are critical if successful English teaching in schooling context is being targeted.

OTW signifies the importance of starting teaching by developing oral or spoken language skills. This is by no means easy in the beginning for Indonesian students tend to shy away from participation, and oral performance presentation (Suherdi, 2012b). However, once this is established, they will be motivated, confident, and less anxious (Suherdi, 2012).

ITE requires that implicit learning should precede explicit learning. This means that explicit learning is paramount in Genre-based teaching (Christie, 1986; Martin, 1985, 2015; Martin and Rothery, 1990; Richardson, 1994; Gibbons, 2002; Hyland, 2003; Emilia, 2005), as far as TEFLIN is concerned, implicit teaching better comes before explicit one.

LTH requires teacher establish strong low-order thinking skills (LOTS) before developing high-order thinking skills (HOTS) (Orlich, et al., 1985; Emilia, 2005; Suherdi, 2012a). HOTS should be the main target of school community; however, attaining them before establishing LOTS is by no means sufficient.

LTG recommends that the topics discussed is started with locally related issues before discussing global ones. Taking local issues in the outset will give them feeling and deeper sense than taking global issues to begin the lessons (Suherdi, 2012a).

RTS recommends that in the TEFLIN contexts founding strong religious basis for good learning is far more productive than going straightly to establishing scientific attitudes (Suherdi, 2012a, 2013).

### 3.2 Discussion

There is no doubt that multimodal texts are getting increasing significance in our today's communication. As highlighted by Kress et al. (2001) that communication in today's world involves the use of various kinds of modern technology such as PCs, Playstations, mobile phones; and as we all witness even young children use smartphones, iPads, and other 'sophisticated' means of multimodal communication. Hence, it is not surprising if language teaching is also required to take this into consideration (See Kress et al., 2001; Jewitt et al., 2001; Hampel, 2006; and Salmon, 2011). In relation with the findings of this

study, as suggested by the research questions, it will be discussed (1) the kinds of multimodal texts, (2) how they improve learning, and (3) how the teaching is implemented.

In relation to the kinds of multimodal texts, the findings show that there seems to be a linear relationship between pedagogical objectives and the kinds of semiotic resources utilized to attain them. As indicated in Figure 1, in the first occasion, in which the objective is building students' knowledge of the field, the texts used consist of video-taped oral news presentation, recordings of news-related persons, events, and captions (See Sample Scene 1 in the Appendix) as well as the teacher's guiding talks. This use of multimodal texts help students develop appropriate attitude (See Gardner, and Lambert, 1972; Suherdi, 2012b), metacognitive (Goh, 1997; Kuhn, 2000; Bendixen and Hartley, 2003; Young and Fry, 2008), and relevant skills in dealing with the genre taught, i. e. news items. To develop students' mastery of the genre, the teacher used the materials contained in the main textbook, in which 'natural disaster' is being taken as the main topic in the texts developed.

As indicated by the transcripts of some parts of the modeling stage in the first session, students started to be engaged in English learning interaction as soon as the teacher was putting their answers in Bahasa Indonesia into English and getting more motivated as the schema of the topic was developing along with the development of the interaction in understanding the key words in the news items (See Sample Scene 2-3 in the Appendix). All these are made possible by the virtue of the multimodal video-taped news presentation, supported by the teacher's oral guide, and signified by motivated teacher-students interaction. These clearly encourage students to learn far better than what monomodal texts can do. This is also the case or at least similar to other instances of multimodal texts identified in the data.

In the meantime, the way teaching-learning processes proceeded has made students' positive attitude, strong metacognitive, and relevant skills gain their maximum zone of proximal development (Vygotsky, 1978). The data shows that putting oral texts mastery in the outset established a productive foundation for good learning. Success in oral performance very often entails success in developing good communication, confidence (Cf. Clément, Dörnyei, dan Noels, 1994; Clément, Gardner, dan Smythe, 1977, 1980; Gardner, and Tremblay, 1994; Clément dan Kruidenier, 1985), and self-efficacy (Cf. Ames and Ames, 1985; Bandura, 1982a, b, 1986, 1992a, b, 1995, 1997). This very often encourages students to 'go more and more extra miles' in learning. This is proved, among others, by the whole class participation in communicative activities, both in groups and in individual assignment.

The implicit ways of learning the texts in the beginning parts of the lessons give a kind of 'psychological relief' for most Indonesian students from the trauma of experiencing 'pre-mature' explicit teaching (Suherdi, 2012b). The 'traumatic experience' has been 'most discouraging' for successful English learning in Indonesia and some other countries with similar situation. Students' subconscious involvement in 'cheerful whole class' communicative activities (See Sample Scene 2 in the Appendix) helped them forget the trauma and started a new experience with 'easy' learning of English. On this basis, explicit learning comes more smoothly than what cognitive code experience did in similar context in Indonesia (See Suherdi, 2012b).

As for low-order and high-order thinking skills, the data shows that students' motivated involvement in psychologically challenging activities was due to the low-level of learning complexity that it demanded, i. e. imitating the dialog. The session helped students in mastering the correct, confident, and yet natural way of pronouncing, expressing, and doing the conversations (See Sample Scene 3-5 in the Appendix). This has helped them accommodate the demands of developing new and their own dialogs,

which requires higher-order thinking skills. Similar case is also evident in the choice of putting local issues prior to global one (Suherdi, 2012a, b).

The last and may be the most significant factor for the success in the teaching series in the use of religious prior to scientific foundations. For most Indonesian, at least for the subjects of the study, to have scientific attitude is a new, unfamiliar, and even a little strange issue than to have religious ones. Hence, arousing students' interest and motivation to learn (Clément, Dörnyei, and Noels, 1994; Clément, Gardner, and Smythe, 1977; Clément, Gardner, and Smythe, 1980; Clément, and Kruidenier, 1985) through religious approach is far more productive than through scientific approach (Cf. Suherdi, 2012b; and See Sample Scene 1-5 in the Appendix)). This is evident in the data: teacher's patience, respect, and friendliness lead to students' curiosity, search, and experiment with English.

#### 4 CONCLUSIONS AND SUGGESTIONS

This article has presented the significance of multimodal pedagogy for multimodal English texts teaching, particularly in the TEFLIN contexts. Apart from its clarity, the study discussed is confined to a series of genre-based teaching to a class of a school in Indonesia. More extensive and intensive studies are then recommended to be conducted to cover larger samples, more intensive analysis, and more aspects of students' learning and teachers' teaching behaviors.

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**English Department  
Faculty of Letters and Culture  
in collaboration with**

**Udayana University Post Graduate Study Program**

Jalan Pulau Nias 13 Sanglah, Denpasar, Bali, Indonesia 80114

Email: [committee@teflin2015.org](mailto:committee@teflin2015.org)

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