

The 8th NELTAL

(National English Language Teachers and Lecturers)

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Proceedings



**"CURRENT TRENDS
AND ISSUES
IN GLOBAL ELT"**

OCTOBER 30TH, 2016



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The Learning University

**Department of English
Faculty of Letters
Universitas Negeri Malang**

PROCEEDINGS

**THE 8th NATIONAL ENGLISH LANGUAGE TEACHERS
AND LECTURERS (NELTAL) CONFERENCE
on “CURRENT TRENDS AND ISSUES IN THE GLOBAL
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**Malang, October 30, 2016
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Universitas Negeri Malang

Keynote Speakers

Professor Stefanie Pillai, University of Malaya, Malaysia
Professor Bambang Yudi Cahyono, Universitas Negeri Malang, Indonesia
Professor Ruani Tupas, National Institute of Education, Nanyang Technological University, Singapore.



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FOREWORD

Dear Presenters and Participants,

It is my pleasure to welcome you to the 8th National English Language Teachers and Conference hosted by the Department of English, Faculty of Letters, Universitas Negeri Malang. This annual conference was initiated from the awareness that so far there had been limited opportunities for English language teachers working in secondary schools to present their thoughts, reflections, and experiences related to English language teaching. Thus, the NELTAL conference is conducted as a response to the need to provide an opportunity for the teachers to take part in academic forum as presenters.

The theme of this year's annual conference is *Current Trends and Issues in the Global ELT*. It was chosen due to the fundamental role of English teachers in Indonesia's sustainable development. They have pivotal roles to equip the students with an essential tool to build their future so that they can contribute to local and global communities. In order to keep up-to-date with recent developments in ELT, research, and publication, NELTAL attempts to provide an academic forum where they can upgrade and refine their pedagogical knowledge and skills as well as disseminate their insights and thoughts and share their best practices. Therefore, this conference addresses key issues such as cultural barriers in ELT; literature in ELT; pedagogy and curriculum; assessment and evaluation; innovative media in ELT; promoting students' literacy; multimodal learning in ELT; and teachers' professional development.

This 8th NELTAL conference invites keynote speakers who share their insights and expertise in ELT addressing this year's central theme. We proudly welcome Professor Stefanie Pillai from University of Malaya, Malaysia; Professor Bambang Yudi Cahyono from Universitas Negeri Malang, Indonesia, and Professor Ruani Tupas from National Institute of Education, Nanyang Technological University, Singapore. Professor Pillai explores some pronunciation features in Malaysian English and how those do not align with the curriculum specifications. Moreover, she also discusses how teachers in ELT contexts can deal with those issues in the classroom. Professor Cahyono reports the result of a preliminary study on the differences between the products of coached writing and those of crowd writing. This conference is concluded with Professor Tupas who argues that the spread of English through globalization results in two twin sociolinguistic phenomena: English language spread and the localization or nativization of English.

As a matter of fact, many English language teachers and lecturers are now here in this national conference, and it is our great pleasure to inform that among the presenters are teachers teaching English at secondary schools. Overall, there are 3 plenary speakers and 112 parallel presentations. Hopefully, the NELTAL conference can breed productive teachers and lecturers who will continuously write and present their academic work in various kinds of conferences and publications.

I wish you all good luck and have a great conference day.

Malang, October 30, 2016

Dr. Johannes A. Prayogo
Head, Department of English

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BELIEFS ABOUT LANGUAGE LEARNING OF SENIOR HIGH SCHOOL EFL STUDENTS IN REMOTE AREA

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Abstract: Identifying students' belief about language learning would help us to be better aware of their approaches to language, and also helps teachers to design effective methods of teaching the language (Horwitz, 1999). This study intends to identify the beliefs of language learning of senior high school students in remote areas of Riau province, Indonesia. Students of senior high schools in the area were involved as the subjects of the study. Data were collected through a set of questionnaire adopted from Horwitz's BALLI (Beliefs about Language Learning Inventory). The students' responses were analyzed by using descriptive statistics. The findings of the study provide us description of the students' belief about language learning to be taken into consideration. Based on the data analysis, it can be concluded that the students hold positive beliefs about English language learning. They have positive beliefs in the importance of English language learning, learning and communication strategies, and nature of language learning. However, some negative beliefs were also found. The students showed negative beliefs in the presence of foreign language aptitude and the difficulties of language learning.

Keywords: BALLI, Learners' beliefs, EFL, Remote Area

INTRODUCTION

The teaching of English at Indonesian schools has been designed in such a way and continuously improved. However, it still does not deliver the maximum desired target. The problem is not only caused by the curriculum but also caused by many factors involved in the system of instruction including the teachers, the facilities or infrastructures, or the students themselves.

Affect and attainment cannot be separated from one another in the classrooms. Therefore, teachers are required to be aware of how to assist students to develop academically empowering characters, (Beghetto, 2004). It implies the presence of many other crucial things that should be considered in the area of teaching and learning. When students get low achievement, it should be realized that many factors contribute in reaching the unsatisfying results. Among the dissimilarities between successful and unsuccessful language learners, researchers have discovered how learners' language learning beliefs potentially influence their preference along their process of learning (Huang & Tsai, 2003).

Belief is one of the issues that play a part in the discussions of foreign language instruction. Learners' beliefs are assumed to be the driving forces assisting language learning and intellectual performances (Bernat & Gvozdenko, 2005). As it concerns with the emotional responses aroused by the attempts to learn a foreign language, it belongs to the affective domain of language learning. Attitude, motivation, anxiety etc. are integrated in the domain of affective variables.

The subject of the present study is the senior high school EFL learners in remote area. It cannot be neglected that there is currently a big number of difference in English proficiency between city and country students (Chang & Shen, 2010). Albeit English is officially taught throughout secondary schools and at the university level in Indonesia, competence in this foreign language among high school and university graduates is generally low. It is because not all students get the easy access to plenty of useful resources in order to develop their English skill, such as private courses, computer-aided language instruction, and exposure through Western-influenced TV channels, foreign movies, and networks with expatriate communities (Lie, 2007). It becomes harder for students in remote areas as they must cope with inferior learning environments caused by a lack of facilities for language teaching, financial constraints, and a lack of English teachers.

In this inferior environment, students in remote areas may have formed some erroneous beliefs about language learning. As Horwitz (1987) stated, second language learners often hold different beliefs or notions about language learning, some of which are influenced by students' previous experiences as language learners, and others that are shaped by their own cultural backgrounds. In her review of representative studies based on her questionnaire, BALLI (Beliefs about Language Learning Inventory),

she further claims that individual differences, such as age, stage of life, learning style, educational experiences, and learning circumstances, including instructional levels, family, language learning contexts, likely account for as much variation as cultural differences (Horwitz, 1999). Based on the assumption that individual differences and learning circumstances likely account for as much variation as cultural differences, the researcher decided to conduct the present study to investigate and understand the students in remote districts' beliefs about language learning.

Beliefs are considered to play prominent role that affect learners in acquiring the language. The contributions of beliefs are to be a key element in language learning, which influence learners' proficiency and manipulate learners' learning behaviors and learning outcomes (Huang & Tsai, 2003, p.1). Having the inappropriate beliefs will lead the learners to the misconceptions then make them unmotivated to learn or to employ the ineffective learning strategies.

Since it was pioneered by Horwitz in 1985, many researchers have conducted several studies in term of students' beliefs about language learning. Ghobadi and Khodadady (2011) stated the necessity of teachers to be attentive of learners "beliefs of language learning" as well as their own in order to support less flourishing language learners to become successful. The other research by Bernat and Lloyd (2007) investigated how beliefs about language learning correlate to gender. They found that male and female hold similar beliefs opposing the previous study by Siebert in 2003. The studies were conducted in different cultural background. This simply tells us how students' backgrounds shape their preconceived beliefs.

Moreover, educational psychology supports the proposition of the importance of beliefs that learners hold as a defining factor of their learning behavior. Students who consider their study interesting and important are more actively engaged in the learning process and more persevering in their academic work (Saha & Talukdar, 2008). However, learners' language learning beliefs were seldom taken into consideration. With all the suggestions proposed by researchers in other countries, students' language learning beliefs need to be studied.

METHOD

Participants

The researcher conducted the survey at five senior high schools located in remote area in two districts of Riau Province, Indonesia. Students of grades classes of each school were randomly selected. As the result, there were 300 EFL learners participated in the present study. After receiving 300 questionnaires, the researchers discarded 10 invalid questionnaires which were either incomplete or failed to follow the instructions of the questionnaire. Accordingly, the 290 questionnaires were identified as valid data for statistical analysis in the present study.

Instrument

The survey was conducted based on the BALLI (Beliefs About Language Learning Inventory) developed by Horwitz in 1985, which consists of five major areas namely foreign language aptitude, the difficulty of language learning, the nature of language learning, learning and communication strategies, and motivation and expectation. However, the instrument which was employed in this study omits those statements of Horwitz's BALLI that deal with learners' motivations. It was done because motivation is a psychological construct that involves incentives to learn and, as Nikitina and Furuoka (2007) stated, is not based on the premise that something is right/true or wrong/false, which is an inseparable part of the concept of beliefs. Therefore, those statements were replaced with the statements about the importance of learning English. Those statements are the replications of the instruments employed by Nikitina and Furuoka (2007).

The instrument used in the present inquiry contains 22 items. The 22-statements employed a 5-point Likert-scale ranging from answers indicating "strongly disagree" to "strongly agree". To ease the students to understand the statements, the instrument was translated into Bahasa Indonesia.

FINDINGS AND DISCUSSION

The current research belongs to descriptive quantitative research. It was attempted to describe and interpret the data collected as objectively as possible. The data obtained were quantitatively analyzed into qualitative category. The researcher computed the frequencies of occurrence, means, and standard deviations of each item in BALLI to know the students' language learning beliefs then percentage it. The researcher also computed the range of the data to provide information about the representativity of the data.

The Students' Beliefs about Language Learning

Based on the data analysis, it was found that the students' beliefs about language learning appeared various. The ranges of the data show us briefly how heterogeneous the beliefs of the students' are. The students' beliefs about foreign language aptitude is the factor of beliefs about language learning which has the wide strange ($R=3.4$) which mean is 2.772 followed by the beliefs of nature of language learning($R=2.6$, mean=3.641), beliefs about language learning difficulties ($R= 2.4$, mean=2.227), beliefs about the importance of language learning ($R=2.34$, mean=4.356), and the narrowest range is the students' beliefs about learning and communication strategies($R=1.25$, mean=3.663). The range of the overall factor of beliefs about language learning is 1.46 with a mean of 3.131.

The students' beliefs about language learning obtained from the data computation are as follows:

- a. There are 90 students that have positive beliefs about language learning, 180 students have negative beliefs, and 20 students are undecided.
- b. For the beliefs about the difficulty of language learning, 20 students believe it positively, 250 students believe it negatively, and 20 of them are undecided.
- c. 260 students appeared as having positive beliefs about nature of language learning, 20 students have it negative, and 10 students are undecided.
- d. All of the students (290) have positive beliefs about learning and communication strategies.
- e. 260 students have positive beliefs about the importance of language learning, 30 students have the negative beliefs about it, and none is undecided.
- f. For the cumulative score of beliefs about language learning inventory, 190 students have the positive beliefs, 90 students have the negative, and 10 students get the neutral beliefs.

The Positive and Negative Beliefs about Language Learning

In this sub chapter, the discussion is focused on analyzing the positive and negative beliefs about language learning obtained from the research. The data analysis has revealed that there are 10 students who have averagely positive beliefs on all factors of beliefs about language learning. However, it does not mean that the students have the entire items positive. Furthermore, there is no student who has negative beliefs on all of the factors.

The statements that are believed positively by the students are:

- a. "I have foreign language aptitude" (mean= 3.034),
- b. "Women are not better than men in learning foreign languages" (mean= 3.241),
- c. "Learning English is mostly about learning many new words" (mean= 4),
- d. "Learning English is mostly a matter of learning a many of grammar rules" (mean= 4.275),
- e. "Learning English is mostly a matter of translating my language into English" (mean= 4.172),
- f. "it is important to speak English with an excellent pronunciation" (mean= 4.103),
- g. "You should not say anything in English until you can say it correctly" (mean= 3.103),
- h. "It is okay to guess if you do not know a word in English" (mean= 3.724),
- i. "It is important to repeat and practice often" (mean= 4.689),
- j. "I do not feel shy speaking English with another people" (mean= 3.137),
- k. "It is important that everyone knows English" (mean= 4.206),
- l. "I think everybody should have an opportunity to learn English either at school or university" (mean= 4.551),
- m. "I think a well-educated person should know English" (mean= 4.310).

The students believe negatively to the following statements:

- a. "It is easier for children than adults to learn a foreign language" (mean= 2.482),
- b. "Some people are born with a special ability to learn a foreign language" (mean= 2.310),
- c. "People who are good at mathematics and science are not good at learning foreign language" (mean= 2.793),
- d. "English is difficult" (mean= 2.448),
- e. "It is not possible to learn English with one hour per day study" (mean= 2.931),
- f. "It is easier to speak than to understand English" (mean= 1.862),
- g. "It is easier to wrote and read English than to speak and understand it" (mean= 2.068),
- h. "It is better to learn English in an English speaking country" (mean= 1.827),
- i. "Learning English is different from learning other school subjects" (mean= 1.655).

The item which is mostly believed negatively by the students is the statement "Learning English is different from learning other school subjects" (mean= 1.655). It means that almost all of the students believe that learning English is different from learning another school subjects. On the other hand, the statements which is believed positively by most of the students is the statement "It is important to repeat

and practice often" (mean= 4.689). It tells us that almost all of the respondents agree that repeating and practicing are important in learning English.

Based on the five areas of beliefs about language learning that were investigated in this study, there are three areas that appear averagely positive, as revealed by the students' response. They are:

- a. Beliefs about the importance of language learning (mean= 4.356),
- b. Beliefs about language learning strategies (mean= 3.663), and
- c. Beliefs about nature of language learning (mean= 3.641).

While, the areas that are believed averagely negative by the students are:

- a. Beliefs about foreign language aptitude (mean= 2.772), and
- b. Beliefs about language learning difficulties (mean= 2.227).

However, the overall result of data analysis conclude that the students possess positive beliefs about language learning (mean=3.224). In percentage, the investigation revealed that 65.5% of the students have positive beliefs about language learning, which means that most of the students have the positive beliefs about English language learning.

CONCLUSIONS AND SUGGESTIONS

The current research aims to investigate the beliefs about language learning of senior high school EFL learners in remote area. After presenting the findings, thus, it can be concluded that the students' beliefs about language learning are various or heterogeneous. The students have negative beliefs about foreign language aptitude, and language learning difficulty. On the other hand, they have positive beliefs about nature of language learning, learning and communication strategies and importance of language learning. After all, most of the students have positive beliefs about language learning.

Although the researcher in this study concludes that the students have positive beliefs about language learning, it should still be taken into consideration that the two categories of beliefs about language learning inventory that are believed negatively by the students are very important factors of beliefs. About the foreign language aptitude for instance, if they still believe that children are easier to learn English than adults, it might influence their strategy in learning English. Believing that children are easier than adults in learning English might reinforce the idea that older people are slow in learning English. Then, how if the students realized that they grow up older day by day? Another example is their beliefs about the difficulties of language learning.

Believing that learning English is difficult could make them avoid or dislike the subject at school. English subject will become a burden to the students. As Nikitina and Furuoka (2007) stated that students' perception of language aptitude, their assessments of the difficulty of language learning and employment of communicative and learning strategies are the beliefs formed by the micro-context (e.g. learning strategies). Those beliefs are the most malleable beliefs. They are easier to change.

Teachers play the prominent role in developing the students' beliefs as how they directly work on the situations that mostly affect the beliefs. They should be able to assist their students in dealing with such erroneous -or at least negative- beliefs, so that the students can approach English language learning with more positive attitudes. They need to have a clear understanding of the language being taught and student beliefs, because learners with realistic and informed beliefs are more likely to behave productively in the class, work harder outside the class, and (crucially) persist longer with language study (Hosseini & Pourmandnia, 2013).

With better understanding of the beliefs about language learning held by senior high school EFL learners in remote area, teachers and educators can better understand the situation of rural EFL learners. Moreover, by encouraging appropriate beliefs teachers and educators can teach English more effectively. According to Horwitz (cited in Huang and Tsai, 2003, p.5) when learners form positive beliefs, they could have good expectations about their own language learning capabilities. Helping learners holding positive language learning beliefs plays an important role in improving learning. However, teachers are not the only people who deal with the beliefs. Society or the environment also has the role in affecting and constructing the learners' beliefs. It is the time to be more attentive about this domain of affection that highly influences learners' performance.

Finally, the researcher do realizes that there are limitations to this research. Therefore, before results can be generalized, additional research is required to ascertain whether these beliefs hold in other contexts. Qualitative study regarding the factors influencing their beliefs is suggested to be conducted.

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INCONSISTENCY IN CLASSROOM GROUP DISCUSSIONS DUE TO FIRST LANGUAGE PREFERENCE

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Abstract: During group discussions, students are provided with plenty of chances to speak English and improve their speaking skill. However, there are a lot of ELT students who intentionally ignore the opportunity to speak English because of their first language preference. This study aims to examine (1) how much first language is used during classroom group discussions and (2) why the first language preference caused ELT students to speak English inconsistently during classroom group discussions. The study employed a survey which involved 50 ELT students. The survey research led to a conclusion that most ELT students were unable to commit themselves to speaking English consistently during group discussions because they were much more comfortable and had a better understanding of the discussion topics by communicating using Indonesian language rather than using English. Overall, the study provides a new perspective on how ELT students should commit and properly motivate themselves to speak English consistently during classroom group discussions in order to rapidly improve their speaking skill.

Keywords: group discussion, first language preference, English classrooms

INTRODUCTION

In most countries, which use English as their second language (ESL) or English as Foreign Language (EFL), during the process of English language teaching and learning, several methods to create English environment in a class are often established. Among those methods, classroom group discussion is one of the most efficient ways to enhance students to speak more. Classroom group discussion is used as one of the best tools to improve students' speaking skill, communication skill with other, and other soft-skills such as interpersonal skills and leadership skill. In this teaching technique, usually the group of students is given a topic or a situation, given a few minutes to think about the same, and then is asked to discuss the topic among themselves for 15-20 minutes. The discussion part is the most crucial part in group discussion. It is the chance when the student freely speaks up their mind and opinion about the given topic in a real English environment. This is really an effective way to improve their speaking skill. According to Chastain (1988), speaking is an important element in developing each language skill and conveying culture knowledge.

Unfortunately, this opportunity is not properly and maximally used by freshman and sophomore English Language Student (ELT) students at State University of Malang. Not all of them speaks English in their classroom group discussions. One reason may be the lack of confidence due to fear and anxiety as stated by Trent (2009). Allen and Freeland (2008) state that public speaking is one of the world's most common frightening tasks, fearsome to people more than any other source of anxiety such as heights, spiders, the dark or even death, even though in classroom the audiences are not as many as real public speaking, but fearsome and nervousness are always felt by the students. However, several other things might also severely influence their inconsistency in speaking English during classroom group discussion. One of which is first language preference.

Being Indonesians, Bahasa Indonesia automatically becomes the first language for all freshmen and sophomore of ELT students at State University of Malang. They are not used to actively talk using English Language. Most of their time are spent speaking Bahasa Indonesia. This is mostly caused by the lack of English environment in Indonesia, except in the school. Sadly, even in their classroom, which is considered as a means to provide English environment, they still communicate and speak Bahasa Indonesia, especially during classroom group discussion. This study is a response to the call for more investigation regarding the influences of first language preferences in classroom group discussion.

The objectives of this study is to examine this following problems; (1) how much first language is used during classroom group discussions; and (2) why first language preference makes ELT students speak English inconsistently during classroom group discussions?

METHOD

Participants

This study was focused only at English Language Students in their 1st semester, or familiarly called name is freshmen ELT students. Particularly at State University of Malang, they are new ELT 129 students. They are separated into 4 offering. Offering A up to Offering D. The gender distribution on each class is shown at Table 1.

Table 1. The gender distribution of freshmen ELT students

Offering Gender	Male Student	Female Students
Offering A	5	27
Offering B	7	26
Offering C	9	23
Offering D	7	26
TOTAL	28	102

In this study, which use Survey Research method, the questionnaires were distributed to 60 ELT students. Samples are taken by using simple random sampling. The samples were taken from each class, including male and female students, and the sample distribution shown in Table 2.

Table 2. Gender of Participants

	Number	Percentage (%)
Female	20	33.4
Male	40	66.6
	100	100

The distribution indicates that the samples represented the whole population, which are all ELT students in 1st semester.

Data collection

Survey Research Design (Dörnyei, 2003) was adopted in this study. The choice of this research design was pointed by the aim of the study and also the type of data to be analyzed and discussed. The instrument to collect data in this study is closed-questionnaire. The data collected are quantitative data. The closed-questionnaire was distributed for the participants during break time sessions. Before students answer the questionnaire, the researcher explained the aims of the study. The data later are examined and processed by using statistics. Later, in research findings, the meaningful data are clearly elaborated through histogram to discuss the findings of the research. The questionnaires have 3 parts. The first part contained questions which are devoted to examine how much the participants use their first language. The second part contained questions intended to examine the students' attitude and awareness in classroom group discussion, also how teachers act when they found out their students speak Bahasa Indonesia. And the third part is why ELT students speak English inconsistently during classroom group discussions

FINDINGS AND DISCUSSION

Students Frequency in Speaking Bahasa Indonesia

To answer the first research question, several questions from 'the questionnaire are designed to measure how much ELT students use their first language in classroom group discussion. The following tables (Table 3 and 4) are devoted to seek how often first year ELT student speak Bahasa Indonesia during classroom group discussion and what they will do if they start the discussion with Bahasa Indonesia. In Table 3, four items were designed to examine how often first year ELT students speak Bahasa Indonesia during classroom group discussion.

Table 3. Students frequency of speaking Bahasa Indonesia during classroom group discussion.

Questions	Every time (Always speak Bahasa Indonesia in classroom group discussion)	Often (When I do not know how to say some Indonesian sentence in English correctly)	Rarely (Only when I do not know the English terms)	Never (Always use English in classroom group discussion)
How often do you speak Bahasa Indonesia during classroom group discussion in ELT teaching?	N %	N %	N %	N %
	3 5	43 71.7	13 21.7	1 1.6

After the data were analyzed using statistics, it is clear that most of ELT students in first semester often speak Bahasa Indonesia during classroom group discussion. It is shown in the table, that 71.7% of 100% students claimed that they often speak Bahasa Indonesia during classroom group discussion, whereas only 1.6% always speak English during classroom group discussion. From, the elaboration, the conclusion can be derived, which is the objective of classroom group discussion are achieved because the majority of freshman ELT students often speak Bahasa Indonesia during classroom group discussion. In the table 4, one question is designed to examine the freshman ELT student's response when they start the discussion with Bahasa Indonesia.

Table 4. ELT Students' response when their classmate speak Bahasa Indonesia

Question	Yes		No	
	N	%	N	%
When you started the discussion in Bahasa Indonesia, does your friends also respond and continue the discussion with Bahasa Indonesia?	51	85	9	15
Are you aware that in classroom group discussion each student must speak English?	56	93.3	4	6.7

The data clearly show that the majority of ELT students, which is 85% continue the discussion with Bahasa Indonesia whenever one start with Bahasa Indonesia. This clearly indicates that most freshmen of ELT students still use Bahasa Indonesia as their first language. The irony is the majority does understand that as ELT students speaking English during classroom group discussion is an obligatory they need to do. Unfortunately, their preferences in their first language is very strong, it makes students speak Bahasa Indonesia even in English environment that is designed to improve their speaking skill. It also sadly indicates that the majority of freshmen ELT students severely lack of inner motivation to speak English more during classroom group discussion.

The Reason Why ELT Students Speak Bahasa Indonesia during Classroom Group Discussion

To answer the second research question, several statements from questionnaire are designed to examine the truth reason regarding why ELT students speak Bahasa Indonesia during classroom group discussion. Table 5 was devoted to seek how the ELT students feel when they speak Bahasa Indonesia during classroom group discussion. The researcher believed that a first language preference is the main reason why ELT students speak Bahasa Indonesia during classroom group discussion. The other factor could come within themselves, like the feeling of shyness and not having confidence. Another factor that might cause ELT students speak Bahasa Indonesia during classroom group discussion is the poor level of English mastery, especially speaking. However, it is highly unlikely considered those freshmen ELT students passed the extremely difficult admission test, which predict that they will succeed in the future in terms of learning English.

Table 5. The reason why ELT students speak Bahasa Indonesia during classroom group discussion

	Strongly Agree		Agree		Total (SA+A) %	Disagree		Strongly Disagree		Total (SD+D) %
	N	%	N	%		N	%	N	%	
I feel really shy and not confidence whenever I speak English during classroom group discussion	5	8.3	20	33.3	41.6	30	50	5	8.3	58.4
It is more comfortable for me to speak Bahasa Indonesia during classroom group discussion	4	6.6	32	53.3	59.9	20	33.4	4	6.6	40.7
I understand the discussion better when I speak Bahasa Indonesia during classroom group discussion	6	10	30	50	60	16	26.7	8	13.3	40
It is difficult for me to speak English during classroom group discussion because my speaking skill is poor	4	6.7	18	30	36.7	36	60	2	3.3	63.3

The analysis of the data shows that the reasons why ELT students speak Bahasa Indonesia are categorized in three. The first reason was the feeling of shyness and confidence. It is normal for ELT students to feel shyness and not confidence when they speak publicly, in front of audiences. However, it is quite surprising that most of ELT students, which is 58.4% of 100% disagree with the first statement. They claimed that they are not shy and confident enough to speak English if they wish to. The second is the reason that most students have that is the first language preference. The second and third statement examine how much first language preference affects their speaking in classroom, especially in classroom group discussion. It is surprising that, the majority of freshman ELT students, which is 59.9 % actually feel comfortable using Bahasa Indonesia during classroom group discussion. It is also shocking that 60 % of them claimed that they understand the discussion better when they speak Bahasa Indonesia during classroom group discussion. First language preference clearly is the main reason why freshman ELT student speak Bahasa Indonesia during classroom group discussion. A percentage of 59.9 % from the students feel comfortable. It is obviously caused because they speak Bahasa Indonesia most of their time. In fact, they only speak English about 90 minutes in school. It is sad that their only chance to practice their speaking skill is wasted because they prefer to speak Bahasa Indonesia. The third reason that their speaking skill is poor, therefore they tend to speak Bahasa Indonesia during classroom group discussion. However as predicted, this matter does not severely affect freshmen ELT student. The majority freshmen ELT student, which is 63.3% disagree with the statement. It indicates that they believe and know very well their English mastery is adequate and good enough to allow themselves speak English in class. In conclusion, both research questions have been answered. The first answer, the majority of freshman ELT student in State University of Malang, often speak Bahasa Indonesia during classroom group discussion. Often here means, they speak Bahasa Indonesia when they feel confused and do not know how to say Indonesian sentences in English. The data show, 71.7% of ELT students speak Bahasa Indonesia during classroom group discussion. The second answer is, freshmen ELT students tend to use Bahasa Indonesia during classroom group discussion because they feel more comfortable communicating and discussing the given topic by using Bahasa Indonesia, which is their first language. They also claimed that they understand the discussion better when they speak Bahasa Indonesia during classroom group discussion. It indicates that, their first language preference severely affect ELT student's inconsistency in speaking English during classroom group discussion.

CONCLUSIONS AND SUGGESTIONS

To sum up, first language preference becomes the most main problem that affect students speak English inconsistently especially during classroom group discussions. The findings prove that freshmen ELT students often speak Bahasa Indonesia during classroom group discussion, a method specifically made to improve their speaking skill. It is sad, knowing that the majority of the students are actually aware that they need to speak English but they just choose to simply ignore it. They do not have the proper motivation, the inner desire to speak English more and more because they feel more comfortable

communicating and discussing the given topic by using Bahasa Indonesia, which is their first language. They also claimed that they understand the discussion better when they speak Bahasa Indonesia during classroom group discussion. It indicates that their first language preference severely affect ELT student's inconsistency in speaking English during classroom group discussion.

Given this serious matter, the researcher is deeply concerned to fix this specific problem. Here are some suggestions, in order to make freshmen ELT students speak consistently during classroom group discussion.

1. Teachers provide more control and attention to each group discussion. Teacher, or in this case lecturer, should walk around, and listen to students' discussion. If any of them speak Bahasa Indonesia, the lecturer must stop the whole discussion. Teachers need to elaborate and enlighten them why they need to speak English in class. Teacher need to give them more motivations in order to make them speak English more and more without feeling any pressure.
2. First language preference is actually impossible to erase. However, teacher can minimize it in classroom activities that require students to speak up more. Teacher should design a fun yet serious classroom activity, especially in speaking courses. In this matter, lecturers who teach speaking in Intensive Course, might add some games that make students speak up more like, Simon says, or guessing a name of thing, describing things, and many more. When students are properly engaged and feel happy to speak English without worrying the correct grammar, slowly but sure, they will feel familiar and comfortable to speak English in class, and hopefully outside the class.

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THE IMPORTANCE OF TEACHER'S UNDERSTANDING OF L2 MOTIVATIONAL STRATEGIES

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Abstract: Motivation is an important contributing factor to the success of second language (L2) learning. It is a process that involves goals, physical or mental activity. Therefore, understanding L2 motivational strategies is an important thing for teachers. Those who use the motivational strategies in teaching can greatly enhance the classroom experience and students' performance. What are the strategies of L2 motivation, and how these can be implemented in teaching are reviewed from some literatures. For some studies, strategies of motivation used by teachers affect the students' achievement in learning. Thus, this study discusses the importance of teachers' understanding of L2 motivational strategies by giving some models of L2 motivational strategies and the implementation. In addition, some of the advantages of L2 motivational strategies will also be discussed. This study is beneficial for language teachers to promote English language learning.

Keywords: *Motivation, L2 Motivation Strategies, The Implementation, The Role of Teachers*

INTRODUCTION

In the field of education, motivation is one important part of the learning process. This is because the motivation is included as a factor that can affect the successfulness of L2 learning (Nicholson, 2013). Motivation, however, is complex, consists of such factors as the attached value of a task, the rate of succeed, and what they think to be the reason for their success or failure at the task (Dörnyei & Ushioda, 2011). Thus, it is important for teachers to understand L2 motivational strategies.

Lee (2015) analyzed that teachers' second language learning and teaching experience effect their understanding of second language motivation, and a variety of factors pertaining to teachers, students, and institutions are influential in the use of strategies. He used exploratory research on a wide range of potential factors that may affect the actual use of strategies in-depth interviews with three Hong Kong community college English teachers with different background of qualifications, research interests, and teaching experience. Teachers' understanding of L2 motivational strategies become a factor that influence the teachers in using the motivational strategies in teaching.

Kabood (2013) viewed that teachers play significant roles in increasing or decreasing the students' motivation. He suggested teachers to use the implications of motivational models and strategies such as creating the basic motivational conditions, generating students' motivation, and maintaining and protecting motivation. Besides, he also recommended teachers to try different combinations as consideration that students are heterogeneous which means that the strategies may not work for all the students. These results related to the importance of teachers' understanding the L2 motivational strategies in order to create a successful learning practice which lead the students' interest and success in language learning.

All in all, teachers' understanding of L2 motivation is one of the important factor that influence the use of L2 motivational strategies as supported by Gömleksiz (2001) it is very difficult to teach a second language in a learning environment if the learner does not have desire to learn a language. Considering the importance of teachers' understanding of L2 motivational strategies, this paper will provide the theory of L2 motivational strategies, the implementation of L2 motivational strategies and the role of teachers on students' motivation.

L2 Motivational Strategies

So far, numbers of research studied about L2 motivational strategies. Most of them related the L2 motivational strategies to the successfulness language learning. As stated by Xu (2011) based on her study that all motivational factors tended to be important factors in successful language learning.

Feng and Chen (2009) stated that motivation is the driving force to encourage the learners to learn, while strategy being the techniques or devices for a learner to use for gaining knowledge. It can conclude that L2 Motivational strategies as techniques that are used to encourage L2 students to achieve the successfulness of learning.

According to Gardner (1985), research in language learning strategies suggested that several factors could influence strategy use. However, motivation is regarded as the most important one. To learn language, a learner should be motivated. Brown (2000) said that motivation is probably the most frequently catch-all term for the explaining the success or failure of virtually any complex task. Without the proper motivation for the students to engage in a learning experience, the best designed experience will be unsuccessful.

Considering the motivation level of learner is the most important factor in successful instruction (Crooks and Schmidt, 1991). Feng and Chen (2009) stated that integral combination of motivation and strategy is a key to successful language learning, while ill-advised use of learning strategy will lead to failure. It is important for teacher to be sensitive of individual difference in choosing the appropriate L2 motivational strategy. Knowing the strategies which promote motivation can help teachers have a better understanding about the role of motivation in learning second language.

According to Dörnyei (2001:28), "motivational strategies are techniques that promote the individual's goal-related behavior." These refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect. He promoted several ways to organize the strategies as follow:

Table 1. Ways to organize motivational strategies

Strategies	Examples
focus on the internal structure of a typical language class and cluster the strategies according to the various structural units	strategies to present new material, give feedback, set up communicative tasks or assign homework
design a primarily trouble-shooting guide in which some particularly problematic facets of the classroom's motivational life are listed and suggestions are offered on how to handle these	how to deal with student lethargy; lack of voluntary participation; or anti-learning influences of deviant children
focus on key motivational concepts use these as the main organizing units	intrinsic interest, self-confidence or student autonomy
center the discussion on the main types of teacher behavior that have motivating effects	showing a good example and modeling student behavior; communication and rapport with the students; consciousness raising about self-regulated strategies; or stage managing classroom events

Implementation of L2 Motivational Strategies

In applying the appropriate L2 motivational strategies in the classroom, teachers have to know the components of motivation. William and Burden (1997) cited in Dörnyei (2001) provided the components that are relevant to L2 instruction as a part of a large overview of psychology for language teachers. The framework is described as follow:

Table 2. Framework of Motivation in Language Learning

Internal Factors	External Factors
Intrinsic interest of activity <ul style="list-style-type: none"> ↳ Arousal of curiosity ↳ Optimal degree of challenge 	Significant others <ul style="list-style-type: none"> ↳ Parents ↳ Teachers ↳ Peers
Perceived value of activity <ul style="list-style-type: none"> ↳ Personal relevance ↳ Anticipated value of outcomes ↳ Intrinsic value attributed to the activity 	The nature of interaction with significant others <ul style="list-style-type: none"> ↳ Mediated learning experiences ↳ The nature and amount of feedback ↳ Rewards ↳ The nature and amount of appropriate praise ↳ Punishments, sanctions
Sense of agency <ul style="list-style-type: none"> ↳ Locus of causality ↳ Locus of control RE process and outcomes ↳ Ability to set appropriate goals 	The learning environment <ul style="list-style-type: none"> ↳ Comfort ↳ Resources ↳ Time of day, week, year ↳ Size of class and school ↳ Class and school ethos
Mastery <ul style="list-style-type: none"> ↳ Feeling of competence ↳ Awareness of developing skills and mastery in a chosen area ↳ Self-efficacy 	The broader context <ul style="list-style-type: none"> ↳ Wider family networks
Self-concept <ul style="list-style-type: none"> ↳ Realistic awareness of personal 	

) Strengths and weaknesses in skills required) The local education system
) Personal definitions and judgements of success and failure) Conflicting interests
) Self-worth concern learned helplessness) Cultural norms
Attitudes language learning in general	
) To the target language) Societal expectation and attitudes
) To the target language community and culture	
Other affective states	
) Confidence	
) Anxiety, fear	
Development of mental age and stage	
Gender	

Dörnyei (2001) also provided the components of motivational teaching practice in the L2 classroom. They are creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation. They can be described as follow:

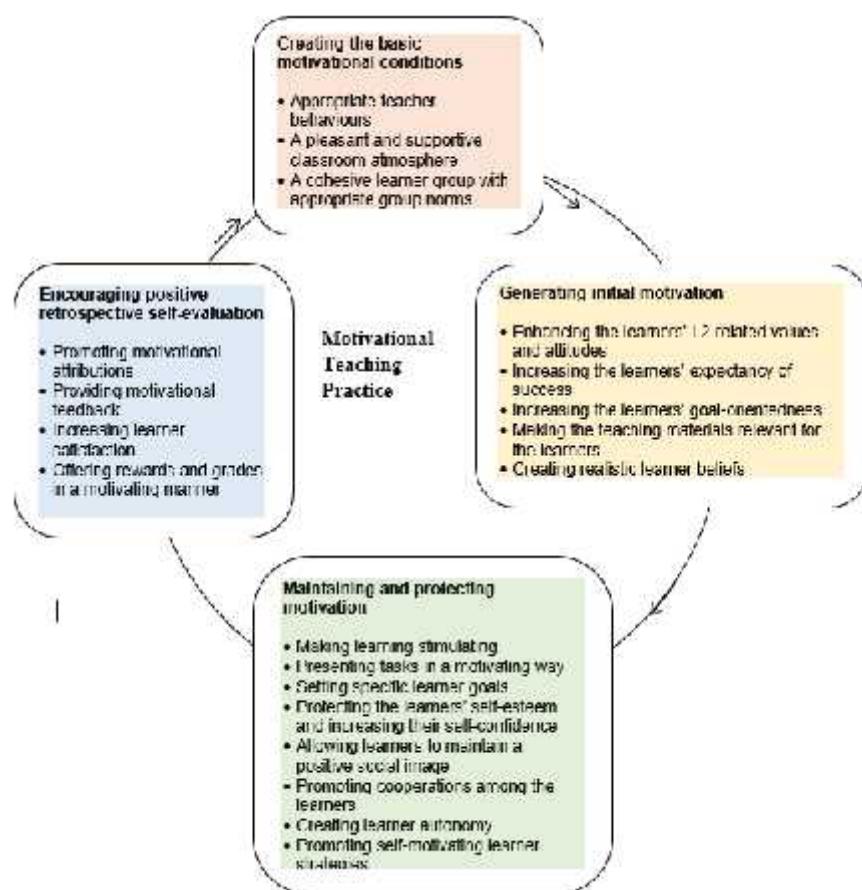


Figure 1: The Components of a Motivational L2 Teaching Practice

The components that were proposed by Dörnyei are used by many researchers in studying about motivation strategy in language learning.

Besides knowing the components of motivational practice, teachers should also recognize that there are different variables for motivational strategies called cognitive, affective, and social (Chastain, 1988). Some students are motivated by a desire to know (cognitive drive), a means of enhancing their self-concepts (ego enhancement), and social factors (social affiliation). By having this knowledge teachers are expected to use appropriate strategies for teaching practice.

Based on Dörnyei's framework (2001) and other theories, Astuti (2016) analyzed some strategies that implemented by four English teachers who are expert in motivating students in the class to investigate the best strategies for the students. The strategies are as follow:

Table 3. Implementation of Motivational Strategies

Strategies	Explanation
Creating the basic motivational conditions	Appropriate teacher behaviors and a good relationship with students; a pleasant and supportive classroom atmosphere; and a cohesive learner group with appropriate group norms.
Teacher's classroom behaviors	Warm, enthusiastic, and friendly manners.
Classroom atmosphere	Warm and friendly; informal teaching style.
Generating initial motivation	Enhancing learners' language value and attitude; increasing the learners' expectancy of success; increasing the learners' goal oriented; making the teaching materials relevant to learners, and creating realistic learners' beliefs.
A variety of learning and activities	Having various learning resources and activities especially activities involving body movement, materials from the internet, playing challenging games, listening to English songs, watching movies, or listening to the teacher's stories.
The usefulness of English	Introducing the instrumental value of the language.
Maintaining and protecting motivation	Making learning stimulating; presenting tasks in a motivating way; setting specific learner goals; protecting the learners' self-esteem and increasing their self-confidence; allowing learners to maintain a positive social image; promoting cooperation among the learners; creating learner autonomy; promoting self-motivating learner strategies.
Group-work activities	Effective group-work.
Opportunity to practice English	Facilitating the students in practicing English.
The use of L1	Using L1 for difficult language points. Avoid too much L1 or L2 because it could be demotivating.
Encouraging positive retrospective self-evaluation	Offering rewards and grades in a motivating manner.
Learning assessment	Doing indirect correction.

From her study, Astuti found that the four teachers did not use strategies to encourage students to evaluate their learning. This indicates that the teachers did not teach students to be able to identify factors that promote or hinder their learning. This is important for students to keep them motivated and being self-motivated.

There are ten commandments for motivating language learners: (1) set a personal example with your own behavior; (2) create a pleasant, relaxed atmosphere in the classroom; (3) present the tasks properly; (4) develop a good relationship with the learners; (5) increase the learner's linguistic self-confidence; (6) make the language classes interesting; (7) promote learners autonomy; (8) personalised the learning process; (9) increase the learners' goal-orientedness; and (10) familiarise learners with the target language culture (Dörnyei and Csizer in Dörnyei, 1998).

The Role of Teachers on Students' Motivation

Motivation is one of the important aspect of second language acquisition (Gömlekziz, 2001). A less able students who highly motivated can achieve greater success than the more intelligent students who is not well motivated (Reece & Walker, 1997). Here, the role of teacher is important in giving motivation to the students.

The importance of the teacher factor in having a high level of motivation in second language acquisition cannot be neglected because the success of teacher in language teaching affects directly the success of learners (Anjomshoa and Sadighi, 2015:135). Teachers-associated component that influence

learners are language learners' affiliation (i.e., learners' desire to please teachers), teacher's style of teaching, and the use of particular teaching strategies, including modeling task-presentation and feedback (Dörnyei, 1994). However, the impact of teaching strategies on motivating students should rely on students perceptions of the strategies, as Dörnyei (2001) has proposed.

On his study, Kaboody (2013) analyzed that teacher-related factors can be categorized into three main components: (a) teaching materials and methodology, (b) teacher personality, and (c) teachers' ways of interacting with the learners. This components are similar to Dörnyei and Csizer's (1998) suggestions about teacher-related motivational components, which were divided into three perspectives: behavior, personality, and teaching style.

Teachers' behavior can influence the students engagement in class (Kaboody, 2013). This statements leads the teachers to teach with enthusiasm, as Zhang (2014) said that an enthusiastic teacher often splices the class with excitement, enjoyment, and anticipation, engages students to participate, and stimulates them to explore. Thus, teacher enthusiasm sparks the curiosity of students and jumpstarts their motivation to learn. Teacher enthusiasm can lead to better teaching evaluations, positive attitudes toward teachers, better student performance, and improved classroom behavior.

The effective use of a teacher's personality is essential in conducting instructional activities. Personality aids teaching, for communication takes place between the teacher and the learner even in the absence of the spoken word (nonverbal communication). The teachers whose personality helps create and maintain a classroom or learning environment in which students feel comfortable and in which they are motivated to learn is said to have a desirable teaching personality (Callahan, 1966 cited in Tope, 2011).

Facilitator Style is one of teching style that was recommended to use by teachers (Sheikh and Mahmood, 2014). This is considered student-centered approach. In this style, the teacher acts as a facilitator and the students are responsible to attain goals for different tasks. This style helps autonomous along with as two-way learning. The teachers typically devise group activities which need active learning, student-to-student cooperation and troubleshooting.

CONCLUSIONS AND SUGGESTIONS

This paper reviewed some major influential theories of L2 motivational strategies, the implementation and the role of teachers on students' motivation in order to confirm that teacher's understanding of L2 motivational strategies is important. As Lee (2015) stated on his article that the importance of teachers' understanding of L2 motivational strategies is the main factors in using the strategies in teaching process. This is supported by Kaboody (2013) that the role of teacher is very significant in increasing or decreasing the students' motivation. By having wide knowledge about L2 motivational strategies, it will make teachers aware that the strategies should be implemented in the teaching practice. They have to use appropriate strategy for their students. The choice of the right strategy will bring their students success in achieving the goal of language learning.

In spite of the various research about motivational strategies which has been conducted, there is still limited study on how to promote the strategies in the classroom. It will be beneficial for language teachers if they have a lot of examples in promoting the strategies in the classroom. Therefore, a brief study on how teachers promote the L2 motivational strategies are suggested for future study.

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THE ROLE OF PQRST STRATEGY TO IMPROVE READING COMPREHENSION IN INDONESIA

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Abstract: Teaching reading in English is challenging for Indonesian teachers because not all students can comprehend what they have read. Since English is a foreign language for Indonesian students, they have a lot of problems in understanding a passage, for example in terms of grammar, vocabulary, and finding main ideas. Therefore, English teachers should think about a suitable strategy to help their students comprehend their reading materials. This article is intended to extend an alternative on how to solve students' problem in reading comprehension by using PQRST (Preview, Question, Read, Summarize and Test) strategy. It provides some reasons why PQRST strategy is appropriate to help students improving their reading comprehension. The discussion emphasizes on reading and reading comprehension, micro- and macroskills in reading, teaching reading comprehension, PQRST strategy and the applicability of PQRST strategy in Indonesia. It also describes how to implement the strategy in the classroom which covers previous studies in experimental design and classroom action research. Overall, PQRST strategy is one of the potential strategies that can be used to improve students' reading comprehension.

Keywords: *PQRST strategy, teaching reading, reading comprehension*

INTRODUCTION

Reading is a strategic and complex process covering a number of skills and processes used by the reader to anticipate text information, select key information, organize information, monitor comprehension, and match comprehension output to reader goals (Grabe : 2009 and Tankersley : 2003). It means reading is a process to comprehend the idea and information in the text, and in the process of comprehending the information, readers need their knowledge of vocabulary and structure of the language. Students need a lot of practices to be able to have a good comprehension in reading.

Teaching reading is challenging for English teachers because students mostly find a lot of problems in understanding reading passage, for example in the terms of grammar, vocabulary, and finding main idea. English teacher should find out the effective strategy to teach their students how to comprehend their reading materials more effectively.

Staton (1982) in Simatupang and Sihombing (2012) stated that PQRST strategy can be used to improve readers understanding and to help readers focus on prioritizing the information in a way that relates directly to how they will be asked to use that information. This strategy has proved itself as an effective strategy to improve students' ability in reading comprehension as Haeryanto (2012) and other researchers have conducted. Concerning this issue, this article reviews (1) reading and reading comprehension, (2) micro and macro skills for reading comprehension, (3) the teaching of reading comprehension, (4) PQRST strategy, and (5) the applicability of PQRST strategy in Indonesia.

READING AND READING COMPREHENSION

Reading is an important means to find information (Lestari: 2011). Through reading, people can find information from a variety of texts, written or printed, such as letters, shopping list, magazines, newspapers, advertisements and many other materials. It is supported by Nunan (1991) who states that reading is the most important activity in any class, not only as a source of information and a pleasure activity, but also as a mean of consolidating and extending one's knowledge of the language, literature, and culture. What the students get from reading activity in the classroom hopefully can be a meaningful contribution for their life.

Snow (2002), Tankersly (2003), McNamara (2006) and Willis (2008) mention that reading comprehension is the result of understanding the meaning of written or printed text based on the reader's experiences, knowledge, vocabulary, and structure of the language. In other words, reading comprehension is the activity that is used by the reader to understand or to find the meaning of the text from implicit or explicit information.

In teaching reading comprehension, teacher should use various strategies which is defined as plans for solving problems encountered in constructing meaning (Duffy 1993 in Richards & Renandya 2002). Strategies in reading comprehension is important because : (1) strategies help to improve reading comprehension as well as efficiency in reading; (2) by using strategies, students will be reading in the way that expert readers do; (3) strategies help readers to process the text actively, to monitor their comprehension, and to connect what they are reading to their own knowledge and to other parts of the text.

MICRO- AND MACROSKILLS FOR READING COMPREHENSION

To become efficient readers, students need to master micro and macro skills for reading comprehension. According to Brown (2015:401), there are six items of microskills and 8 items of macroskills, as presented in the Table 1. Micro- and Macroskills for Reading Comprehension.

Table 1: Micro- and Macroskills for Reading Comprehension

Microskills	Macroskills
<ol style="list-style-type: none"> 1. Discriminate among the distinctive graphemes and orthographic patterns of English. 2. Retain chunks of language of different lengths in short-term memory. 3. Comprehend written language at an efficient rate of speed to suit the purpose. 4. Recognize a core of words, and interpret word order patterns and their significance. 5. Recognize grammatical word classes (noun, verb, etc), systems (e.g., tense, agreement, pluralization) patterns, rules, and elliptical forms. 6. Recognize that a particular meaning may be expressed in different grammatical forms. 	<ol style="list-style-type: none"> 1. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses. 2. Recognize the rhetorical forms of written discourse and their significance for interpretation. 3. Recognize the communicative functions of written texts, according to form and purpose. 4. Infer context that is not explicit by using background knowledge. 5. Infer links and connections between events, ideas, etc., deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, exemplification. 6. Distinguish between literal and implied meaning. 7. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata. 8. Develop and use a battery of reading strategies such as scanning, skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

To develop students' reading comprehension, students must be able to recognize the words, grammatical word classes, the pattern and rule of the words as the microskills. For the macroskills, students must be able to relate the clauses, pattern and structure of the language to find the communicative functions, meaning and understanding of the whole text by using their background knowledge and experience.

THE TEACHING OF READING COMPREHENSION

Nation (2009) in Susanti (2013) mentioned about four principles of teaching reading that teachers should know, they are: (1) meaning-focused input, (2) meaning-focused output, (3) language-focused learning and (4) fluency development.

The first principle, meaning-focused input, requires teachers to establish practice with a range of reading purposes. Reading here means as a media to get something that is useful for the students. In the other hand, teachers should motivate the students that they have a purpose in doing the reading (Duffy, 2009:3).

The second principle is meaning-focused output. It means that a reading course should be established integrated with other language skills such as listening, speaking and writing. In teaching English, the main role of listening and reading are as receptive skills and they are followed by speaking and writing as the productive skills.

The third principle is language-focused learning. The teaching reading process should be able to help the students develop their reading skills. It can be done by developing the sub skills of reading and introducing the language features needed to read such as vocabulary, grammar, spelling and pronunciation.

The last principle is fluency development. The teaching process of reading should help and push the learners to develop fluency in reading by giving familiar topic of the materials to help the students in understanding the words. The students also should enjoy reading and feel motivated to read. It means

the students should read a lot so they will be familiar with many kinds of English texts and become fluent in reading.

PQRST Strategy

According to Sulistyo (2011), PQRST (Preview, Question, Read, Summarize, Test) strategy is useful as an instructional reading strategy by paying more attention to key information in reading activities. This strategy is a step-by-step plan that has been proven to improve student's reading comprehension. This strategy helps the students focus on studying and prioritizing the information in a way that relates directly to how they will be asked to use the information in an exam. The strategy can be modified to suit any particular form of learning and it can also allow more accurate timing of work.

Based on the concept, PQRST strategy is proposed as the treatment to improve the students' reading comprehension since it has a well-organized stage. The strategy can create an enjoyable learning condition by helping the students to activate their background knowledge before reading and evaluating their comprehension after reading. By creating enjoyable learning condition, it is expected that the strategy can solve the problems in teaching reading and make the teaching learning process run effectively.

In addition, Vazquez, Green, & Medina (2006) state that there are some purposes of PQRST: (1) stimulate the students to improve their previous knowledge, (2) motivate the students to actively reflect upon the material before being read in class, (3) prepare the students to participate in reading with an inquiring attitude towards the material, (4) motivate the students to deepen their understanding, (5) encourage the students to ask themselves to do the test to evaluate their comprehension degree of the material, (6) promote the development of students' autonomy in learning, and (7) improve students' final performance result.

The implementation of PQRST strategy in the classroom is divided into five stages, they are:

1. Preview. Teacher stimulates the students to use their previous knowledge to predict the text that will be read by looking at the picture, chart, diagram or title of the text. It can also establish the students' understanding about the topic or the theme of the text which is going to be read.
2. Question. Teacher motivates the students to make questions based on their prior knowledge of the text. By creating questions, students are prepared to have inquiry activities related to the text and it helps students to have guided reading. They will read the text to find the answer of their own questions.
3. Read. Students will read the text more carefully to find the answer of their own questions. If the students cannot find the answers, they can change their questions and find the answers from the text.
4. Summarize. Students make their own conclusion by noting the main points of information they can get from understanding the text. The note can be in the form of list of important points, mind mapping, or diagrams.
5. Test. Teacher give another questions to find out the students comprehension and to make sure that the students really understand the text. The test also important for the students, they may know their ability in reading comprehension after answering teacher's questions.

Moreover, Hariyanto (2012) reported that PQRST strategy can improve or progress the students' reading comprehension skills of the eleventh graders of MA Nurul Jadid. The students are more active in the class in terms of sharing ideas, asking and answering questions. In other words, this strategy can increase the student's involvement during the teaching learning process.

Another previous study by Septiari (2013) has proved that PQRST strategy is effective in improving the reading comprehension ability of eighth graders of SMPN-2 Banjarangkan. The attitude and the learning motivation of subject under the study have changed positively, it is shown by the increasing score that the students have from reading comprehension test, which is very low before the strategy is implemented and after the strategy is conducted, the score become higher than before. The students participation in the classroom is developed well where they become more confidence to share opinion and more active to answer questions. It indicates that PQRST is effective.

Vazquez, Green, & Medina (2006), who conducted research of the application of the "PQRST" method in the teaching of English of difficult or complex technological subject in Universidad Europea de Madrid, Spain, found that the teaching of a course through the PQRST method, both in English and in Spanish, not only leads to fully satisfactory results but also that this method is accepted by the majority of the students involved. While Miqawati and Sulistyo (2014) in their research using PQRST strategy investigating reading comprehension, and learning styles, made a conclusion that the PQRST strategy

was effective in the teaching of reading comprehension in that students who were taught by using PQRST strategy achieved better scores in reading comprehension than those taught using translation and reading aloud.

PQRST strategy is applicable for teaching reading comprehension in Indonesia because it can help teachers in Indonesia to guide their students in comprehending a text. Teachers can stimulate Indonesian students to be more active in teaching learning process by following every stage in PQRST strategy. Teachers prepare the students before doing the real reading activity by recall their background knowledge and establish their understanding about the text in Preview stage of PQRST. In Question stage, teachers should give model in how to make questions since Indonesian students are not familiar with making questions. The questions will lead students to focus on information that they are going to find out from the text. After having understanding and background knowledge about the text and know what information that they are looking for from the text, students can read the text effectively. After reading the text, teachers can lead the students to make a note or summary based on information that they get from the text and the answers of their own questions. In the end of teaching learning activity, teacher could give a test to measure students' reading comprehension.

PQRST strategy is also suitable to Curriculum 2013 since in this curriculum the students are expected to be more active through the activities of affective (attitude), cognitive (knowledge) and learning behaviour (learning skill) domains (Permen Dikbud 21 and 22, 2016) as shown in the table below.

Table 2: Table of Three Competencies of Learning

Affective (attitude)	Cognitive (knowledge)	Learning behaviour (learning skill)
Receiving	Remembering	Observing
Responding	Understanding	Asking
Valuing	Applying	Trying
Organization	Analyzing	Logical reasoning
Characterization by value set	Evaluating	Presenting
	Creating	Creating

These three competencies require a teacher to apply a strategy that is student centered where the teaching learning process is not focused on the teacher anymore as the main source and model but giving on more space for the students to be more active and creative in their classroom activity. Through this strategy, students are expected to be more active by following the steps of this strategy and developing their ability in reading. Teacher's position is only as the facilitator to guide students in doing the strategy step by step.

CONCLUSIONS AND SUGGESTIONS

Reading comprehension is very important for students because through the ability of reading students can develop their knowledge and essential skills for independent learning. That is why teachers should pay more attention in teaching reading to help students improve their reading ability. Teachers should find the most appropriate reading strategy for their students, to help them enhance their reading comprehension.

PQRST is one of strategy that can be used by teachers to help their students in improving their reading comprehension. PQRST strategy is applicable for teaching reading comprehension in Indonesia because it can help teachers in Indonesia to guide their students in comprehending a text. Teachers can stimulate Indonesian students to be more active in teaching learning process by following every stage in PQRST strategy. Teachers in Indonesia are suggested to apply this strategy because the previous studies about PQRST strategy and also the requirement of the newest curriculum in Indonesia has shown that PQRST strategy is one of the potential strategy that can be used to improve students' reading comprehension.

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INCREASING STUDENTS' ENGLISH SKILLS AT PROGRESSIVE INTERNATIONAL ISLAMIC BOARDING SCHOOL BUMI SHALAWAT SIDOARJO THROUGH LITERATURE

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Abstract: The most important point of this paper is how to make pupils especially in junior high school more interested in English lessons in the class. In EFL settings, in particular, a lot of students naturally encounter difficulties in learning English and are less motivated to learn. Teachers need to have an interesting approach that suits the class needs. This paper encourages English teachers to integrate literature in the teaching of English. The reasons for using literature in EFL classrooms are to make the pupils familiar with many interesting topics without the handbooks and while they learn, they will enjoy and have fun in the class because the teacher will integrate texts of some literary genres such as: poetry, short story/fiction, novel, and drama/role play. It will also help students understand both the lesson and the language. For successful implementation of the teaching of English using literature, teachers will need to have good and adequate preparation.

Keywords: Literature, Junior High School, teaching literature, English language teaching, foreign language teaching

INTRODUCTION

According to Boas (1931) "literature is the record of experience interpreted by personality that behind every book which the race has preserved is a human being "seager effort to give life meaning, to create beauty, to express vivid emotions and ideas, to make men aware of themselves and the life they lead". John McRae (1994) distinguishes between literature with a capital L - the classical texts e.g. Shakespeare, Dickens, and literature with a small l, which refers to popular fiction, fables and song lyrics. McRae makes a relation between the meaning of literature and the work of literature in reality. Literary texts are representational rather than referential (McRae, 1994). Referential language communicates at only one level and tends to be informational. It will better if the teacher are using representational text to include literature way in the class. Literary works fosters students' imagination, enhance their empathy for others and lead them to develop their own creativity (Pulverness:2009). Literary works can stimulate Junior High School students to be more active in class as students are usually interested in poems, short stories, and role play. Teacher of English should be able to make English language learning more attractive by involving literature. Fernandez and Sand (1997) acknowledge that in the last decade or so the interest in literature as one of the most valuable language teaching resources available has revived remarkably. The purpose of using literature in a language classroom is to make the class more interactive (Irene, 2015).

Duff and Maley (2007) stress that teachers can cope with many of the challenges that literary texts present. When selecting literary texts for classroom use, teachers need to ask the following questions: " Is the subject matter likely to interest this group? Is the language level appropriate? Does it require much cultural or literary background knowledge? ". Duff and Maley (2007) also emphasize the importance of varying task difficulty as well as text difficulty : Level 1 Simple text + low level task, Level 2 Simple text + more demanding task, Level 3 Difficult text + low level task, Level 4 Difficult text + more demanding task. This purpose of the task difficulty variation is to measure students' comprehension ability so that the teachers know how to deliver the materials by using literature.

Teaching English as a Foreign Language to Junior High School requires good preparation. The Junior High students are teenagers who get bored and lazy easily . We have task to make them attractive in our English class, literature is the way. By dit is necessary for teachers to make learning English attractive to them. Activities such as performing drama , reading poem, describing pictures, game can help them learn the language and attract them. Integrating and adapting relevant literary texts in the teaching of English provides a challenge for teachers. Teachers need to prepare some media to support the teaching and extra energy to deliver the materials.

International Islamic Boarding School Bumi Shalawat is one of international school in Sidoarjo, owned by a prominent Islamic cleric K.H Ali Masyhuri, known as Gus Ali. The students in the school learn English as foreign Language. As the English teacher here, the researcher have to make good "warming-

up, ice breaking, etc" to attract the students' attention in learning. The students are active and highly motivated.

TEACHING ENGLISH BY USING LITERATURE IN SMP PROGRESIF BUMI SHALAWAT

Teachers of English as Foreign language should know how to incorporate literature in their teaching. In involving literary material in the English language teaching, teachers should consider that students have different levels of proficiency. The teachers should be able to select suitable material that meet the needs

COMMON PROBLEMS IN ENGLISH CLASS

Based on the preliminary survey conducted in a class at Bumi Sholawat school, the researcher found that English is considered as the most difficult subject. They have problem in understanding vocabulary and in communicating orally in English. The following are the most common problem occurring in the class :

- a) difficulties to understand the material
- b) lack of facilities
- c) trouble makers students who disturb the class
- d) poorly-prepared material

A successful teaching requires good classroom management. The following are required by teachers for successful teaching and learning:

- a) confidence in handling and managing the class
- b) mastery of the material
- c) interesting slide or visual media
- d) material or media for warm-up activities
- e) selecting appropriate stories, pictures, poems, or dialogue
- f) well-prepared lesson plan

in this paper, the researcher discusses the implementation of the teaching of English using literature texts, the result of the practice and the conclusion. The objects of the study are the students of SMP Progresif Bumi Shalawat (International Islamic Boarding School) data are collected from SMP

LITERATURE AND ENGLISH CLASS

According to Collie and Slater (1990:3), there are four main reasons which lead a language teacher to use literature in the classroom. These are valuable authentic material, cultural enrichment, language enrichment and personal involvement.

Valuable Authentic Material

A lot of authentic samples of language use in real life context taken from various texts such as pamphlets, cartoon, advertisements, magazine and newspaper articles have been included in language teaching material. Literary works contain the authentic uses of English language in real life context that can be included in the teaching material. Teachers can incorporate literature in English teaching by providing students with texts from newspaper or magazine and use them as resources for teaching vocabulary relevant to the topic.

Cultural Enrichment

The students can discover the way the characters in literary works see the world outside as represented in their thoughts, feelings, customs, traditions, possessions ; what they buy, believe in, fear, enjoy; how they speak and behave in different settings. The colorful imaginary world can help the foreign language learner feel for the codes and preoccupations that shape a real society through visual literacy of semiotics.

Language Enrichment

By reading literary text, students will find different forms of expression to convey ideas, which will benefit their writing skills. Students also become more productive and adventurous when they begin to perceive the richness and diversity of the language they are trying to learn and begin to make use of the language. In the researcher's class, most of the students have problem in understanding the meaning; they translate the texts word by word with the help of dictionary. The researcher provides Cambridge

digital dictionary to make it easier for the students to search the word, meaning, associated words, part of speech and make example.

Personal Involvement

Every topic in the students' handbook can be related to the context inherent in literary works. Teachers can contextualize what they teach with the content or theme in the selected works. Maley (1989 : 12) acknowledges that literary works can make potential resources for language teaching as they contain diverse topics containing universality, variety and interest. When selecting the literary texts for classroom use, the language teacher should consider the motivation, interests, cultural background and language level of the students. Texts such as short stories, video, play can be selected as resources. Teachers can integrate the text in the teaching of language skills and component.

In talking about weather and season for example, the English teacher first gives a guessing games about weather for warming up. After that the teacher explains the topic using interesting slides and ask the students to make dialogues about weather and memorize them for role play. Creating dialogue and doing role play based on the topic provided encourage students to create their own sentences and enrich their vocabulary. Students can also perform drama adapted from popular stories or folktales such as Ande ande lumut, Cinderella, snow white and many other stories that are contextual to their life. . It is not necessary for the teachers to discuss the theories of literature as the focus is practicing the language.

For more understanding, the researcher explains the steps to some points below.

Reading

Reading is one of the most essential skill that students have to master. Most students have little interest in reading or are too lazy to read. One way to make reading more interesting for Junior High School students is by providing them reading material from literary text. Teacher can use literary text to make students learn to comprehend the text. One of the reading activity that can attract students' interest is arranging jumbled stories. The teacher choose a story, "Tangkuban Prah" for example. The story is printed on paper and divided into paragraphs. Working in group, students are asked to read each paragraph rearrange the jumbled paragraphs to make a complete story. The teacher can also stick the paragraph on the wall and ask students to rearrange them. This activity stimulates students' interaction with the text, which is highly emphasized by Goodman (1970). The problem that students face in comprehending texts is not only due to their laziness but also their lack of time for reading as studying in a boarding school require them to be engaged in so many activities and lessons. For students who do not stay at the boarding school, the teacher can set target for them to read more so that they learn time management.

Speaking

Kinneavy proposes three main approach in the teaching of literature in EFL classroom namely: expressive, transactional and poetic. In expressive approach, the teacher facilitates them to express themselves using language in role play or performing a drama, in their daily activities and writing letters. Transactional approach focuses on the meaning or messages delivered by students in the texts that they write, such as letter or poster. The poetic approach put the focus on students' engagement with literary texts. In the teaching of speaking, literary and expressive approaches help students comprehend the use of language. Involving literature in teaching speaking makes learning more enjoyable and encourage students to express themselves using the language.

Writing

There is a general perception that literature is particularly complex and inaccessible for the foreign language learner and can even be detrimental to the process of language learning (Or, 1995). Students are encouraged to express their opinions, feelings and make connections between their own personal and cultural experiences and those expressed in the text. As Cadorath and Harris (1998:188) point out "text itself has no meaning, it only provides direction for the reader to construct meaning from the reader's own experience". The teacher can prepare a pictures to help students figure out meaning and provide questions a prompt for writing.

CONCLUSIONS AND SUGGESTIONS

Teaching Literature in EFL class requires preparation and good classroom management. Teachers may apply creative methods to get students engaged with the text and enjoy the learning. Using

literature in the English Language teaching stimulate students to be more active and expressive. It encourages them to express their opinions, foster their critical thinking skills and increase their enthusiasm in learning. Therefore, teachers should be prepared with creative strategies and activities to make the teaching attractive and engaging. Some interesting activities can be conducted in class such as warming up guessing games, task, dialogue practice, questions and answer. The application of the the method in English classes in SMP Progresif Bumi Sholawat proves to be a success as it makes learning more attractive and engaging.

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WORD GAMES TECHNIQUE IN ELT

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Abstract: The role of vocabulary in developing communicative skills such as speaking, writing, reading, and listening is very important, especially in ELT. In order to communicate well in a foreign language, students should acquire an adequate number of new words and should know how to use them accurately. Although High school graduates in Indonesia have learnt English for more than 6 years, but still, they lack vocabulary since they have only about 1000 to 1300 words. So, although the students have learned English for many years, they are still unable to use English for communicative functions properly. To cope with the identified problems above, word games technique is used by the teacher to arouse the attention and to increase the motivation of the students to learn vocabulary in ELT. This study aims to provide word games technique as one of the learning techniques that is viewed suitable enough to be applied in vocabulary learning. By applying this word games technique, it is expected that the students will easily understand and memorize the material given, enjoy the lesson, and be interested in learning English without many difficulties. To apply word games technique in the context of vocabulary learning, however, it is necessary to prepare the facilities. One of the facilities is an innovative media of word games designed specifically for formal learning setting. The innovative media itself as an instructional media is expected to be followed with ease by the students, able to arouse motivation, create good learning atmosphere, and enclosed with some examples and supporting illustrations inside it.

Keywords: Vocabulary, Word Games Technique, Innovative Media

INTRODUCTION

Vocabulary mastery becomes an important thing in overall skills including the ability to speak English, especially for the Indonesian students from the Elementary School until university or for those who are demanded to be able to access such an oral or written information from various mass media or other sources and then can communicate it again by still using English language. Shortly, it can be stated that vocabulary mastery will influence the quality of communication in speaking English.

The students who master many vocabularies will tend to access any kind of information and communicate it again easily. On the contrary, the students who are lack of vocabulary mastery is likely to face some hindrances in the English communication. But in reality, many students in Indonesia still show lack of vocabulary mastery, especially the students of vocational school. This finding seems to agree with the studies done by Nurwени (1997) which revealed that high school graduates in Indonesia, although they have learned English for more than 6 years, but they are still lack of vocabulary since they have only about 1000 words to 1300 words.

Then, based on the preliminary study conducted by the author during teaching and learning process at SMK PGRI 3 Malang, some facts are found related to the teaching of vocabulary. First, the teacher usually assigns the students to memorize certain words found in the dictionary or in the reading text. Secondly, the teacher often asked the students to find unfamiliar words in the reading text, then asked them to translate those words into Indonesian. However, those strategies applied by the teacher at SMK PGRI 3 Malang do not seem to be effective since they do not give much contribution in developing the students' vocabulary mastery. The author further concludes that the inappropriate teaching strategy applied by the teacher maybe the cause of the low proficiency of the students in learning English. Besides, the teacher is not skillful to apply various techniques in teaching vocabulary. As a result, the low quality learning of the students will be reflected in the vocabulary mastery. Based on the identified problems above and to cope with that problem, the author thinks that word games technique is relatively good to facilitate the teacher to arouse the attention and help to increase the motivation of the students to learn and memorize some vocabulary. The author thinks that the application of word games is a proper solution because it can provide the students with a good learning atmosphere in increasing their vocabulary mastery. By applying this word games technique, it is expected that the students will understand the given material easily and enjoyably. Moreover, the teaching and learning process in the class will be more attractive. Word game is a kind of activity or contest involving skill in using, forming, guessing, or changing word recognition and meaning or expression, such as anagrams, crosswords

puzzles or scrabble. In relation to this, Uberman (1998) also stated that in an easy, relaxed atmosphere, real learning takes place. In this case, the relaxed atmosphere is created by using games. He further explains that through games, students can remember things faster and better.

BODY

The Application of Word Games in English Language Teaching

In this study, using games for vocabulary teaching refers to selecting type of word games technique implemented by the writer which is supposed to help students memorize new words. In the teaching of vocabulary using word games, not all vocabulary word games material will be presented since some of them are not suitable and beneficial for the vocational high school students. Thus, the vocabulary word games that are going to be presented to the students should be carefully selected on the basis of the students' level, appropriateness and effectiveness to meet the maximum learning. Based on these considerations, then the writer has chosen three word games that are going to be employed in the research of vocabulary teaching, they are as follows:

1. The Odd Man Out Game

Language : Giving reasons, using *because*, answering questions, agreeing and disagreeing. The game is ideal for revising lexical sets e.g. words for colors, family relations, animals, household utensils.

Level : Intermediate,

Control : Guided

Activity : Group work or class work.

Materials : Chalkboard, OHP, or paper.

Preparation : Prepare 10-15 groups of words, each of which contains an 'Odd Man Out', for example:

THE GROUP'S WORK SHEET

Name
Work Group :
Date :

Direction : Please write down from a set of words below which you think it must be odd word and give your own reason why to choose that word.

1. Fly, Wasp, Centipede, Grasshopper

The odd word is..... because.....

2. Carrot, Plum, Banana, Apple

The odd word is.....because.....

3. Square, Triangle, Bicycle, Circle

The odd word isbecause.....

4. Arm, Finger, Hair, Elbow

The odd word is.....because.....

5. Pencil, Turkey, Rubber, Ruler

The odd word is.....because.....

6. Rainy, Cloudy, Sunny, Noisy

The odd word is.....because.....

7. Pear, Apple, Peach, Grape

The odd word is.....because.....

8. Rhinoceros, Hamster, Dog, Cat

The odd word is.....because.....

9. Keyboard, Mouse, Mobile Phone, Screen

The odd word is.....because.....

10. Earrings, Cycle Chain, Necklace, Bracelet

The odd word is.....because.....

Procedures :

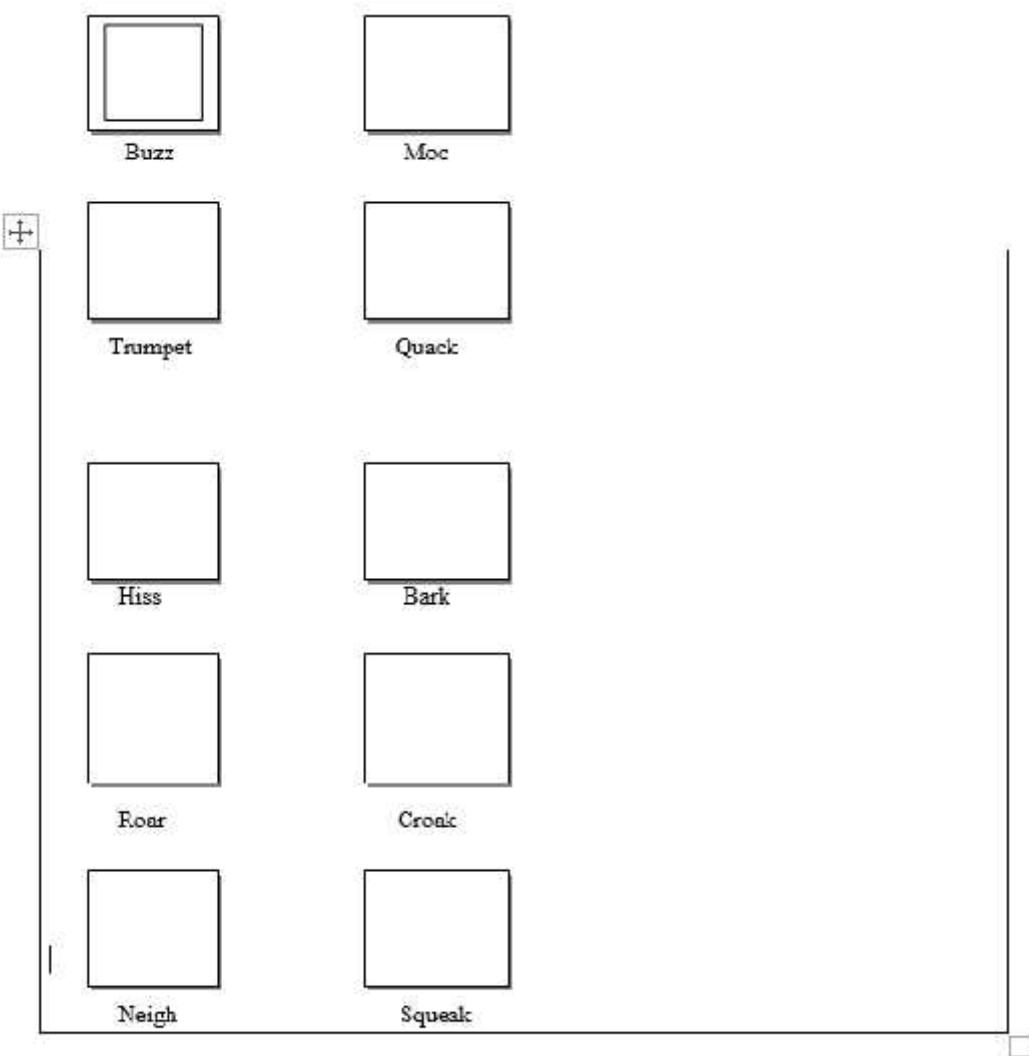
- (1). The learners write down the word from the first group which they think is the 'odd man out' and to say why.

(2). Individuals are then asked to say which is the 'odd man out' and to say why.
(3). The other players should be asked whether they agree and why.

The teacher should not say which answer he/she thinks is correct until this discussion is finished, partly because this would inhibit discussion and partly because there may be no one correct answer, and the learners should be encouraged to find as many as possible answers as they can. If any learner experiences difficulty in the game, the teacher can help by asking leading them leading questions.

2. Kim's Game

<i>Language</i>	: Listing and naming objects, or pictures of objects
<i>Level</i>	: Intermediate
<i>Control</i>	: Guided
<i>Activity</i>	: Group work or class work
<i>Materials</i>	: Chalkboard, OHP, or paper



THE GROUP'S WORK SHEET

Name :	Work Group :
Date :	

Direction : Please write down names of the animals as many as you can remember displayed on the board whose noises they make.

ANIMAL SOUNDS

A black and white illustration of a snake coiled on a rock.	A black and white illustration of a horse running.	A black and white illustration of a frog sitting on a leaf.	A black and white illustration of a donkey standing.
A black and white illustration of an elephant standing.	A black and white illustration of a duck standing.	A black and white illustration of a rat sitting on a small object.	A black and white illustration of a dog walking.
A black and white illustration of a cow standing.	A black and white illustration of a lion standing.	A black and white illustration of a rooster standing.	
A black and white illustration of a fox walking.	A black and white illustration of a parrot standing.	A black and white illustration of a bee flying.	

CONCLUSIONS AND SUGGESTIONS

Based on the information and explanation above, the author can take a conclusion that word games in ELT can be used as a teaching method to encourage students' participation during the whole learning process. Besides giving students a chance to be more active, these games usually place the teacher in a background role, and therefore allow the students to take on more responsibility in a word games activity in the class. In general, the main purpose of games activity is to provide enjoyment or entertainment for the students, and also to reinforce what has already been taught by the teacher.

It is also important to take into consideration that teachers should be very careful in choosing

suitable games. It is suggested to choose games which correspond to either the students' level, age, or to the material that is to be introduced or practiced. In addition to this, games can not be successful if the teacher does not explain the tasks and roles of the students clearly before playing games.

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BUILDING STUDENTS' COOPERATION AND LISTENING COMPETENCY THROUGH JIGSAW TECHNIQUE WITH REPEATED LISTENING

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Abstract: In most FL classrooms, learning to listen tends to be “testing listening”. It is barely touched and not given enough attention in the curriculum. Students are often encouraged to speak than to listen. In fact, being a good listener is an important and it is needed to help someone to build good rapport at work and at other social situations in one's daily life. Jigsaw technique with repeated listening is promoted to help students build their listening competency and cooperation. The purpose of this study is to explore undergraduate students' perceptions of the jigsaw technique with repeated listening. Forty students' perceptions were explored through the use of a questionnaire and an interview. The result showed that the students had a positive attitude toward the use of jigsaw technique with repeated listening. This study suggests that jigsaw technique with repeated listening allows the students to process and structure spoken information on their own, enables the students to cooperate with their classmates, and improves students' listening competency.

Keywords: Engagement, Listening Comprehension, Perception

INTRODUCTION

In most FL classrooms, learning to listen tends to be a solitude activity and “testing listening”. It is barely examined and not given enough attention in the curriculum. Even more, in tertiary level in which listening skill should be taught in a separate way from the other skills and language components, students are mostly assigned to listen to tape recorder, answer the assigned questions, and finally, the teacher will check whether the given answers are correct or not and the teacher will give scores based on students' works. It is common for the students to do the same task again and again over the time without any task variation. Students are mostly encouraged to speak to demonstrate their understanding and ideas on what they listen to and they are oftentimes encouraged to do active listening; get engaged with the texts, listen to what others think and develop and reshape their ideas in order to get meanings from the texts and classmates. In fact, engagement in the task and being able to work in a team are essential skills to be possessed by the students in the 21st century. Also, being an active listener is an important skill to help someone build good rapports at work and in other social situations.

Wilson and Peterson (2006) observed a radical shift that learners no longer play a role as sponge but as active constructors of meanings. Furthermore, they highlighted the three main benchmarks: from passive absorption of information to active engagement with information, from individual activities to both individual and collective activities, and from individual differences among the students as problems to individual differences among the students as resources (Wilson & Peterson, 2006).

Therefore, in order to face this trend and challenge, jigsaw technique with repeated listening is introduced to put into practice the idea of learners as the constructors of learning and the empowerment of students' engagement in learning. Repeated listening is one of extensive listening activities in which, students have to listen to a meaningful text multiple times with great pleasure (Renandya, 2011). Moreover, as Renandya (2011) argued, extensive listening benefits language learning. Krashen's (1996) and Dupuy's (1999) studies suggest that repeated listening promotes listening comprehension. Jigsaw is a research-based cooperative learning technique initially introduced and practiced by Elliot Aronson in 1978 to unify the race segregation in Austin, American schools. It aims to reduce conflicts and foster cooperation amongst students. Moreover, jigsaw technique empowers the students by assigning them to different tasks on the same text. They need to collaborate with their expert group mates and their initial group mates to accomplish shared goals. A number of studies suggest that jigsaw technique is effective to improve students' language skills and students' learning performance in various contexts (Kazemi, 2012; Chin, 2014; Killic, 2008; Adams, 2013). In addition, Aronson (2005) proposes that Jigsaw technique benefits students in terms of engagement, achievement, and enjoyment.

The researcher has tried Jigsaw technique with repeated listening in her class not as a one fit all

technique, but as an alternative one. This technique receives positive feedback from the students. Also, an article by Renandya (2011) advocates the value of extensive listening inspires this study. Therefore, the researcher is intrigued to further examine how this technique engages students in learning and improves their listening comprehension from the students' perspectives. This present study is worth doing since there have not been any studies related to jigsaw technique with repeated listening which portray students' engagement and comprehension on listening.

This paper aims to reveal how sophomore pre-service training students perceive the implementation of Jigsaw technique with repeated listening particularly related to their learning engagement and listening comprehension on a listening class

METHOD

The students attended regular listening classes; once in a week for about 100 minutes. At the end of the class, the students had to write reflections, which include; opinions and feelings about what they experienced with the technique, they were asked about their perceptions of jigsaw technique with repeated listening. The researcher conducted in-depth interviews involving some subjects. The interviews focused on some aspects, including the benefits that the students obtain. Further, the interviews explored the aspects of whether this technique could improve the students' listening competency and whether this technique is perceived as an interesting activity.

The materials for this research are in the form of monologue and dialogue; lectures and conversation on various topics. The jigsaw technique with repeated listening was implemented through some steps. The first step was on pre-listening activity; the teacher activated students' schemata and helped the students get connected to the materials by posing several related questions about the topic. Next, the teacher assigned numbers to the students and asked them to remember their numbers and presented the given tasks to them. Then, the teacher played the recording and the students on each number listened and did their tasks individually. After that, the teacher gave the students an opportunity to go with their expert group; the students with the same number, and shared their opinions. The teacher could play the recording one more time so that the students could discuss what they have listened. Finally, each student on the expert group went back to their initial group; they structured and composed a written text based on what they listened to before they presented the summary before the class. If there were any different arguments, the teacher would play the recording and present the script to the students.

FINDINGS AND DISCUSSION

The data were obtained from a listening class of pre-service training in North Sulawesi, Indonesia. The sophomore of 2015 and 2016 were involved. They studied listening materials using Jigsaw technique with repeated listening for three times. The results of this research reveal students' engagement in learning and how jigsaw technique with repeated listening help to improve students' listening comprehension. The study aims to depict students' perceptions of the technique, whether it is interesting or not, how this technique can help them engage with the text and interact with their groupmates, and how this technique can improve their listening comprehension.

Jigsaw Technique with Repeated Listening is Interesting

All the students in the listening class believe that jigsaw technique with repeated listening is interesting because this technique can help them with regard to their focus, interaction, and listening skill. This is reflected by the following excerpts from the participants' responses.

"This technique is interesting because every member of the group has his own job and he needs to share with and listen to his group mates to complete the tasks (AT)"

"Our listening skill is improved because we need to listen to the texts more than once and we can have a better understanding to the text by doing it (LT)"

"This technique helps me focus and concentrate on the text and on my task (RS).

Individual accountability and positive independence help the students develop a sense of belonging since they are empowered to achieve the shared goals. Besides that, it aids them to be efficient listeners since they are aware what they need to complete and focus on and they have a better understanding when they listen to the text more than once.

Students' Engagement

Students' engagement can obviously be seen when they have to collaborate in the learning process. Jigsaw technique with repeated listening requires the students to cooperate each other in groups to find the missing jigsaw. As a result, they have to be responsible learners so that they can help their friends and contribute in the groups. In this present study, the subjects agreed that jigsaw technique with repeated listening make them be empowered on learning, as shown by the following excerpt (PT):

"Everyone has been empowered to be responsible to their own tasks and by this clear job description, I do not need to listen to the whole text but by listening to my friends' sharings I can get the whole picture about what I listened to."

More specifically, each member has their own responsibility to help other group mates understand the text from his segment so that they are able to construct and make meanings of the whole text. This indicates that listening is not seen as a solitude activity and testing, but it is a way to assist the students to understand the materials by the inquiry process about the what, how, and the way of learning on facts, arguments, and ideas since each of them is responsible to teach their friends. To put this into practice as it is realized in Jigsaw technique with repeated listening, the students need to be active listeners by being able to digest what is stated implicitly and explicitly and infer between the line messages by employing interactive listening approach: bottom up and topdown approaches. For instance, when the first recording was played, they had to listen to understand about the context of the text; setting, participants, relationships, topic, and purpose. In the second and third playing, they needed to listen to the details of the text and understood those and finally cooperate with their friends. In addition, in this teamwork effort, each member had to be able to discuss, argue, and defend their ideas.

Students' engagement is reflected by the project-based learning which they have undergone. In Jigsaw technique with repeated listening, students' have to find the other elements in order to understand the whole message by collaborating in a project on particular tasks. This is well-mentioned by one of the subjects:

"What I like best from this technique is that we are differently assigned to answer different questions in order to be able to complete the summary to be presented before the teacher and my classmates. I need to listen carefully in my individual listening and I have to be able to share with my groupmates about what I have got in both expert and initial groups and listen to my fellow friends in both groups so that we can complete the given project; making summary."

It can be inferred that Jigsaw technique with repeated listening requires students to undergo an authentic task corresponding to the tasks at home or in the workplace, being a good listener. In real life, being a good listener is an important skill to help individuals to build good rapsorts at work and in other social situations. This is important because students can develop and reshape their ideas based on what they listen from others.

These findings of this research confirm Kearsley and Shneiderman's (1998) theory of engagement learning. They viewed that student engagement in a learning process is essential and can be realized in three main principles: relate, create, and donate (Kearsley & Shneiderman,1998). In the relate principle, students learn through collaboration. Activities emphasizes team efforts by employing communication, management, social skills, and planning. Students are expected to discuss and defend their ideas. In the create principle, a project-based learning is put into practice. Activities should have particular purposes. Students are given opportunities to define, organize and complete their own projects, develop a sense of ownership of the project and of their own learning. In the last principle, donation, students are engaged in realistic projects so that they can get better preparation to enter real life and workplace.

Listening Comprehension

Students reported that repeated listening has helped them get engaged with the texts by helping them understand better because they could link and make meanings from what they have listened to each time the recording was played and work with friends. One of the subject, RS, mentioned:

"I can understand the text better when I listen to the played recording more than once with different task on each playing and my friends and I can share each other what we have listened to (YW)"

This finding is in line with Renandya (2012), suggesting that repeated listening provides ample opportunities for students to understand texts better because, as proved by Dupuy (1999) in Renandya (2012), that the students can understand better after third or fourth listening. Moreover, repeated listening or multiple listening helps students focus and concentrate and listen carefully. Jigsaw technique with repeated listening improves their comprehension because they have to listen to the text over and over and they can finally be accustomed to the normal speech speed.

The students believed that this technique can assist them with their word recognition skill, vocabulary, and pronunciation. They can identify particular words and their correct pronunciation and they can also acquire new vocabularies. A subject, Y, pointed that out:

"I can gain new vocabularies that I have not yet listened to and I can recognize the words that I only sometimes know when they are written out. This technique can make me know how to pronounce particular words correctly" (Y)

Vocabulary is essential in students' language development and having sufficient vocabulary stock helps students understand the language and communicate with that language. Listening serves as one of language inputs besides reading, enabling students to acquire vocabularies. Students can either develop script speech relationship from what they read and listen

CONCLUSIONS AND SUGGESTIONS

This paper has presented how sophomore students in a pre-service training perceive the implementation of Jigsaw technique with repeated listening in a listening course. It particularly focuses on the students' learning engagement and their listening comprehension. The results of the study suggest that the students perceived its implementation positively. It can be obviously seen from their collaboration that they were engaged in their learning. Not only that, they were involved in a real project, requiring the students to find the missing jigsaw by discovering, questioning, sharing and learning from each other.

Despite the results, the study only explores how students' perceive the implementation of jigsaw technique with repeated listening; students' learning engagement, and their listening comprehension. Therefore, quantitative research can be conducted to examine its effectiveness.

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INCIDENTAL GRAMMAR ACQUISITION IN FOCUSING ON MEANING INSTRUCTION IN ENGLISH FOR JUNIOR HIGH SCHOOL STUDENTS

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Abstract: Incidental grammar acquisition refers to the learner's acquisition of certain grammatical features during the instruction focusing on other aspects of language. The aim of this paper is to discuss incidental grammar acquisition on plural –s and copula *be* during the instruction focusing on meaning. The features are not taught directly but the feature is available in the instruction purposively to investigate how the features are acquired incidentally as the learners follow the instruction focusing on meaning. The plural –s and copula *be* are special because they are not easily mastered by the Indonesian learners due to difference between Indonesian and English rules presenting plural. Nevertheless, teaching the grammatical features directly is not allowed and unbeneficial in the process of acquiring English as second language though in real practice teachers do it. Furthermore, intentional teaching of grammatical features has been proven ineffective. This article is intended to give a perspective on how focusing on meaning instruction can facilitate the beginners to acquire plural form –s and copula *be*. The two features can be a good starting point for advanced investigation on more complex grammar features. This paper provides new insight for the teachers in developing teaching and learning process enabling the students to acquire grammar rules.

Keywords: *Incidental Grammar Acquisition; Instruction; Focus on Form; Focus on Meaning*

INTRODUCTION

Language is a mean of communication without which human beings are unable to interact. In recent years the teaching of English has moved toward a communicative language teaching meaning that the teaching of English is aimed at facilitating the students to be able to use English for meaningful communication (Richard, 2006). It raises questions on should the students be taught grammar? Is the teaching of grammar still relevant to achieve the target of the teaching language for communication? Or can we ignore grammar rules in our teaching as grammar oriented learning is proven to hinder the learners' fluency or automaticity in producing the target language in speaking and at the same time writing?

The position of grammar in language learning is really in unending debate across time. In the behaviorists' period, grammar was put aside. The teaching centered on how to practice the language through practice and drilling since for them language was a matter of imitation and habit formation so the use of grammar was ignored (Lightbown and Spada, 1995). Then came the Chomsky's era, in which grammar had prior place since they believed that every child was born with special ability to discover for themselves the underlying rules of language system known as Language Acquisition Device (LAD). Human brain was believed as the sentence making machine provided with rules of grammar (Haynes, 2007). Next, the interactionists raised the issue that language develops a result of the complex interplay between the uniquely human characteristics of the child and the environment in which the child develops. The children will be able to develop their competence in language as they interact with the environment around them. Mastering grammar itself was not enough (Lightbown and Spada, 1995).

EFL teachers themselves as children' partners to learn English have various stands toward the teaching of grammar since the teaching and learning at present is aimed at developing the language skills (i.e. listening, speaking, reading, and writing) other than the language components (i.e. vocabulary, spelling system, pronunciation, and grammar). Certain teacher will hold the belief that grammar is important without which learners will not be able to utter what s/he want to say though s/he has abundant words in her or his vocabulary. Some other teachers will take stand on ignoring grammar as being not communicative. Some other teachers will try to integrate the teaching of grammar, insert it in her or his teaching as a tool for the students to speak and write well in English.

After all through hundreds of researches, across writers and researchers, still the goal of language teaching has not change. The goal is still centered on how to make the language learners able to use the target language for daily communication. The question has shifted from "Do we really need to teach grammar to how we can teach grammar so that it facilitates acquisition?"

The study done by Natsuko Shintani entitled *The Incidental Grammar Acquisition in Focus on Form and Focus on Forms Instruction for Young Learners* was one of the research done to seek answers to whether learners can learn a grammatical feature incidentally meaning that the teaching of grammar does not become the focus of the teaching, and in what kind of interactional condition the incidental acquisition will happen. Shintani focused on two language features, they were plural marker -s and copula *be*. The choice of the two grammatical features was relevant with the natural order of L1 acquisition proposed by Krashen in 1977 (Alexopoulou and Murakami, 2015). The order of L2 Acquisition is believed to follow the same order as L1. Shintani consideration in taking the sample was also based on her intention to seek the answer precisely, taking the 6 year old children who have never had contact with English before is believe to make the study relevant to this order.

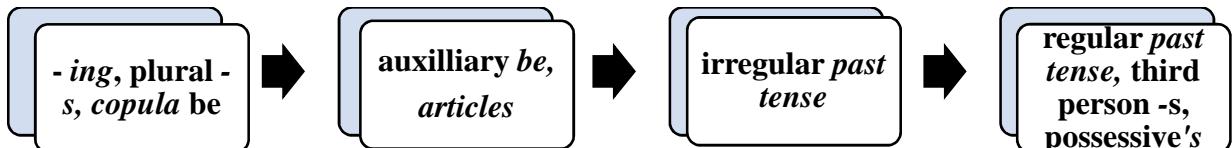


Figure 1. The Order of L2 Acquisition

Incidental Acquisition

Incidental acquisition is defined as the learning of second language (L2) feature without intention (Hulstijn in Shintani, 2015). It distinguishes the incidental learning to intentional learning in which the learners are considered as being unaware or lacking of attempt to learn a specific L2 feature(s). There were indeed some previous researches done investigating the incidental acquisition in English instruction. One of them was a study done Ellis in 2002 who investigated the incidental grammar acquisition engaging the learners in meaning – focus activity. It, then, measured whether the learners have learned specific grammar forms targeted by the task. The students participated actively in communicative activities or content based learning providing opportunities for them to undergo incidental learning without being told what features of target language they should learn (Shintani, 2015). Other research took different approach in a way that the researcher provide instruction designed to teach specific features (grammatical or lexical) and then measured whether the learners have learnt other grammatical features occurred in the input but was not the focus of instruction. Shintani tried to conduct a research to compare the incidental acquisition which happens in these two approaches.

In her study, Shintani set up her own definition of incidental learning. It is defined as the learning that results when the learners were incidentally exposed to the two target structures of the study, plural -s and copula *be*. There are two groups namely Focus on Form (FonF) and Focus on Forms (FonFs). The two group the following characteristics:

Table 1. The Characteristics of Focus on Form and Focus on Forms

Focus on Form (FonF)	Focus on Forms (FonFs)
1. Meaning Centered,	1. Form Centered,
2. The learners completed focused task designed to teach a set of words and expose them to the target structure,	2. The words were directly taught while exposure to the target structures occur incidentally,
3. The target features were underlined, bold typed, or italicized and occur repeatedly in the text,	3. The language is broken down into discrete elements (words, grammar rules, notions, and functions),
4. It is aimed at incidental development of grammatical knowledge as a by-product of communication.	4. It aimed at conscious development of grammatical knowledge (intentional learning).

Shintani tried to find the gap here, whether differences in the kinds of interaction arose in these two types of instruction resulted differences in the incidental acquisition of the two structures. Though Krashen, 1982 in Shintani, 2015 stated that it is impossible for the learners to acquire full competence in a language through intentional learning because language is far too complex to be “learnt”, meaning that as language teachers we need to set up certain condition and situation enable the students to get opportunities to acquire the language incidentally.

Incidental Acquisition in Focus on Form and Focus on Forms Instruction

Long (1991) and Long and Crookes (1992) in Shintani 2015, defined Focus on Form as a type of instruction in which the primary focus is meaning (i.e. on message processing) rather than form. It

involves an occasional shift of the learners' attention from meaning to a linguistics form while the focus stays on the message. The shift happens a by-product as the teacher or students try to solve a comprehension or production problem in communication. The key feature of FonF is emphasis on form-function mapping. There are two kinds of FonF instruction as suggested by R. Ellis, Basturkmen, & Loewen in Shintani, 2015 though they have the same aim that is developing incidental grammatical knowledge as a by-product of communicating (neither of them caters to intentional learning).

Table 2. The Characteristics of Planned Focus on Form and Unplanned Focus on Form

Planned Focus on Form (FonF)	Unplanned Focus on Form (FonF)
<ol style="list-style-type: none"> 1. The focus on a specific language feature is predetermined, 2. The focused task is designed to provide a context for its use, 3. Attention to the selected linguistic feature is intensive or attention is directed continuously at the same feature. 	<ol style="list-style-type: none"> 1. The focus are not predetermined, 2. The focus on the form occurs naturally rather than as a part of preplanned instructional act, 3. The learners' attention is occasionally and spontaneously directed onto specific language linguistics forms while they are performing unfocused task (primarily focused on meaning).

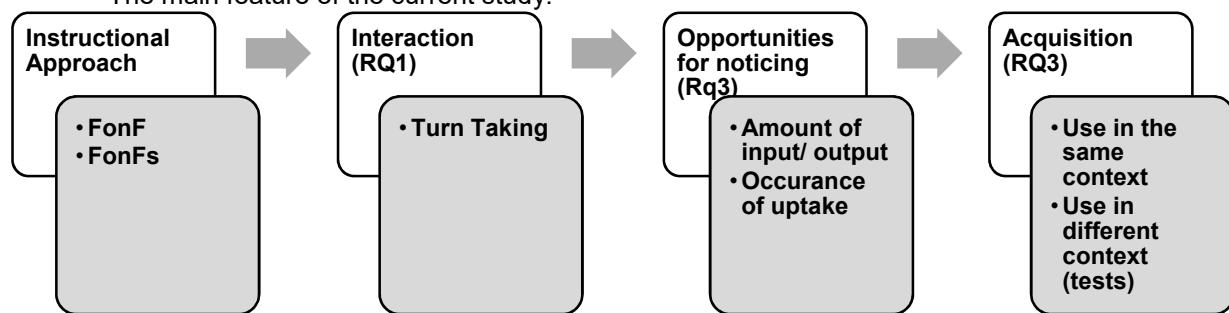
The study was designed taking the planned FonF and FonFs instruction in which new vocabulary items were planned to be taught. In FonF instruction the new vocabulary were designed provided with contexts and embedded in meaning focused task so they were taught indirectly, while the FonFs instruction included the explicit teaching of the same set of words using 3Ps methodology. Both instruction aim at the development of incidental acquisition of plural –s and copula *be*. Shintani perceived at the interactionists' theories claimed that L2 acquisition occur through interaction while the learners' primary attention is focused on the message content but also acknowledged that attention to form is needed. There many other writers suggest ideas on what and when the interaction facilitate acquisition such as Gass (1997), Long (1996), and Swain (1995). They stated that there are some factors influencing incidental acquisition, they were noticing and gap between their own inter-language.

Table 3. Factors Influencing Incidental Acquisition

	FonF (Planned)	FonFs
Planned language feature	New vocabulary items (they were introduced through the performance of focused task)	New vocabulary items (they were taught by means of 3Ps)
Target for incidental acquisition	Plural –s and copula <i>be</i> , both of which appeared incidentally in the two types of instruction	

METHOD

The main feature of the current study:

**Figure 2.** The Method of the Current Study

As stated before, the participants of her study were 30 six-year-old Japanese learners who have never learned English before to get valid data avoiding the effect of prior knowledge. They were divided into two groups, they were FonF and FonFs. Each of them received different treatment. The research focused on two grammatical features, plural form –s chosen because it bears meaning is considered difficult by Japanese learners and copula – *be* since it is frequently used in nominal sentences but it has no meaning. Furthermore, the two grammatical features are the first stage to be acquired in L1 and at the same by L2 learners. Shintani was interested to investigate the incidental acquisition based on the results of previous studies and her own belief that grammar would never be acquired through direct teaching. She perceived that the acquisition will occur when the learners are not totally aware at the rules being exposed to them.

The study was done in 5 weeks comprising 9 sessions of 30 minute lesson. The learners in FonF classroom was given 18 new words in singular only and 6 in singular- plural forms which were considerably logical to be taught to young learners in 5 weeks. The learners in the FonF classroom were only told the outcome targeted at the beginning of each lesson in L1. On the other hand, the learners in FonFs classroom were informed about the goal of the activities before the lesson started. They were also given corrective feedback whenever they chose the wrong pictures opposed to them as they were given the new words.

FINDINGS AND DISCUSSION

The results of the study were, 1) the learners in FonF classroom only acquired plural form **-s** but not copula **be**. While the learners in FonFs classroom acquired neither plural form **-s** and copula **be**. It shows that incidental grammar acquisition occurred whenever the learners were not exposed to the rules. It gives the English teachers insight that they can design the lesson facilitating the students to acquire grammar features incidentally. The teachers can manage the lesson so as to create interaction enabling the learners to acquire the rules which can boost the learners to have better skill in English.

Applying Focus on meaning Instruction in Teaching Learning Process to Facilitate Incidental Grammar Acquisition for Beginners in Indonesia Context

Celce Murcia, 2007 proposed a revised model of communicative competence which comprises Linguistics Competence, Actional Competence, Socio Cultural Competence, Discourse Competence, and Strategic Competence. The five communicative competences need to be mastered by language learners to communicate using the target language well. Though the teaching of L2 has shifted toward communicative Approach there is still a need to make the language learners master the linguistics competence in which grammar becomes a part of.

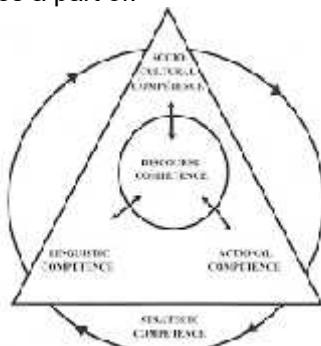


Figure 3. Celce – Murcia's Communicative Competence Model

The teaching of English in Indonesia is aimed at developing the students' mastery of four skills namely listening, speaking, reading, and writing. Nevertheless, the mastery of language components such as vocabulary, spelling, pronunciation, and grammar cannot be avoided. The teaching of grammar itself has received dynamic attention. From the historical perspective of language teaching methodology, the role of grammar has once been over-emphasized, likely neglected, or treated equally important with fluency in communication (Wahid, 2013). Teachers are in dilemma on how to teach grammar enabling them to acquire it not merely to learn it without they are able to communicate using English as the target language.

Based on K13 Curriculum, English is taught formally at the seventh grade to the students aged between 11-12 years old. They are considered as beginner learners meaning that we assume that they have never been taught English in formal situation. The literacy level which has to be achieved by the students is at the level of *functional* meaning that the students have to be able to 1) use English to get things done and 2) use English for survival purpose (buying and selling, asking and giving permission, making and cancelling appointment, read and write simple texts, read popular science text, etc. As the competence targeted, grammar cannot be taught discretely or separately from the context of communication. That is why the teaching of grammar should be made focused on meaningintegratedly in the teaching of language skills.

Starting from 2006 curriculum the teaching of English is done through Genre Based Approach which is actually a way to teach all aspects of language such as linguistics skills, vocabulary, language skills through texts. The approach requires the teachers actually to introduce linguistics features where grammar becomes a part of it and the text structures. In practice, there are two phenomena happen. In

one side grammar is neglected or in another side grammar becomes the center of teaching. Instead of teaching it deductively the teachers expose the students to rules of grammar. These two phenomena show that the English teaching itself has hindered the learners to acquire English grammar.

As suggested by Ellis 2003 in Shintani 2012, learners are supposed to be exposed to input based task which meet the following criteria to give the learners opportunity to acquire grammatical features:

1. Meaning is primary
2. There is some type of gap (e.g information gap)
3. Learners are required to use their own linguistics and non linguistics resources to communicate; and
4. There is some outcome other than simply the display of correct language.

Shintani, 2012 and 2015 proposed a kind of task that is called listen and do task for beginners. It is suitable for beginners since at early stage the learners are not expected to produce the language. They are still at the stage of receptive. One thing to give attention to is that the input the learners supposed to get is comprehensible input as stated by Krashen in Lightbown and Spada1995. Such comprehensible input will give opportunity for the learners to acquire the grammar features.

It is important for the teachers to design a teaching learning process which enable the students to acquire grammar rules and at the same time use English for communication. Through focusing on meaning instruction, teachers are expected to be able to facilitate the incidental acquisition of grammar rules. The interaction happen in focusing on meaning instruction will give the students comprehensible input accessible for acquisition.

Murcia (2007) stated that by emphasizing focus on meaning grammar instruction is much more effective when it is situated in a meaningful context, embedded in authentic (or semi-authentic)discourse, and motivated by getting learners to achieve a goal or complete an interesting task. Hopefully, in practice teachers will see more materials for grammar instruction that satisfy these criteria with a concomitant decrease inthe quantity of materials consisting primarily of manipulative sentence-level grammar drills. All the efforts above are done to boost the learners' acquisition to grammar features.

CONCLUSIONS AND SUGGESTIONS

Based on the previous researches that have been done so far on emphasizing focus on meaning grammar instruction as proposed by Shintani and others, this kind of instruction can be applied and prospective in the teaching of L2 in Indonesian context. Some improvement and adjustment in list of vocabulary and task design related to 2013 Curriculum and Genre Based Approach will be needed to get optimum results.

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INTEGRATING SOCIAL MEDIA IN THE TEACHING OF ENGLISH TO POLYTECHNIC STUDENTS: SCHOOLOGY AS AN ALTERNATIVE TOOL

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Abstract: It is our responsibility as teachers to reckon how we best support our students to learn English at their technological level. Thanks to the rapid development of social media and Learning Management System, supporting as well as enhancing students' class experience can best be done by creating online community connections in English. Within this reason, the writer seeks to explore the potential of Schoology in teaching ESP to Polytechnic students. As an innovative online media in class activities, Schoology is a perfect tool to boost engagement and empower learning. Accommodating e-learning, Schoology offers great power for teachers to build Engineering students' motivation in learning English. This smart tool enables students to write creatively, have interactive discussion with peers, upload documents and links, and most importantly, receive encouraging feedback from the teacher and peers that targets deficient areas in students' English skills and components.

Keywords: Social media, blended learning, Schoology, polytechnic students

INTRODUCTION

Technologies of this century bring about challenges for higher education institutions and a plenty of teachers are responding by implementing as well as experimenting these new technologies. Many academics and practitioners support this and realize that more emphasis must be placed on teaching and learning with technology (Dudeney, 2008). The latest emphasis is on the concept of interactive learning which focus on the use of mobile phone and social network. Laird and Kuh (2005) argue that interactive learning and perfect interaction between students and their teachers requires a technological engagement.

As the default setting for wired teachers nowadays remains on teaching with technology, the use of social media and learning management system to instruct students and help them learn various subjects from languages to science has become widespread. This is also supported by the fact that students in Indonesia have become much more wired than two previous decades, deeply attached to their mobile phones. According to the statistics by the Association of Internet Service Provider in Indonesia, the Internet users in this country have grown up to 13% since 2010, (in Sukarni, 2012) and now there are more than 80 million internet users in Indonesia, including teenagers and college students.

Indeed, it is rather difficult these days to find students who do not join popular social networks like Facebook and Twitter, especially those who study engineering in polytechnics in which being technologically literate is necessary. Various social learning platforms enrich the idea of blended learning in teaching English to higher vocational education students, and one of the most popular and updated is Schoology. Therefore, this paper aims to highlight on the use of Schoology as an alternative tool in teaching English to polytechnic students and explore the advantages as well as challenges of using this social networking tool.

BLENDED LEARNING FOR POLYTECHNIC STUDENTS

When it comes to facing dynamic development of higher education especially vocational, English language teaching needs to perform corresponding reforms. The development of vocational higher education in Indonesia goes hand in hand with the urge of ASEAN Economic Community (AEC), where graduates of polytechnics are demanded to be highly competitive. Polytechnics students, therefore, must have good command of English as international language, to enhance their qualities in finding jobs in AEC era. (Sukarni, 2012)

While facing the rush of improving communicative skills of polytechnic students, still, there are problems emerging in teaching English for the students. The obstacles vary from students' low motivation to teachers' unexciting teaching methods. Most polytechnic students think that learning English is not as exciting as when they study their subject matter. This is also worsened by the fact that the students do not have sufficient time and energy to learn English outside of the classroom as they have hectic schedule with

a lot of homework from their major courses. Thus, carrying the mission to answer these kinds of problems and challenges in English teaching, polytechnic teachers should come with teaching improvements in the field of teaching approach, methods and tools.

In particular, English lecturers should concentrate on blended approach as recent studies show blended learning works well. They should consider utilizing a mixture of traditional teaching method and modern digital one (Garrison, 2009). In this case, it is better for teachers to combine in-class teaching with digital applications like social media and learning management system.

In blended learning, social media or social learning platforms are used by teachers and students both in or out of the classroom. The social network is a significant supplement to enhance students' learning experience by capturing students' attention as well as assessing their progress. There are numerous interactive social learning platforms available for teaching which facilitates collaboration and enhances dynamic interaction. Among popular social media and social learning platforms are Schoology, Edmodo, Facebook, and Moodle.

Through social media, English teachers especially in polytechnics will see that there is a wide array of opportunities for them to motivate students and engage them deeply in the process of learning English. For example, the idea of giving badges, create interesting discussions, online quizzes and various assignments in Schoology may trigger students to compete with their peers in the course, thus try their best to do such activities.

As suggested by Garrison (2009), blended learning with the help of social media accommodates collaborative learning and it is completely easy to arrange. Teachers can choose among many options for performing online collaborative learning, but it is better to conduct part of the collaborative learning in the class and part online.

Teachers can also monitor students' progress on an individual basis, through social media. They will find it great and useful to notice the number of students who are competent, not competent, and who need help in English writing skill (Sharma 2007). As engineering professions nowadays is getting more writing-oriented, it is essential to give emphasis on improving the writing skills of the students. As indicated above, engineers must be able to proofread and edit workplace documents, as well as write those documents themselves. Teachers can perform such learning activities by using social media.

Other English skills including reading can also be improved significantly through Social media. It cannot be denied that students enrolled currently in polytechnic look for a career in engineering, and engineering students, who will work for industries and companies, need to learn a wide range of workplace documents. In this case, their English teachers have to provide authentic documents created by native English speakers which illustrate the use of sentence construction, vocabulary, and lay out (Zaidieh, 2012). This can be performed through social media like Schoology as teachers can create folders, upload materials as well as ignites interesting discussions upon the documents. Within these reasons, English teachers in polytechnics should consider choosing among many promising social networking platforms to integrate into their teaching.

Schoology as Social Media and Social Learning Platform

Ferris (2013) defines Social media as mobile technologies which are web-based and used to turn communication among societies into interactive dialogue. Designed by using very accessible scalable techniques, social media is primarily created to be disseminated through society interaction. Greenhow and Gleason (in Ferris, 2013) explored the use of social media as an updated literacy practice. They suggested that when social networking tool used in the class, it would lead to improved engagement and deeper interaction between students and teachers.

The networking in social media is simple, quick, and easy in term of accessibility, process of updating, reviewing, and editing English learning material needed in the class, at anytime and anywhere. Zaidieh (2012) supported this by arguing that social media or social networking tools helps students to minimize stress and increase motivation and satisfaction. It allows every student, whether slowly or quickly, study while controlling their own speed and pace. Social media also provide deep comprehension and increase retention on learning English , due to powerful elements like quizzes, discussion, interaction and many more.

Following the development of social media, there are also social learning platforms which complete the new paradigm of education in this digital era. Social media are increasingly become social learning platform which support the appearance of blended approach used in any level and types of schools, especially higher education. Recently there are various learning management systems come out carrying the same purpose, which is to enhance the teaching and learning process. Among many powerful and interesting social learning platform or learning management systems, Schoology is considered the newest and most effective.

Schoology comes with familiar interface to users of Facebook and other social media. Therefore, as most of students join Facebook, they will find it extremely easy to utilize Schoology. This social media facilitates online collaboration among a group, a class, and even a school. It can be incorporated with college information systems and equipped with security and filters. Many useful features such as attendance records, a gradebook, analytics, badges, event creation, calendar, groups, private messages, and profile personalization are integrated in this social networking tool. Even more challenging, beyond this list, there are other features of Schoology that teachers can greatly benefit from.

Discussions board in Schoology is valuable for improving students English in which their skills and understanding can be assessed and examined through collaborative work and knowledge sharing. The discussions in Schoology come with many options in form of small group work, debates, and even case studies. When online discussions are embedded into English course there must be emphasis on how to assess students participation, and rubrics can be the right option.

Features of Schoology: Advantages and Challenges

The features of Schoology provide benefits for English teachers and students in polytechnic during the teaching and learning process. Teachers can create courses or classes, post and receive assignments, have discussion, create folders, quizzes, homework drop box, requirements and steps. When it comes to creating courses in Schoology, teachers can make it specific and limited to certain classes or students as there is access code for students to join. This will make it more exclusive for students and create a professional academic atmosphere while still maintaining the deep interaction between students. Within various English courses, teachers can generate folders and then post authentic materials for students to easily and quickly access. For those who are new beginners to Schoology, uploading is considered very simple. This feature enhances how English teachers distribute materials to their classes. Just like Facebook, Twitter and other popular social media, Schoology facilitates its users to post and give comments to the posts. Teachers can benefit most from this feature as they can trigger students' willingness to write by posting interesting and challenging topics. When the teachers' posts grab their students' attention, comments and "like" come quickly within several seconds. At this point, teacher can dig students perceptions, point of view, opinion and even suggestions toward recent problems in their environments and encourage them to use English in responding the posts. In the meantime, teachers are able to assess students writing skill and see the flaws from their comments, by using rubrics.

Dian Asa
Hello everybody! Welcome to the course. Let's begin with a question:
"Do you find learning english with technology fun and interesting?"
Give reasons please
Wed Oct 12, 2016 at 2:29 pm Comment · Like
12 people liked this
View all 21 comments

Muhammad Adam
Yap, it helps me to create a good sentence. in addition, we can use smartphone to study than play game
Wed Oct 12, 2016 at 4:16 pm · Like

Dina Fitriastuti
Yes maam, i think it is so interesting. Because it's my first time learning english with technology.
Wed Oct 12, 2016 at 4:24 pm · Like

Nada Ayu
yes maam, because with technology we can know everything and it can help us when we can't attend the class.
Mon Oct 17, 2016 at 2:28 am · Like

Write a comment

Figure 1: Updates and Comments in Schoology

Assesing students' English skill is not enough if it is done only by seeing their comments in the posts. Teachers can create assignments and quizzes in order to cover every aspects of assessment needed in the course. Assignments and quizzes can be created by just clicking, typing, copying or even uploading. Teachers can create the assignments title, the requirements, details and also attachments. More

importantly, they can add deadline for the assignment submission on a calendar. Even more surprising, teachers will receive completed work through Schoology which is regarded as a huge step to go paperless. Assignments and quizzes are also powerful features for engineering and polytechnic students to perform self-direction and self-reflection toward their English skill. As teachers can provide a wide range of exercises, worksheets and quizzes, students can know their progress and their overall mastery of English by choosing and doing such test and non-test activities.

The screenshot shows a Schoology assignment titled "One Day Escape in Malang". The assignment details are as follows:

- Due:** Tuesday, October 18, 2016 at 11:59 pm
- Description:** Write a paragraph under free topic, the paragraph must consist of at least 5 sentences, covering topic sentence and supporting sentences.
- Posted:** Mon Oct 17, 2016 at 9:09 am
- Comments:**
 - Rodha Nur Faturrahman: One Day Escape in Malang (Oct 17, 2016 at 9:25 am)

The exam week was over a few days ago, it means that the holiday season are waiting. Yesterday, I went to malang for one day escape experience by train. It's 10 am when I arrived in Malang train station. At there, my friend were already waiting to pick me up. The first point, I visited a Jetton Park. The amusement park is highly recommended for you who looking for a nice place to spend your holiday season with family or friends. After that, I was heading to Batu Night Spectacular to spent my night. The view was incredibly amazing, you can see a whale of Malang's citylight. You can also buy souvenirs at the malang. Inside the park. Finally, I finished my journey at 11 pm and going back to Surabaya by bus.
 - Dian Aqsa: well, there are just 20 students who have submitted the assignment, i'm still waiting for the rest of the date. Thank you for submitting on time, i really appreciate that. :) (Oct 17, 2016 at 10:38 am)

Today at 10:38 am · Like
- Submissions:** 20/40

User	Status
Ahmad, Thariq	On time
akhmadi nufan, wewet	On time
Aris Hayya, Rousaa	On time
Burhan Abdillah, Hafizahmad	On time
Faisal Lakmama, Arzanul	On time
Febriana, Rikky Lella	On time
Heni, Izrul	On time
Hidayah, Lukminal	On time
Istiqah Sari, Dwi Nur	On time
Jati, Tita Hadi Legawa	On time
Rir Faturrahman, Radhe	On time
Rukhholies, Praditas	On time
Ruryanti, Anita	On time
Putri, Ajil	On time
Putri, Annisa Aulia	On time
Ristantti, Kumaprell	On time

Figure 2: Assignments in Schoology

When it comes to grading, teachers can assess and grade students assignments by using gradebook. Even more interesting, in the process of assessment and evaluation, teachers can give badges to students as part of appreciations as well as way of increasing their motivation.

The screenshot shows a Schoology badge assignment titled "Badges". The assignment details are as follows:

- Add Badges:** Add Badges
- Students:**

Student	Perfected	Used Once	Used Twice	Used Three Times	Leadership	Most Improved	Participation	Proficient	Problem Solver	Star Performer
A. Fikra, Adela										
Aqiqah, Ira										
Ari, Suci										
Azka, Rechmati										
Azizah, Zainah Angga										
Bambang, Indra										
Bebi, Darmi										
Bethany, Rintya										
Bibi, Ann										
Bibi, Zara										
Binti Habsyi, Rasya										
Binti Mulyana										

Figure 3: Badges in Schoology

As indicated previously, Schoology discussion board is remarkable. Teachers and students can enjoy online conversations as well as post questions where they can also include links and attachments in each. The example of using the discussion forum is when students are assigned to read certain article related to their major. They then type their arguments and point of view toward the article by providing reasons, examples and even evidence. Students read the postings of their peers and respond respectfully. Obvious advantages of using Schoology work simultaneously with the challenges that the tool brings. As an alternative tool in teaching English for polytechnic students, this social learning platform also meets its limitations. Unlike other social media such as Facebook and Twitter, Schoology lacks the raw connectivity. It is a “closed system” that limit the degree of sharing once the course expires or ends.

CONCLUSIONS AND SUGGESTIONS

A great deal of alternative tools come out as the rapid development of technology in English language teaching of digital era. Many English teacher rely on social media as tools to organize their classrooms. Among lots of options for blended learning out there to explore, Schoology, as social learning platform, ranks towards the top in some ways. Although there are a few drawbacks, the variety and usability within Schoology has served many helpful purposes, and it is highly recommend for English teachers who teach engineering students or those teaching in polytechnics. Schoology is the answer for teachers who look for a powerful social learning tool to supplement their teaching.

Schoology is equipped with many useful features such as attendance records, a gradebook, analytics, badges, event creation, calendar, groups, private messages, and profile personalization. Even more challenging, beyond that, there are other features of Schoology that teachers can greatly benefit from such as discussion board, assignments, quizzes, folders, assessment and even badges for students. However, it is the teachers themselves who decide to what extend they feel like to integrate social media like Schoology into their class. Although there is drawback, the wide array of advantages of using this social media is obvious. The usability and variety within Schoology serve many helpful purposes in improving students English skills.

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PAPUANS STUDENTS' DIFFICULTIES IN STUDYING AT ENGLISH DEPARTMENT OF UNIVERSITAS NEGERI MALANG

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Abstract: To create equality in higher education, Indonesian government has provided equal quota for students from different parts of Indonesia who want to pursue higher degree, neglecting any racial and religious aspects. As a result, Universitas Negeri Malang as higher education provider now has students from a more diverse background, studying different subjects including English. The students at English Department of Universitas Negeri Malang come from different provinces and all of them are supposed to get equal treatment by both lecturers and other students. However, the reality contradicts with what is supposed to be. Many Papuan students feel indirectly discriminated, mostly by their fellow students. This paper studies about how Papuan students deal with that discrimination at English Department. Some Papuan Students are interviewed in order to find out their responses to that situation. Most of them feel that they have difficulties in communicating with their colleagues because almost all of them speak Javanese. They experience an indirect cultural barrier in their university lives. In other words, studying at English Department is a momentous culture shock for them. Therefore, the researchers attempt to find out the solution to this problem.

Keywords: *Cultural barriers, Papuans students, culture shock, English Department, communication*

INTRODUCTION

Examining the geographical condition of Indonesia which is divided into islands and sea, makes the government puts a tough effort to serve a satisfactory education all over the country. Many advantageous projects are centered in Java due to the reason there where the capital city placed. In addition, excellent education centres are mostly located in Java Island. This, however, creates imbalance condition between Java and other islands. Many superior students are produced in Java Island because they got higher standard of education and better facilities. Hence, the government has decided to build many proper schools all over the country and also set 'Education for All' program to be the first priority. 'Education for All' programs implements two kinds of rules in Indonesia education. First, to accelerate the program into success, government has also given a lot of scholarships especially for youth who live in rural areas and have difficulties in pursuing a good quality of education. With those scholarships, the government hopes that it can minimize the society's gap of education. For the case example, until 2015, government has embarked 1047 Papuans student to get a proper education outside Papua (Presiden.go.ri, 2016). Second, it challenges all universities in Indonesia to provide equal quota in receiving freshmen every year. It means that those who want to go to universities deserve the right to be scholars no matter what races they are or where they live as long as they pass the entrance test and capable to pay the tuition fee.

After passing the entrance test, those students are transferred into many universities in Indonesia based on the major they are suitable in. They are placed in the heterogeneous classes which means the class includes many students come from different background. In the implementation of this program, the difficulties may not be experienced by the government but the students instead. Coming from different background and culture, the students who come not from the universities region may face many obstacles which can be a barricade for them to study. The obstacles that they face mostly because of their cultural background which is called cultural barriers. Hoseini Kagar, Navab, and Mahmoodi from Shahid Beheshti University, Iran in their journal about Cultural Barriers: Pros and Cons on ELT in Iran stated that cultural barriers are considered as those traditions which become hurdles in path of understanding or teaching/learning different languages, among which body language, religious beliefs, etiquette and social habits are noteworthy (Kagar, N. Navab, S. Mahmoodi, T. 2011). The different language and social custom of the outlander can produce uncomforableness between them and the students who come from the university region. This uncomforableness can affect their psychology which can also their study. If this happens, it can be a violation for the 'Education for All' program.

As a human who is social creature (Aristoteles) living in the classroom which contains many students indirectly enforce them to interact each other. People interact to deliver their idea, complain, ask,

and even to show their feelings. This interaction, ultimately uses language as the tool to ask and understand each other's need. Hence, language is indeed also essential among the native and the outlander students because language helps them in understanding the lesson. Referring to heterogeneous class with the communication inside it, there are some issues based on their cultural background as usually called cultural barriers which hinder their way of learning. Based on the assumption that the native students usually outnumbered the outlander students, the communication between them would mostly use their region language. Thus, may create inconvenience for the outlander students because they barely know the region language. This is supported by the statement that the incorporation of the culture of the minority group leads to greater cultural sensitivity on the part of the teacher (Folds, 1989). But it has also been encountered that bilingual education can break down cultural barriers between community and school and produce a greater commitment by the community to the project of the school (Vorih and Rosier, 1978; Harris, 1982). Due to these statements, the researchers try to conduct a research to investigate whether communication can be cultural barriers or cultural unifier for those who come from different areas and whether it can affect into some aspects of the people involved.

In this research, the researcher try to seek the cultural barriers that may occur between the Javanese and the outlander in the EFL (English as Foreign Class) at the English Department in Universitas Negeri Malang (UM). In this study, the researchers select the Papuans as the outlander students that will be examined with the consideration based on observation that Papua is the most extended area where the EFL students in UM come from which means Papuans have vastly cultural differences. The language that becomes the communication barrier here is based on the observation that in EFL class, lecturer and scholars usually use their Javanese language in order to understand the material. They also use the Javanese language to make analogy, synonym, and antonym. The research question that is raised in this study would be: "Does the heterogeneous class containing Javanese and Papuan students create cultural barrier which may burden one or both party?" With the prediction, "There is a cultural barrier which focuses on the communication matters in the class", and the assumption that "There is an effect happened in the heterogeneous class between Javanese students and Papuans students".

METHOD

The research subjects were Papuan's students at English Department of Universitas Negeri Malang. There were four students who come from Papua and studying at English Department of Universitas Negeri Malang. Those students are given some questions related to the difficulties they have in studying at English Department of Universitas Negeri Malang.

The type of research that used in this study was qualitative research. We gave the research subjects the questionnaires. There were five questions to be answered by the research subjects. We asked them what kind of cultural barriers that they feel in learning in the class. We also asked them whether or not they think that different local dialect may be a communication barrier between them and another student. Besides that, we also asked them whether or not they think the communication barrier interfere them in other aspects and if it is yes, what they are. Then, the next question is whether or not they think that those barriers make them difficult to develop in the class. The last question is whether or not those barriers make them depressed. We wrote what barriers or difficulties they faced when they have been studying at English Department of Universitas Negeri Malang.

After we got all of the answers, we collected all of the data about Papuan students' difficulties in studying at English Department of Universitas Negeri Malang and made percentage of it.

FINDINGS AND DISCUSSION

Through the conducted interview given to the four subjects, we found that Papuans students mostly have difficulties in communicating with other students, and even lecturer(s). The previous research has actually been done by Mirzadevi and Gunawan. They observed and interviewed 8 Papuans students at Universitas Negeri Malang, trying to figure out Papuans students' difficulties in learning at Universitas Negeri Malang viewed from cultural perspectives. Accordingly, the gap that happens between Papuans and non-Papuans are due to difficulties in communication, diverse educational background, and different physical appearances (Mirzadevi & Gunawan, 2015). However, in this research, we try to explore more on the communication aspect. Thus, we try to grab the crux of the problems by digging into what they personally feel when they were studying at Universitas Negeri Malang for the very first time.

We began the interview by delivering the questions in English. One of the subjects, IU, swiftly asked us to do the interview in Indonesian. From this phenomenon, we can conclude that some Papuans at English Department of Universitas Negeri Malang still find it difficult to comprehend and answer questions in English. It does not surprise us anymore knowing that those Papuans were and are

experiencing a difficult time in communicating in the classroom activities and daily lives. Let alone communicating in English, almost all the Papuans, though they have learned Indonesian, had difficulties in communicating in Indonesian. This occurrence happens because the majority of them has different Indonesian accent and dialect compared to what Javanese people use at Universitas Negeri Malang (Mirzadevi & Gunawan, 2015). Fortunately, almost all of them understood what we questioned them about though one of them failed to get the idea of the questions.

The first question about the existence of any cultural barriers that prevent them from forming a good communicative atmosphere in the class is raised for all of them to answer. IU stated that he experienced some difficulties in communicating with the others in the class, mostly when he wanted to share what he had in mind. Moreover, the problem that he faced is more fundamental. He said that at that time, he found it very hard to even understand what his friends were discussing about, so he could not follow the pace of the discussion. The other subject, FA, answered that these cultural barriers, mostly in communication, made her wanted to go back to her hometown in Papua. She could not understand even one bit what their friends were talking about and that made her felt anxious. Unfortunately, there was also a semester when one of her lecturers mainly used Javanese language in lecturing the class; hence, it made her understood almost nothing from the class. The third subject, RN, felt no difficulty at all in communication. This happens because when she was still in Papua, she lived in the area full of immigrants whose daily languages are Indonesian and Javanese. While the last subject, DW, felt the same as the first two subjects. "*Communicating with others was hard at that time because there were many people from many different origins, e.g. Kalimantan, Sulawesi, and Papua*" she said. Their answers are supported with Hurn's & Tomalin's (2013) statement which says that these obstacles in communication mostly occurs because of language and many cross-cultural relationships break down because of failure in communication.

Next, the second question about different local dialect is given. Again, IU, FA, and DW felt that this was a serious problem for them that thwarted them from building a good communication with the others. IU often failed to express his ideas accurately and usually encountered miscommunication. This occurs because he knew nothing about Javanese language and it stopped him from being an active student that could share whatever he had in mind in a group discussion or in front of the class. FA even thought that most of her classmates could not suit themselves into the situation well because they kept talking using Javanese language though they were in a group discussion with her. She often felt like she was alienated by society. DW also felt the same. She could not understand at all when her friends started to communicate using Javanese language. For her, it negatively affected her achievements in studying English in class. Meanwhile, RN had no problem at all dealing with this kind of situation. She was accustomed to Javanese language so that she could bear with it.

Thirdly, IU, FA, and DW felt that communication barriers prevented them from accomplishing many things, such as in classroom achievement, recreational activities, group discussion, etc. "*Yeah, I do feel that that so-called communication barrier prevent me to interact with the others. For example, each time we do a group discussion, I always tend to be silent because I do not understand what my classmates are talking about since they keep using Javanese language all the time*" said FA. Also, IU said, "*Communication barriers do not allow me to explore myself deeper, either in classroom achievement or non-academic achievement.*" On the contrary, since RN felt that she had no difficulties in communicating with her Javanese friends though they were using Javanese language, she also did not feel disturbed by this communication barrier because she saw no barrier at all.

Next, all of them opined that it did not become any hindrance to keep them from developing in the class. They, fortunately, were given special programme created by the department, purposedly to help them in gaining a better and more comfortable learning atmosphere so that they were able to achieve better in the class. FA said, "*Developing in the class is an option which anyone can take. It depends on every person himself. I admit that adapting and blending in the class is extremely hard, but luckily we were given special treatment/ class to overcome this problem*". Similar with FA, DW also felt that communication barrier did prevent them from blending and adapting with the others, not in the classroom atmosphere/ achievement whereas DW felt like there were no correlation at all between this so-called communication barrier and her classroom achievement.

At last but not least, the last question is given to them. All of them felt that there were no problem, except for IU. IU felt depressed at the first time he studied at English Department of Universitas Negeri Malang. He said, "*at the very first time, I felt so depressed and I even had a plan to not continuing my study here. All of these were caused of a hindrance, a different language. Many people tend to use Javanese language I was not familiar with at that time*". The others simply felt that it did not disturb their daily lives. Consequently, it did not cause them any depression.

CONCLUSIONS AND SUGGESTIONS

Based on the research findings, we draw some conclusions as follows. It is true that Papuan students of English Department at Universitas Negeri Malang facing difficulties in their study in a class. They have difficulties when they are communicating with their friends who mostly speak Javanese. They feel that it is difficult because they do not know what actually their friends are talking about. Especially, when they are in a group discussion, but their friends who mostly Javanese people are discussing using Javanese. They do not know how to respond their friends' opinions or how to generate their ideas to their friends when having a discussion.

English Department of Universitas Negeri Malang has given a special treatment for Papuan students' of English Department at Universitas Negeri Malang. The Papuan students' are given a time to meet the lecture so that they can have a consultation and can have a deeper understanding about the materials that they feel they do not really understand intensively.

The way that English Department of Universitas Negeri Malang tries to solve the problem that Papuan students' of English Department at Universitas Negeri Malang have may just solve the problems they have in studying in the class. However, there are still some other factors that may affect to their study outside the internal factor which comes from their own like the cultural barrier. If there is a difficulty in this kind of interaction or communication, there might be a difficulty generated which can affect to their study. We, researchers, hope that there will be a continuation of this paper that suggests about how to treat Papuans students better, not only at Universitas Negeri Malang, but also in other universities.

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THE EFFECTIVENESS OF SQ4R METHOD ON STUDENTS' READING COMPREHENSION

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Abstract: Miqawati and Sulistyo (2014), in their article entitled The PQRST Strategy, Reading Comprehension, and Learning Styles, reported a study which showed that the PQRST strategy statistically impacted students' reading comprehension compared to the one taught using the translation and reading aloud. It was found that the mean score of the experimental group was 61.67, which was greater than that of the control group with the mean score 52.00. The finding reported in the article means that we need strategies to make the process of teaching reading easy and simple. This is expected to result in students' becoming more motivated and independent in the teaching learning process which may bring students' success. Responding to this concern, this paper discusses another strategy in teaching reading, in particular, the effects of SQ4R method on student's reading comprehension.

Keywords: *Reading, Reading comprehension, SQ4R method*

INTRODUCTION

Nowadays reading is one of the most important ways to get many information from around the world. Reading is one of language skills beside listening, speaking, and writing. It can provide organized information through literature. Therefore, students are required to have very good reading skills. Sulistyo (2012) cited in Miqawati confirmed, college students in Indonesia especially non-English departments, are only offered one semester with only two credits point of English Reading course. It means that they lack of a chance to study.

Teaching reading must be programmed in such a way in order to help students understand the reading material well. For example, by teaching them reading techniques such as skimming or scanning, the students can consequently reduce time in reading by one half time, Betty and Ross (1990).

According Akyol (2006) reading is the process of dynamic inferring that makes communication between the writer and the reader important. Reading skills is the ability to read text in daily life smoothly by using appropriate methods (Ozbay, 2006). Reading means a complex process involving the interaction or negotiation between the reader and the writer. It also means to obtain information. It is the process of getting meaning. Basaran (2013), stated that reading is a process that involves cognitive aspect, including the perception of written symbols, the knowledge of letter voice, the comprehension of information, relating the information both with interlocutors and other prior knowledge. Reading comprehension is the process of understanding the printed words to find information. The RAND Reading Study Group (RRSG) (2002, p. 11) states, "comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language". According to Pikulski and Chard (2005) in Purnamasari et.al, constructing meaning - which involves putting words into meaningful thought units, making inferences, relating information being derived from the text with background knowledge, and responding critically to the meaning that is constructed - always requires attention. Furthermore, reading comprehension is an active cognitive process of interacting with print and monitoring comprehension to various written symbols with existing knowledge, and comprehension of the information and ideas communicated (Croft, 1980). In other words, reading comprehension involves the reader interaction with the text and background knowledge to understand the written text.

Dominant factors in Reading Comprehension

Sulistyo (2011) stated that there are five factors in understanding reading. They are:

1. Linguistic Factors

In Bachman's concept of communicative language ability, linguistic factors are considered equivalent to language competence or knowledge of language-one component of communicative language abilities (Bachman, 1990). Language competence is further identifiable as two sub competencies; organizational competence and pragmatic competence.

2. World background Knowledge

- This factor is essentially the reader's knowledge about the topic of a written text.
3. Organizational Text Structure Knowledge.
This includes methods of discourse development or text development, which can mainly cover description, exposition, and argumentation.
 4. Micro Reading skill
Munby as cited by Anderson (2000) lists micro reading skills follows: recognizing the script of a language, deducing the meaning and use of unfamiliar lexical items, understanding explicitly stated information, understanding information when not explicitly stated, understanding conceptual meaning, understanding the communicative value of science, understanding relations within sentence, understanding relations between parts of a text through lexical cohesion devices, understanding cohesion between parts of a text through grammatical cohesion devices, interpreting text by going outside it, recognizing indicators in discourse, identifying the main point or important information in discourse, distinguishing the main idea from supporting details.
 5. Reading Strategy
Brown (2001) stated that learners who are already able to read in a first language need just to develop their reading strategies that are appropriate and efficient in dealing with another text in the second language. Here the reading strategies list according Brown :
 - a. Identifying the purpose of the text.
 - b. Skimming the text for main ideas.
 - c. Scanning the text for specific information.
 - d. Using semantic mapping and clustering.
 - e. Guessing the meaning
 - f. Analyzing the vocabulary.
 - g. Distinguishing between literal and implied meanings.
 - h. Capitalizing on discourse markers to process relationship.

The Importance of Strategy/Method to Improve Students Reading Comprehension

Dealing with the teaching and learning, Long and Richards (1987) say that the strategy is one of the important components in education and instruction. It means that the strategy used by the teachers may influence the result of reasoning and determine the success or failure of the process of teaching and learning activities.

There are many reading strategies that can help students improve their reading comprehension achievement, such as SQ3R (Survey, Question, Read, Recite, Review), SQ4R (Survey, Question, Read, Record, Recite, Reflect/Review), POINT (Purpose, Overview, interpret, Notes, Test), OKI4R (Overview, Key, Idea, Read, Recite, Review, Reflect), PQRST (Preview, Question, Read, Summarize, Test), RSVP (Review, Study, Verbalize, Preview), EARTH (Explore, Ask, Read, Tell, Harvest), OARWET (Overview, Ask, Read, Write, Evaluate, Test), PANORAMA (Purpose, adaptability, Need, to question, Overview, Read, Annotate, Memorize, Assess), Herringbone Technique, REAP (Read, Encode, Annotate, Ponder), GRP (Guided reading procedure), DRA (Directed Reading Activity), DR-TA (Directed Reading Thinking Activity) and so forth (Tierney et al., 1980:9-10; Deanne, 1987:206; and Flood et al, 2003:948).

Ruddell (1993) states that teaching reading by using an appropriate strategy improved students' reading comprehension achievement. The SQ4R is a successful method of remembering, retrieving, and thoroughly learning material for a quiz, test, or for simply understanding a body of information. Learning this specific method will get students into the habit of practicing intense and effective studying. Yusri (2004) reported that to improving students reading comprehension guide reading procedures is necessary. From his research, the experimental group students' post test average score was 6.533 while in the control group, the average score was 5.2667, it means that the scores obtained by students in experimental group is better than the control group. It can be concluded that using guided reading procedure is more effective than conventional method.

In their article "The PQRST Strategy, Reading Comprehension, and Learning Styles *Indonesian Journal of Applied Linguistics*, Vol. 4 No. 1, July 2014, pp. 123-139, Miqawati and Sulistyo stated that the classical procedure for intensive reading utilized in the department is usually close to the practice of the Grammar-Translation Approach in which the teacher works with the learners, sentence by sentence, translating and explaining the meaning of a text. This approach believes that that learners will understand the text by translating it, and the the result of the translation allows the teacher to check whether they understand (Nation, 2008). Sulistyo (2011) asserts that a good word by word translation of a passage doesn't guarantee a good comprehension.

SQ4R (SURVEY, QUESTION, READ, RECORD, RECITE, REVIEW/REFLECT)

SQ4R is another technique which may be helpful in comprehending the content of reading. This technique is done using the following procedure. First, students *survey* the text by skimming. Second, students formulate *questions* which are believed to be relevant. Third, students *read* for answers to the questions. Fourth, students *record* by writing down their answers. Fifth, students *recite* the answer of their questions from what they learned in reading. The last is *reflect/review* where the students consider what they have read and relate it to their prior knowledge or recheck the answer of the questions whether they have been answered correctly, then summarize the text by using their own words.

According to The Center for Teaching and Learning (2003:2), the procedures of SQ4R are as follows.

1) S= Survey

The students survey the text to get a general idea of what information is contained in the text.

2) Q= Question

Turn the title into questions to guide the students reading. Write what, when, who, where, how, and why (WH-Questions) in front of the first words of the title and put a question mark at the end of the title and formulate questions that are believed to be addressed in the reading text.

3) R= Read

Ask the students to answer the questions more quickly. If the content does not relate to the question, give it only a passing glance. Read selectively.

4) R=Record

Ask the students to read by themselves their question (s) and answer it by writing a few words in their own words.

5) R= Recite

Answer the question loud in their own words, not the author's to check their understanding. By doing this, you clarified information for themselves and catching information they do not understand or partially understand.

6) R= Review/Reflect

In this part, they consider what has been read and relate the text content to prior knowledge; recheck the answer (s) of the question, then summarize the text by using their own words.

The procedures that are used by the writer in teaching and learning reading activities using SQ4R method is as follows.

Step 1 : the teacher distributes the reading material to teach students (each student get one). The reading material is the same for each student.

Step 2 : the teacher asked the students to survey the reading material.

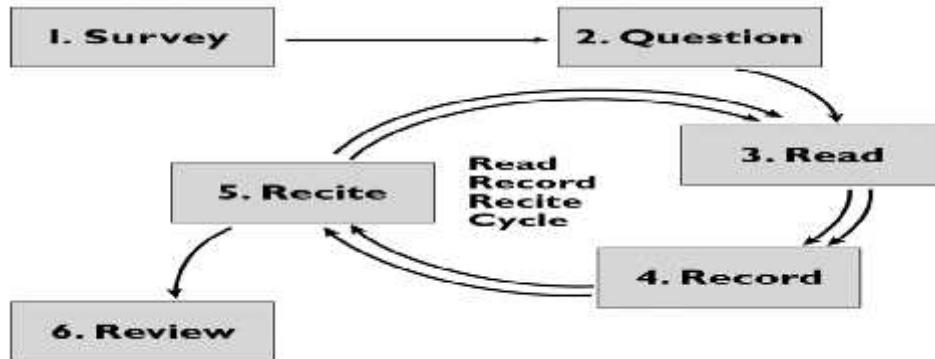
Step 3 : the teacher asked the students to make a question (s) based on his/her survey; teacher the question down in a notebook.

Step 4 : the teacher asked the students to read the reading material to find the answer(s) of the questions they have already made.

Step 5 : the teacher asked the to record the answer(s) of the question(s) using their own words.

Step 6 : the teacher asked the students to recite the answer(s) of the question they have already found by using their own words.

Step 7 : the teacher asked the students to relate text content to their prior knowledge (for the students who had the knowledge about the text; the writer asked the students to recheck the answer(s) of the question(s) and summarize the text by using their own words.(for the students who have no knowledge about the text).



The steps of SQ4R

1. Survey the chapter
2. Write Question for each heading or sub – heading
3. Read information one paragraph at time
4. Select a form of notetaking to Record information
5. Recite the important information from the paragraph
6. Review information learned in the chapter

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G. A. Forsyth, Woodring, and Forsyth (1994) cited in G.A Forsyth and Karen L Hartlep stated the effectiveness of SQ4R training and reported that using the SQ4R strategy enhanced retention of developmental psychology textbook material by college students. Because earlier research stressed the importance of self - referencing over mere rote memory strategies, the G. A. Forsyth et al. Finding of enhanced recall of text material for students who used the SQ4R study method may have been due to the addition of the reflect component alone. Thus, self-referencing alone may produce similar results to the more elaborate SQ4R study method.

Harsiadi (2010),concludes that there was a significant difference in reading comprehension achievement between the students who were taught using SQ4R and the students who are not. The students who were taught using SQ4R method got the best achievement in teaching reading.

Refildha (2012), states that here is significant increase in students reading comprehension of recount text taught through SQ4R at the second year of SMPN 5 Bandar Lampung. By implementing SQ4R, the students become more active to learn recount text reading the class. SQ4R could give opportunities in developing interaction between students themselves and also with the text. In learning recount text of reading, the students are given chance to express their idea while comprehending textbefore and after being taught through SQ4R strategy.

Raharjo (2013), concludes that teaching narrative text by using SQ4R method is effective to improve students' ability in reading narrative text on Junior high school. YAKUPOĞLU,(2012) demonstrated the strong positive effects of Semantic Mapping, Schema Mapping, and SQ4R this leads the researcher to propose them as very helpful instructional techniques to be employed in order to enhance EFL students' reading comprehension.

The Advantages/Strength SQ4R

This method is considered more satisfactory, because it can lead students understand more to what they read, direct the essence or the contents principal in a book or text which are both implicitly and explicitly stated. In addition, measures taken in this method seems to have procedures scientific, so expect any information learned can be stored both in long-term memory system of a person. In addition, by surveying reading material in advance, we will know the organization of the reading material, the questions which have been prepared about what is read will awaken curiosity to read in order to find answers importantly, learners can also make reading more quickly, because it is guided by the previous steps, namely surveying the literature and prepare questions about the readings. Records of reading materials to read can also help students understand the content of reading quickly and helps memory. Through review or repeat, learners will gain comprehensive mastery on the material being read. The common benefit of this method is to help the student to take a position that the book will be read in accordance purposes / needs or not. This method aims to equip students with a systematic approach to

other types of reading. These objectives reflects provisions for the purposes of improving learning systematic, effective, and efficient.

CONCLUSIONS AND SUGGESTIONS

There are many aspects of teaching and learning process that can influence students' achievements. Those are teachers, teaching strategies, students' active participation, and interesting learning materials. Based on some research on the importance of the role of strategy in learning, it can be concluded that, teachers are expected to use a strategy or method that is believed to help improve the ability of students to understand the material to be delivered. Obviously, there are countless strategies which are suitable for guiding and improving content area reading.

Strategies are needed by the teacher to make the class active and to improve the students' reading comprehension skill. SQ4R strategy is one of the strategies suggested by several experts. SQ4R is considered appropriate for students of different learning styles.

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ANDROID APPS AS INNOVATIVE DIGITAL MEDIA IN FOREIGN LANGUAGE TEACHING: ENHANCING STUDENTS' ENGLISH SKILLS

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Abstract: Technology has been changing the way we live and has given great impact in teaching and learning process, including in a foreign language class. Today's learners who are digital-native generation have been familiar with technology since they were born. They are always connected with their technological devices, mainly mobile device, whenever and wherever they are. This condition, actually, offers many advantages for learning a foreign language because the application in mobile devices provides learners authentic materials which are very beneficial to widen the learners' knowledge and deepen the learning process if it is accompanied by instructional objectives. Therefore, this phenomenon should have changed the way a teacher teaches the learners, from the traditional process into the new one, by utilizing technology including mobile device such as android smartphone. However, not many teachers know how to take benefits of the mobile device. This paper tries to explain the result of applying one of the android applications in teaching English to the learners.

Keywords: *Android Apps, English Skills*

INTRODUCTION

An academic journalistic flair (2014) mentions that since the launching of iPhone in 2007, there have been few people who predicted that the usage of mobile device including iPhone and other mobile devices will give huge impact on education. It is also reported that in May 2013, 50 billion applications have been downloaded from iTunes App store in which most of them are the language learning application. Nowadays, there have been more and more applications that the users can choose especially because of the availability of smartphone –most of which is android - which has been spread widely.

This phenomenon has made digital language learning become more popular. More teachers have tried to shift from the traditional classroom where the students have to listen to or reply to CD into the more mobile one by integrating mobile devices and its apps including android apps in their teaching and learning process.

It is all because of the advantage that mobile devices have, such as the availability of responsive touch screen, and various texts which vary from the simplest up to the most complicated ones. Not to mention the availability of the image which also varies depend on the quality of the mobile device itself. Some may have a very good quality of image and the others do not. However, although the pictures are not in a good quality, it is still advantageous because images can help the mobile device users do plenty different activities. Besides for taking picture, if the users deal with a pictorial application, then those pictures will help them so much. Other facility that the users can use is audio and video recording, editing and sharing, which can actually be used for the teaching and learning process. Storage capacity, connectivity and also GPS are also the facilities that can give the users experience to help them acquire effective language.

Furthermore, because of the possibility of mixing the different media with various ways of presenting the information needed, mobile applications including android apps available in mobile devices are considered to be more appealing than the usage of traditional (printed) textbooks or other used-to-be-carried out language lab activities where the students deal with video and audio recordings which are no longer new. By using the mobile device, the users can also practice the provided exercises in the apps several times until they get the correct answers of the exercises. This will make them more relaxed and comfortable because their mistakes will not be exposed to their classmates.

MOBILE DEVICE ON THE RISE

The ability to be mobile, the advanced hardware and better software provided by mobile devices are not the ones that can be considered as the factors that can encourage learner's thinking. The device itself is also considered to be able to create a good relationship between the user and the machine itself. It is because of the availability of the touchable screen that makes the device more personal that it

becomes part of personal identity. It is also considered to be more personal because the mobile device (including the android ones) along with its app can be customized and is small enough to keep so that the users can bring the device with them everywhere and anytime.

Furthermore, Godwin and Jones (2011) also mention that both smart-phone and tablet can be considered as devices which focus on one task at a time rather than the regular computers. It is because the size of the screen and the touchable interface make the users focus more on the running program. For that reason, it is regarded as something precious to capture because it asks for the learner's full attention so that they can concentrate more. Further, they mention that mobile devices are proliferating so that it will change the usage of desktop and computers (Godwin and Jones, 2011). Because of the availability of better server connection and faster and smoother devices, data needed by the language learners can be drawn faster and more efficiently.

As a personal device, it is understandable that mobile apps are suitable for individualized informal learning. It has the understanding that the learners may choose the apps thought to be suitable for their needs. In term of education, it can enhance learner's autonomy because the learners can enjoy reading a text that they like. Therefore, as a language teacher, it is suggested to support and assist the learners to be more autonomous by asking the learners to combine the formal and informal learning by integrating the usage of mobile devices in their teaching and learning process.

Some previous researches had been done dealing with the usage of mobile apps. The first one was conducted by Song and Fox (2008) who conducted a research on vocabulary in which access and guidance on using different vocabulary building tools are provided for the learners so that they could choose the one suitable for them.

Another research was conducted by Wong, Chin, Tan and Liu (2010) on photo blogging involving the usage of iPhone. In this research, the students were instructed to illustrate the Chinese idioms being studied, shared them in wiki and gave comments. The photos are related to their surroundings to make the learning more real.

Those two researches show us that the applications that the users have in their smartphone, including the android ones, can be used to increase the students' knowledge and autonomy.

ANDROID APPS

Technopedia.com mentions that android app is software of a certain application which can run on the Android platform only. It states that those apps are designed for mobile devices which are running on the android Operating System. Those apps can be found on the Android Market which is an online store for the users of those applications. Some of the apps are free and some others are not.

Users of mobile devices which are under android OS can utilize those apps. They can learn a foreign language by using the various android apps although they are not originally intended for teaching languages. In this case, the android apps user can at least enlarge their vocabulary. In other words, it can be said that although a particular android apps is actually for native speakers but it can also be beneficial for the android apps users. Even, such apps are more challenging, for examples: English newspapers or English magazines. They are actually for native speakers because the languages used in those two media are authentic. They are not actually intended for language learning but for those who are native in that language. However, android app users still can use those apps to increase their vocabulary so that their reading and writing skills can be improved.

Other example of android apps is social media which is actually not intended for language learning, but it can still be used to communicate with speakers of other languages. By installing those apps the users of the apps can have better ability in writing or speaking. It happens when they have to write down their comment in those social media apps or to have an oral communication, for instance in Skype. This app will give the users opportunity to converse in the language being learned if they have acquainted with some native speakers or others speaking the target language.

Other language learning apps that the users can use to enhance their language is DuoLingo. This app is not only for learning English but it is for learning many languages such as Spanish, French, German, Italian, Portuguese, Irish, Dutch and some other foreign languages. It is a free app and makes use of the gamification elements extensively. Therefore, this app provides various comprehensive systems for the learners such as translation, reading, writing, listening along with the ability to record.

In DuoLingo, the users can learn about vocabularies and some phrases needed by the language learners. There are some choices about how long a learner wants to learn the foreign language. Not only the materials, but the learners will also be tested to know their progress in joining that app. Thus, a language learner can learn a foreign language through this app in a very fun way to develop their foreign language skills. The activities are presented in a short learning time so that the learners do not get tired and can take a spare time.

Busuu is also one of the most famous apps for learning a foreign language. This app also offers exercises on some foreign languages. It has some levels of learning and it has free tester and premium packages which covers the explanation of the topic being discussed, the comprehension, writing activity and also testing.

GOOD ANDROID APPS

Some factors become the consideration to apply a certain android app for language learning. One of them is good pedagogy, which means that the app should be beneficial for the learners' pedagogic development. The apps which are considered to be outdated are the ones who provide listen and repeat activity, or pure grammar drilling without providing any context for the learners to learn the foreign language. Although they are considered to be outdated, yet, they are still useful for focused practice especially for the ones who are the beginner learners of the foreign language.

The second factor is technology and design. However, some apps may have an interesting design but they are not good in terms of pedagogy.

Therefore, it can be said that there is no app that provides all learners' needs. However, smartphones and tablets which belong to digital mobile devices have the capacity to store various apps for different purposes.

In short, the best thing that a foreign language learner can expect from a particular app is that it is a mobile device app that can give solution to suit each learner's skill requirements which cover four English skills namely reading, writing, listening and speaking along with its three components, namely grammar, vocabulary and pronunciation.

ODDLE BOOKS

Oddle Books is one of the android apps available in android mobile devices. It is an audiobook app in which the learners can choose either to read a book or to listen to a recording. Those two activities can be found in one app but in different session.

The app consists of two big parts, namely free classic books and free audiobooks. Free classic books consist of some different parts, namely categories, home, top books and top author. The learners can choose any books that they can read in free classic books. They have to go into the category, find the book in that category, click the book and click the "get book". The mobile device will download the book to be read whenever and wherever the learners want to read.

The learners should do the same thing for the "free audiobooks". They have to choose the book that they will listen to. In "free audiobooks" the students have to click the symbol of a headset which says "listen" to be able to get the files. The chapters of the audiobooks will be shown on the screen and the students have to download them one by one if they want to listen to the whole book. Yet, if they just want to listen to a particular chapter, they can still do it. That chapter will be downloaded and the learners can listen to the chapter. If they think that they have to do something else, then they can leave the recording and go back to recording later when they are free.

In each section, there are also some books under the "top books" which cover the most popular books among the users. "Top author" section refers to the names of the famous author whose books are available in the app.

In this case, the writer asked the students to read books or listen to a recording outside the class. Thus, they can do it when they are free, when they are waiting for the lecturers to come to class or while they are waiting for their friends. Because the books and recordings are usually long, the students are suggested to read some pages only in one day so that they did not get bored. It is different from the process of listening to the audiobooks. If they stopped listening to the recording, it means that when they go back to the recording they had to go back from the very beginning or they had to memorize the time where they stopped listening to the recording if they did not want to listen to the recording from the very beginning.

By doing so, the writer wants the students to be more independent and more autonomous. In the long run, it is expected that they do not feel any burden when they have to read such a thick book.

After having finished reading some pages or listening to a recording of a certain chapter of a book, the students had to write down what they had done in a daily journal. They had to make some notes on how long they read a book or listen to the recording and the note on what they had just read or listened to.

Then, after a month, the students are given a questionnaire asking them about what they feel, what advantage they think they get by doing this activity, how many books or recordings they have read or listen to. The result showed that more than 50% of the students felt that at the beginning of doing this activity, they felt lazy to read or to listen to the recording, especially because there is no one who remind

them to read or to listen to something. It is quite different from the situation in the classroom when they do not read or listen to the recording tentatively, then the lecturer usually gives them a warning to concentrate more on the text being read or listened. Yet, after forcing themselves to do so, they think that they can enjoy reading more than before. They also mentioned that by having this app they can get many vocabularies and they keep them in their daily journal so that when they have to write down the journal they will read the new vocabulary and remember in what context they find those vocabularies. In terms of the number of recording, more than 70% of the students reported that they could finish two books or recording only. Although it is not too many, still, it should be appreciated because the books and recording are long. However, by knowing this app, they have more books to read or more text to listen to.

CONCLUSIONS AND SUGGESTIONS

From the activity of applying one of the android apps namely ‘ODDLE BOOKS”, it can be concluded that the students become more fond of reading or listening to a book outside the classroom. It is very important for them to do so in order not to be dependent on the lecturers. The willingness to read or listen to a long story is also needed later when they have to write down their final project. Therefore, because this is a beneficial activity, it is suggested to other persons to apply this activity in their daily life.

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IMPROVING STUDENTS' VOCABULARY ACHIEVEMENT THROUGH READING SHORT STORIES

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Abstract: Vocabulary is one of the important aspects in language proficiency that becomes the basis of how well learners listen, speak, read, and write. Therefore, it is very important to learn vocabulary from the first time for young learners. Teachers need to find the materials to improve their students' vocabulary through reading. This article attempts to discuss how short stories can improve students' vocabulary. This paper aims at discussing: the description and types of vocabulary, the relationship between vocabulary and reading, benefits and weaknesses of using short stories, and the implementation of short story. It is expected that by reading short stories, students can improve their vocabulary and can help students to be good in English skill.

Keywords: Students' vocabulary, Short stories

INTRODUCTION

As a foreign language in Indonesia, English is seriously learned by many people due to its vital role as global language. English is taught to give students simple skill in understanding written and oral statement in English. This language are required to master the four basic language development task, namely the development of vocabulary, combining words, saying words, and language skills including reading, writing, speaking and listening.

Vocabulary has the main roles for the students to master English. Lack of vocabulary gives many serious problem for them in mastering English. There are some reasons that makes the students' vocabulary lack. First, the students are less interested in teaching learning process. Secondly, the students get difficulties to remember and grabs the meaning of words when the teacher gives them some English words. Thirdly, the students get difficulties in writing words or group of words correctly.

There are various other strategies and approaches which are also used for improving students' vocabulary masteries. First, the knowledge of words can be acquired incidentally, where vocabulary is developed through immersion in language activities. Words can also be learned through direct instruction, where students learn words through a structured approach. Teachers can also promote the use of dictionaries, thesauruses and spelling investigations to extend the range of words used. Teachers can also give their students a vocabulary notebook in which they can be asked to record unfamiliar or newly discovered words which can be stored until they need to use them. But more importantly, teachers can develop and extend independent reading experience and help their learners to develop and enrich their vocabulary.

Teachers can encourage reading partners/buddies to talk about books read, to ask questions and make recommendation. This strategy could effectively be run across year group or with targeted specific groups. Teachers can also develop vocabulary of their learners by creating a language rich environment which supports vocabulary acquisition. This can be done by providing a range of quality texts which also sustain students' interests. In that regard, literary texts and short stories in particular can play a very significant role in developing and enriching the students' vocabulary.

Ana Pellicer-Sánchez (2015), her article provides some concepts related to incidental second language vocabulary acquisition from reading. This article shows the advantages of using a variety of online and offline measures for researching vocabulary acquisition from reading. Result of the study have expanded our knowledge and understanding of the quantity and quality of vocabulary knowledge that can be learned from reading, providing a fuller account of incidental vocabulary learning not only from reading but also while reading. This article used short story (2,300 words) as the reading material.

The result of Lao and Krashen's (2000) study which compared the reading achievement between a group of students that read literary texts and a second group that read non-literary texts at a university in Hong Kong revealed that the group who read literary texts made better improvement in vocabulary and reading.

This paper is going to discuss deeply about how to improve students' vocabulary achievement through reading short story. In particular, it discusses about some issues and concepts related to the topic in this chapter (How to Improve Students' Vocabulary Achievement Through Reading Short Story). First, it explains the description of vocabulary and present the types of vocabulary. Second, it describes the relationship between Vocabulary and Reading. Third, it explains the benefit and the weakness of using short story, and the last is the elaboration of the implementation or the process of using short story.

The Description and Types of Vocabulary

Vocabulary is one of the components of language. Vocabulary is the collection of words that individual knows, Hatch and Brown (1995) define vocabulary as a list or set of words for a particular list or set of word that individual speakers of language might use. Besides that Ur (1998) adds that Vocabulary can be defined as the words that the teachers teach in the foreign Language.

Vocabulary is not only sign or symbol for ideas but also a part of how to improve language skills in the target language. The more vocabulary students learn the more ideas they should have, so they can communicate by using their ideas more effectively.

Vocabulary is the key to student understanding what is listened and read in school; and to communicate successfully with other people. Vocabulary is a very important means to express our thoughts and feeling, either in spoken or written form. Indeed, neither literature nor language exists without vocabulary rightly says that words are the bricks with which the poetry and the literature of the world have been built. It is mainly through using words that we compose and express our thoughts to others.

Types of Vocabulary

There are many kinds of vocabulary found in Wikipedia (2008). Based on four skill in language learning, vocabulary is divided into four groups:

- 1) Listening vocabulary; all the words we can recognize whenever we listen to spoken text. They are the stock of words to which one responds with meaning and understanding in speech of others. Listening vocabulary influences how much we understand class lectures, class discussion, etc.
- 2) Reading vocabulary is all the words we can recognize when reading. They are the words that one recognize and understand in text.
- 3) Writing vocabulary is the words he or she can employ in writing. They are the words that come readily to one's finger. Writing vocabulary determine how clearly and accurately they can express ideas in writing.
- 4) Speaking vocabulary is all the words he or she can use in speech

They are the words that come readily to the tongue in one conversation. Speaking vocabulary affects how well the people understand and react.

Moreover, referring to using a word, vocabulary is classified only into two groups. The first is active vocabulary which consists of the words used in speaking and writing. The other one is the vocabulary consist of those words which we do not usually use, but we can understand when we meet them in text.

The Relationship between Vocabulary and Reading

Vocabulary and reading comprehension are closely connected. The relationship between vocabulary and reading is typically interdependent. It is because, as someone reads more, the reader's vocabulary typically expands and grows and then the readers will be able to read a wider range of words.

There are some researches, related to vocabulary and reading comprehension or in another words the relationship between knowing the words and comprehending the text.

In this regard, Harmon (2002) notes, "Many students continue to struggle with comprehension because of limited vocabulary knowledge and ineffective strategies". The study by Jitendra, Edwards, Sacks & Jacobson (2004) also concluded that vocabulary word knowledge can contribute to the improvement of comprehension. It provides a sound rationale for increased emphasis on vocabulary instruction. They continued that "Vocabulary is a principal contributor to comprehension, fluency, and achievement." All these researches show the relation between vocabulary and reading and how vocabulary or word knowledge play crucial role in text comprehension. Reading comprehension is a very important language skill in English as a foreign language context as it provides students with much required target language exposure. Therefore, it becomes essential on the part of teachers and learners to give more attention to clear all the hurdles in the reading comprehension, including deficiency or lack of vocabulary.

FINDINGS AND DISCUSSION

The Benefit and the Weakness of Using Short Story

Short story is one of the modern prose forms that is shorter in length than a novel. As literary work, story become an interesting thing for people to read and talk. The function of story is to entertain and to enrich mental experience. In contemporary fiction, a short story can range from 1.000 to 20.000 words. Story is talking about author expression to anything about life experience concerning with human imagination. And the short stories encourage the students to think about moral, social and philosophy. Short stories are authentic and it makes students ready for the type of the language that students find outside the classroom. Almost all modern short stories have the following unique characteristics which make them especially suitable to be used in reading and it can push the students out of a passive reading state into a personal connection with the text and then beyond, extending the connection to other texts and to the world outside of school.

There are some benefits or advantages of using short story to improve students' vocabulary. The advantages of using short story to enrich students' vocabulary is that stories give new words with the real usage in many form. The used of short story is one of interesting methods where the students learn more about the culture, moral values and they can easily remember each word. Erkaya (2005) in his paper "Benefit of Using Short Stories in the EFL Context", points out the benefit of using short stories to EFL: (1) Short story can be used to reinforce the student's skill. Students can create the writing and act out the dialogues; (2) Short story can be used to introduce literary elements, they can learn simple element such as characters and setting. For more complex elements, they can learn the conflict, climax, resolution, etc.; (3) Short story is effective for teaching culture to students; (4) Short stories can be used to teaching higher-order thinking.

Meanwhile, Collie and Slater (1991) list four advantages of using short stories for language teachers. First, short stories are practical as their length is long enough to cover entirely in one or two class sessions. Second, short stories are not complicated for students to work with their own. Third, short stories have a variety of choices for different interests and tastes. Fourth, the use of short-stories encourages language acquisition and students' language awareness.

Short stories also can be used for all levels (beginner to advance), all ages (young learners to adults) and all classes because short stories have a variety of choices for different interests and tastes.

Beside that, there are also the some disadvantages of using short story. There might be language and cultural references that even native speakers from other countries, areas or age groups would not understand. This can be a huge problem if the teacher also doesn't understand and sometimes it might include language that isn't in a dictionary and the text often too long. Many short stories are presented in simplified readers for English language learners. There are some weaknesses to consider when using simplified readers such as; (1) the beauty of the language is often lost in the simplified text, (2) the stories are often reduced to plot summaries so students may not be very interested in the story, (3) the reading activities sometimes are not well-designed, (4) the children's literature books are expensive and the language can be difficult for second language learners to understand and appreciate.

The Implementation of Short Story

In using short stories to teach English, the teacher needs to select the story. There are some aspects that need careful attention in selecting the texts namely: (1) the text's features , (2) The text content (it should be appropriate with students' age), (3) the length of the text (it should be short enough to be discussed in one or two teaching sessions), (4) the linguistic features of the text (the language, style and diction have to be appropriate to the level of the students), (5) linguistic aspects (the stories selected should be linguistically ideal that would give opportunity for integrating or reinforcing the four skill in effective way not only for reading comprehension skill but for another skill such as; listening, speaking and writing as well).

Reading is one of good ways which can help the students to improve their vocabulary mastery. Reading activities can help students to develop their language skills, critical thinking skills, cultural awareness and creativity as they read and interact with the story. Below are examples of reading activities for the short story.

Pre-reading activities: (1) activate prior knowledge or warm up background knowledge necessary for comprehending the text, (2) explain the cultural information that may cause comprehension difficulties, (3) introduce to the students about the genre of the text, (4) ask the students to make prediction based of the title and the opening of the story.

In while-reading activities, the teacher can ask the students to do many activities which can help students to improve their vocabulary, such as: (1) If students find unfamiliar word, the teacher do not

simply translate the word but ask them to look at dictionary and then ask them to add the vocabulary into their vocabulary diary, (2) they can read the story and then identify the basic story elements (characters, setting, and plot), (3) They can identify the linguistics feature (adjective, noun, verb, adverb) from the story, (4) teacher can ask the students to read the story and then they can act the conversation in the story, (5) during the reading process, the teacher can help students to develop questions which can ultimately lead to overall understanding of the text and thus facilitate the reading comprehension objectives, (6) ask the students to find the synonym because finding synonym will help the students to learn groups of word with similar meaning or antonym because finding the antonym can help the students to learn the group of word with different or opposite meaning.

In Post-reading, the students can summarize the story and then state the moral value from the story and the teacher can ask the students to rewrite or retell the story based on their own words.

A more useful task would be requiring the students to prepare creative, relevant written responses and reactions reports. This opportunity allows the students to express their independent attitudes and opinions about the significant issues of the story.

CONCLUSIONS AND SUGGESTIONS

Reading and vocabulary are central to knowing a language and using a language. Each depends on the other. Both competence and vocabulary knowledge are the most important factors in reading comprehension, while reading is the single most important means by which intermediate and advanced learners acquire new words. However, building vocabulary through reading is a fruitful but complex activity that needs better understanding and more careful guidance. The teacher needs to find interesting and enjoyable methods in order to involve children in successful learning process and enhance their progress, which mostly not an easy task.

That's why this paper suggests to use short stories in English lesson especially in mastering vocabulary because the students are more interested in reading short story. However, the selection of short stories should be suitable to the level of the students. The use of short-stories in classroom for developing vocabulary of students is enjoyable. It can help the students to memorize the vocabulary, and it should be recommended for English Teacher.

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DEVELOPING READING MATERIALS FOR SPORT SCIENCE SOPHOMORES

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Abstract: This study aims to develop reading materials for the Sport Science Sophomores of State University of Malang due to the unavailability of the materials. The result of preliminary study showed that the available materials were not in line with the syllabus since it still reflects the teaching of General English, while the syllabus emphasizes the teaching of English to understand the reading texts related to Sport Science. Research and Development is the design applied in this study as the purpose of this study is to develop material especially reading materials needed in the teaching and learning process. This study employs some stages; those are (1) need analysis; (2) developing material; (3) experts' validation; (4) first revision (main product revision); (5) try-out (main field testing); (6) revision (operational product revision); (7) the final product; and (8) dissemination and implementation. The subjects in this study are the Sport Science Sophomores with a total number of 40 students whom the researcher teaches. Some questionnaires as preliminary study and the need analysis were given to the students. General questions related to their basic ability dealing with English were also given with the purpose to know the students' real ability in English. For further analysis, the researcher also distributed questionnaire related to the students' difficulties in reading to explore further. Besides that, the researcher also uses the syllabus to decide the developed reading materials. The developed reading materials were validated by two experts: the ESP expert who covers the language and the Content expert who handles the content of the materials. Before being tried out, the materials had already been revised based on the feedback from both experts. There are two products of this study: student's book and teacher's manual; both are photocopiable.

Keywords: *reading materials, sophomores, sport science*

INTRODUCTION

Reading activity is a must (UM Catalogue, 2013) for university students especially for sport science faculty due to the fact that references, supplementary texts, and the learning sources are mostly written in English.

Hedge (2003) states that any reading component of an English language course may include a set of learning goals for the ability to read a wide range of texts in English. This is the long-range goal most researchers seek to develop through independent readers outside EFL/ ESL classroom. Rowntree (in Richard, 2001) thinks that good materials should arouse the learners' interest, remind them of early learning, tell them what they will be learning next, explain new learning content to them, and relate these ideas to learners' previous learning.

Theoretical Background

The syllabus of Sport Science Faculty states that English I of Sport Science has an objective to equip the students with the basic skill in understanding English reading texts related to sport (UM Catalogue, 2013). Like it or not, they have to take English I in that semester. On the other hand, the researcher has had a problem related to the material selection since the Sport Science Faculty still does not have sufficient available materials, which are in line with the course description of English I. Therefore, the researcher believes that developing the reading materials is very important to make the materials available for the Sport Science students.

Rowntree (in Richard, 2001) thinks that good materials should arouse the learners' interest, remind them of early learning, tell them what they will be learning next, explain new learning content to them, and relate these ideas to learners' previous learning.

Ulfa (2012) states that good materials will give some valuable contribution to the learners which will motivate them in learning English, and in turn, they will develop positive attitude towards English as they will associate it with something interesting, enjoyable and not burdening. Barón (2013) did a material development due to the lack of appropriate didactic resources for the ESP course she teaches, materials development is one of the main constructs that underpins this research.

Seright and Thompson (1986) state that many intermediate and advanced ESL learners, adults particularly, have specific needs in reading, needs which existing instructional materials do not properly address. There are two objectives established in developing reading materials, namely: a) skills to be developed and b) text-types to be presented.

Teachers play an important role to develop the materials for their teaching to make the teaching and learning goals successful. Moreover, it is really refreshing when teachers not only instruct all the time, but also develop our own materials based on reflection and concern, and look for new experiences as teacher-researchers.

Contextual Background

Referring to the real situation in the sport science faculty with limited materials for English I subject, the researcher feels encouraged to develop materials by considering the syllabus of the sport science itself.

Other reasons are as follows: the growing demand for English for Specific Purposes (ESP) instruction in Indonesia (particularly Sport Science faculty) due to the growing industries involved both products and services (Paniya, 2008). Sukarni (2013) also states that in institutional setting in Indonesia, English is used as a means of communication among professionals and there was a great demand to improve one's English language competence.

The Role of Reading for Sport Science Student

Hedge (2003) states that any reading component of an English language course may include a set of learning goals for the ability to read a wide range of texts in English. This is the long-range goal most researchers seek to develop through independent readers outside EFL/ESL classroom, building knowledge of language which will facilitate reading ability, building schematic knowledge, the ability to adapt the reading style according to reading purpose (i.e. skimming and scanning), developing an awareness of the structure of written texts in English, taking a critical stance to the contents of the texts.

In conclusion, reading skill plays a great role especially for the college students since they have to face many kinds of texts in English. On the other hand, both reading materials and teaching them also need special concern to make the reading activities meet the objectives of the course.

The Objective of the Study

The objective of this study is to develop English reading materials for the sport science sophomores due to the inexistence of the English reading materials.

Significance of the Study

Practically, the result of this study is beneficial for the researchers, lecturers, sport science students, material developers and other researchers who would like to develop materials including those who are from State University of Malang and those from different universities.

In addition, for other researchers, the material development of this research can be used as valuable sources to conduct further research of the same types. Moreover, further researchers can use the findings of this study as one of the references to carry out research on different grades and levels of education.

Theoretically, this research contributes an interesting and fun activity to develop the reading materials.

Specification of the Product

The development of the material intends to meet the researchers and students' needs with purpose to support the teaching and learning process. Therefore, the final product of this material development is the reading book and the researcher's manual. The reading book for the students is photocopy able as well as researcher's manual.

The Scope of the Study

This research was conducted at State University of Malang, Sophomores of Sport Science Faculty 2012. The material development is applied to the subjects from Sport Science around 40 students of offering A in academic year of 2012/2013. The researcher takes this class since she teaches this class this semester.

METHOD

Since this study has purpose to design and develop a product of reading materials, the most appropriate research design is Research and Development (R and D). The design is taken from Borg and Gall (1983) which proposes ten cycles for developing the materials. However, due to the limitation of time the researcher simplifies them into 8 (eight) steps. The eight steps in the R & D cycles are : (1) need analysis (in Borg and Gall's model it is called research and information collecting); (2) developing material (it is planning and developing preliminary form of the product); (3) Experts' validation ;(4) First revision (main product revision); (5) Try-Out (main field testing); (6) Revision (operational product revision); and (7) the final product; (8) Dissemination and implementation.

The Development Model

The stages of the development model are shown in this figure:

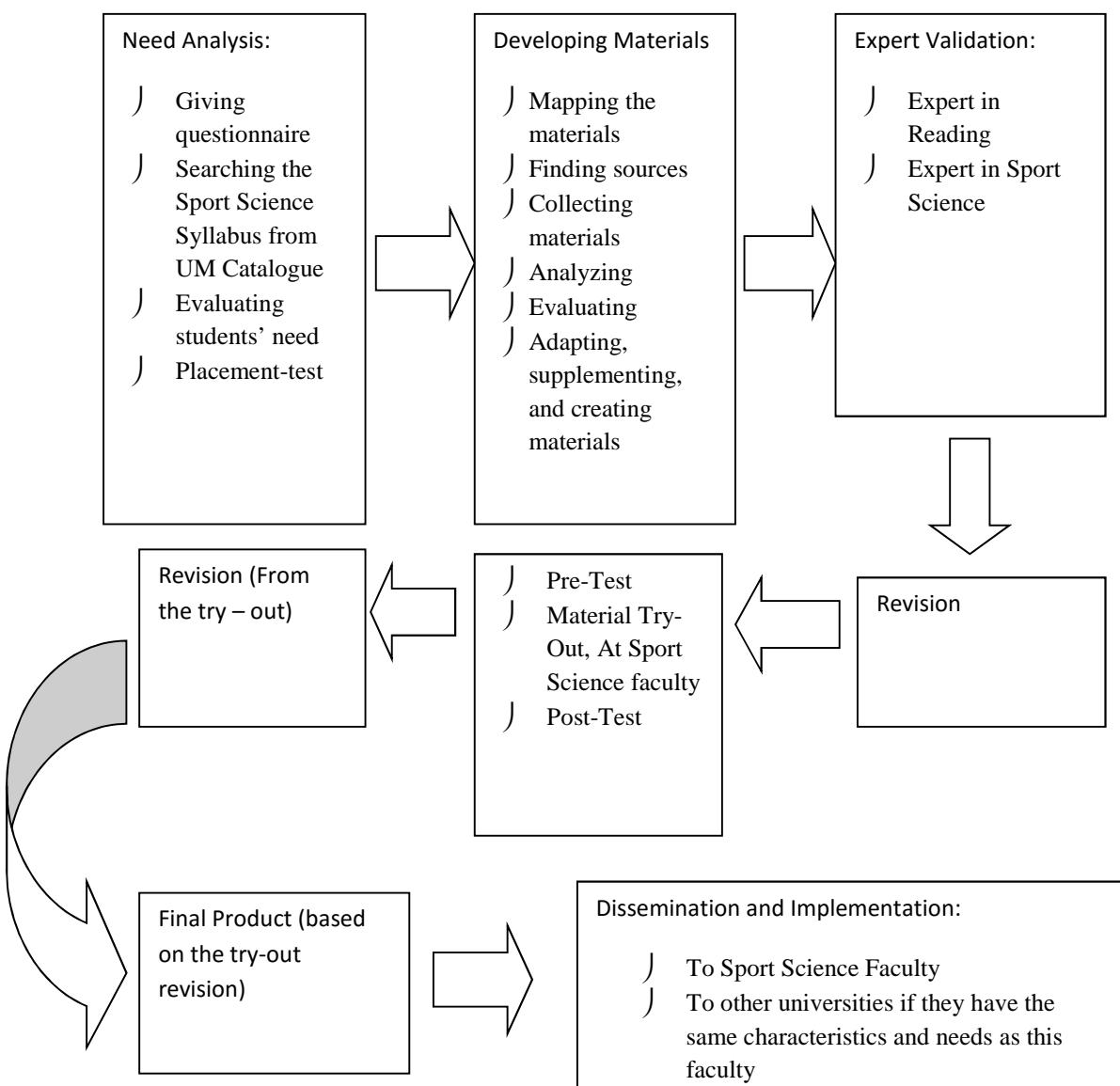


Figure 1: The Simplified Model of Development from Borg and Gall (1983)

FINDINGS AND DISCUSSION

As the preliminary study, the researcher distributed the questionnaire to the Sport Science sophomores. The subjects are the Sport Science sophomores of 2012/2013 since the researcher taught them that semester. Forty students got the questionnaires. From the questionnaire, the researcher found out the basic and general English background like the length of the students study English, their

difficulties in understanding English and their expectation if they got English materials. To sharpen the detailed information, the researcher also distributed another questionnaire to find out their ability in reading skills like scanning, skimming and finding references.

The next analysis was taken from the Sport Science Syllabus. The course of English 1 for Sport Science sophomores covers the basic skill in understanding the English texts related to sport. The materials deal with reading texts followed with the comprehension questions, grammar, and vocabulary items related to sport. It means that they like or not, they have to take English 1 in that semester.

Material Development

To develop the reading materials, the researcher combined some steps developed by Parris (2013) with some modification. The steps are choosing the materials, developing reading tasks, creating pre-reading exercise, whilst reading, and post-reading exercise. The researcher chose the materials based on the needs analysis and the curriculum demand. In this research the researcher used the mapping based on the types of material and the basic skill of reading related to the syllabus. The mapping covers the units, functions, vocabulary areas, and exercises and follow up activity. The mapping used by the researcher is adapted from Richard (1997).

Table 1: The Material Mapping

Unit	Skills	Title	Functions	Vocabulary Areas	Exercises and Activity	Follow up
11	Skimming and scanning	What Does He Look Like?	Finding general, specific, explicit, and implicit information about an athlete biography.	The vocabulary deals with the words related to soccer athlete. Examples: huge, mates, accent, dazzling, scored, victory, advance, and fabulous	J Checking information (true or false) J Answering open ended questions J Completing the information J Finding an athlete biography	
22	Skimming and scanning	Have You Tried Risky Sports?	Finding general, specific, explicit, and implicit information about some risky sports.	The vocabulary items related to risky sports (hang gliding, mountain climbing, and scuba diving) Examples: injured, crashed, lack of oxygen, high altitude, dehydration, avalanches, bubbles, explore	J Checking information (true or false) J Answering open ended question J Finding other risky sport and finding the danger and fun things about it	
33	Skimming and scanning	It's A Very Exciting Sport!	Finding general, specific, explicit, and implicit information about the history of soccer.	The vocabulary items are about the history of soccer. Examples: quotation, penance, archery, puritans, frivolous, varsity, consensus, engaged.	J Completing the questions J Finding the synonym of some vocabulary items J Finding an article about the history of soccer in Indonesia from year to year	
44	Skimming and scanning	It Really Works	Finding general, specific, explicit, and implicit information about traditional remedy and its solutions.	The vocabulary items deal with the words related to remedies and sickness treatment. Examples: remedy, fever,	J Finding the solution for common illnesses J Finding other remedies for other sickness J Finding the treatment for sport accidents/injuries	

				illness, stings,bites,tenderiz er,vinegar, soak	
55	Skimming, scanning, and finding reference	The Biggest and The Glorious reference	Finding general, specific, explicit, and implicit information about American Football	The vocabulary areas related to words dealing with American Football. Examples: defensive, offensive, pads, leather, stitches, to be televised) Answering multiple choice questions Finding the similar words for the vocabulary items Finding the reference Comparing two sports (soccer and futsal – volleyball and basketball)
66	Skimming and scanning	Sport Issues	Finding general, specific, explicit, and implicit information about sport issues that happen	The vocabulary items are about words related to sport issues. Examples: stampede, seater, fans, official, and hooligans	Finding detail information from the text Answering open ended questions Finding solutions for sport issues/problems

Adapted from Richard (1997)

Validation

From the material mapping, researcher developed two products, they are Student's Book and Teacher's manual. Both student's book and teacher's manual were validated by two experts (Reading expert and sport science expert). There are ten (10) aspects to validate: 1) Aims and Approaches, 2) Design and organization, 3) Language and Content, 4) Reading Text, 5) Grammar, 6) Topics, 7) Instruction, 8) Examples, 9) Activities and Exercises, 10) Pictures. Those aspects are rated based on these criteria:

Table 2: The scores given by the validators to rate the developed materials

Score	Descriptions
1: very poor	There is none of the criteria of evaluation covered
2: poor	Only some of the criteria of evaluation are covered
3: good	Several main points in the criteria of evaluation are covered
4: very good	The main points in the criteria of evaluation are covered but fail to cover one particular point
5: excellent	All of the main points in the criteria of evaluation are well covered

Adapted from Cunningsworth (1995) and Brown (2001)

After being validated, those two products (student's book and researcher's manual) were revised. Based on the revision, the researcher tried the material out at her class.

Result of Validation

Based on the validation criteria adapted from Cunningsworth (1995) and Brown (2001), the researcher got two results, the first was from the reading expert and the second was from Sport Science expert. Some feedbacks and suggestions were given to make the developed materials better. After the developed materials were revised, both validators gave approval to make the materials tried - out.

Try - Out

Before giving the try – out, the researcher gave the pre-test with purpose to know the students ability before the try – out. The try – out test items were taken from the reading section placement test from New Interchange (Richard, 1997). The try-out was conducted three times on 1st, 8th, and 15th April

2014 in the class of Sport Science. The subjects are 40 sophomores. Three reading texts were tried – out. During the try – out sessions, the researcher delivered the reading materials. The strategies used during the teaching and learning process are: (1) the students read the reading text silent; (2) then, they work in pairs to answer the comprehension questions that follow the reading text (they are not allowed to see the dictionaries); (3) the researcher facilitates them; (4) the researcher checks their understanding; (5) at the end of the reading session, the researcher gives optional activities like quizzes or speaking activity (adapted from Richard, 1997)

Result of the Try – Out

After the researcher tried the materials out, she distributed questionnaire to find out the students' opinions towards the developed materials. There are ten (10) aspects to comment: (1) *tujuan dan pendekatan*, (2) *desain and penyajian*, (3) *bahasa dan isi*, (4) *materi reading*, (5) *tata bahasa*, (6) *topik*, (7) *instruksi*, (8) *contoh*, (9) *aktifitas dan latihan*, (10) *gambar* (adapted from Cummingsworth (1995) and Brown (2001)). Those aspects are rated based on these criteria:

Table 3: The Score Descriptors Used by the Sport Science students to Rate the Developed Materials

Score	Descriptions
1	Tidak ada kriteria yang terpenuhi
2	Hanya beberapa kriteria yang terpenuhi
3	Beberapa poin utama dalam criteria terpenuhi
4	Poin utama dalam criteria terpenuhi namun kurang memenuhi poin utama yang terdapat dalam kriteria
5	Semua poin utama dari criteria tersebut telah terpenuhi

Adapted from Cummingsworth (1995) and Brown (2001)

Based on the criteria above, 59.5% said that the materials were good (score 3) and 37% said that the materials were very good (score 4). Only 1% said that the materials were excellent (score 5). On the other hand, 2.5% said that the material were not very good. The conclusion is that 96.5% said that the materials were good. The researcher can conclude that the materials meet the Sport Science students' want and needs.

The Revision of the Tried – Out Materials

After the students got the tried – out materials, they gave the feedback. The researcher distributed the questionnaires with some aspects to comment (table 3). The materials were then revised based on the feedback and data collected. After being revised, the developed materials are ready to publish and disseminate.

Final Products

The final product of this research is a reading material book accompanied by the teacher's manual. The materials are developed based on the condition that sport science did not have materials which was confirmed by the result of needs analysis and the sport science syllabus. The learning objectives are exploring the reading skills, like scanning, skimming, and finding references.

DISCUSSION

The researcher discusses the strengths and the weaknesses of her developed materials as well as the conclusion in this chapter. The strengths of this developed materials are (1) providing the Sport Science students with a book that helps them understand English 1, (2) fulfilling the unavailability of English materials which are in line with the syllabus of the Sport Science sophomores. On the other hand, the weaknesses of the developed materials are: (1) the reading texts need more pictures to attract the students' attention, (2) more examples for the activities are needed. The researcher had already revised the developed materials; therefore, the weaknesses can be solved.

CONCLUSIONS AND SUGGESTIONS

After the result and the discussion of the developed reading materials, the researcher can make the conclusion based on those two aspects. It is true that Sport Science faculty does not have the book for English I subject, it means that the developed reading materials are really needed by the sport science sophomores to give them basic knowledge about sport science, and the basic information about sport science which covers the reading texts followed by the comprehension questions and exercises to make the students comprehend reading texts more easily.

RECOMMENDATION

For lecturer, the developed reading materials will be beneficial for them who have the same kinds of students, characters, and conditions. Furthermore, they can also adept or adopt the materials with one condition that they have the same problems as the researcher faces.

For students of the sport science faculty, they can use and apply the materials in their daily life as well as in their academic need in English I. They can make use the book to explore English about sport science further and use it for English I.

For the material developer, this material can be developed further in case the purposes of the development are in line with the purposes of the needs of the developer. This materials can be used as references to improve the development.

For the other researchers, the researcher believes that her developed materials will give contributions to enrich the existed materials to redevelop.

For the researcher herself, she can use the developed materials as a guide book to teach the Sport Science sophomores.

Dissemination

The researcher can disseminate the student's book in her class for the next semester in her own class for teaching English I. The book can be used as a hand book for the students to learn Basic English that deals with reading texts followed by some comprehension questions. On the other hand, the teacher's manual is useful for the researcher as a guide to teach English I of Sport Science Sophomores. For future interests, the book will be much better if it does not only discuss about reading texts. It will be much more useful if the developed materials are developed further to meet the students' need in learning English which includes not only reading skills, but also listening, speaking, and writing.

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MULTICULTURAL CONTENTS IN INDONESIAN ENGLISH TEXTBOOKS: WHAT SHOULD THE MATERIAL BE?

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Abstract: This study is motivated by the current trend in English teaching pedagogy with the emphasis on preparing students to become global citizens. As a result, providing multicultural contents in teaching materials becomes pertinent. The content should consist of three cultural elements namely source culture, target culture, and international culture. Unfortunately, the current situation shows that the commonly used textbooks in Indonesian secondary school provide very little world or international cultural-related content. Therefore, this study aims to explore sufficient cultural elements that should be included in English textbooks.

Keywords: Indonesian English textbooks, multicultural contents, English teaching pedagogy

INTRODUCTION

The world is “flat” in term of communication. When ancient people are used to hardly have communication across countries, it is not found in modern people nowadays. The development of technologies has made no boundaries in communicating across countries. Discussing the way to communicate is also undoubtedly discussing language as a tool of communication. However, communication using language in each culture has different behaviors toward its application in daily exchange.

As the notion of global society which is spreading out recently around learning and teaching context, English teaching and learning pedagogy has started to prepare students to interact globally. In English as foreign language (EFL) context, cultural barriers may be a challenge since it becomes one of important aspects in communication across countries. As stated by Novinger (2001), culture predisposes communication, thus difference in culture is obstacle in accomplishing intercultural communication. Learners need to learn about cultural knowledge and practices from different cultures, to improve their intercultural communicative competence and understand intercultural identity (Sercu in Hilliard, 2014). Therefore, introducing multicultural knowledge to English learners is crucial. It may need serious attention from English teachers to perform actions in providing multicultural materials for students.

Textbook has been speculated to be an influential learning material. It is used as primary source of teaching and learning materials and it has contents in which students interact with both inside and outside the classroom. As stated by Chao (2011), the culture carried out by the content in textbooks seems a “hidden curriculum” in which has great effect consciously or unconsciously in transmitting cultural knowledge. Further, Cunningham (1995) argues the hidden curriculum in creating perception of culture is stronger than official curriculum if they are exposed in a longer period of time. Therefore, there is possibility to embed cultural knowledge through kind of texts or pictures. In spite of that fact, textbook needs to cover multicultural information then.

Several experts have studied about culture-related contents in textbooks (Lee, 2009; Chao, 2011; Rodriguez, 2015). All of them agree that surface culture of target culture (English-speaking countries) is dominant throughout the textbooks. Local experts also have studied about cultural content in Indonesian textbooks (Munandar & Ulwiyah, 2012; Salam, 2013). In her study, Salam (2013) finds target culture are dominant as presented in the textbook published by The Ministry of Education and Culture. Further, Munandar and Ulwiyah (2012) analyze Indonesian textbooks published based on 2006 curriculum in all secondary school levels. The result shows source culture extensively appeared in the textbook. In fact, textbook must cover multicultural contents/elements because students need to know not only the source culture. That is why it is important to analyze the culture content in textbook in order to know which category of culture is more dominantly represented in textbook and to know whether the contents fit toward current global society’s way of life. This study is a conceptual study about multicultural contents in English textbook. The basic deduction bases on theory from Moran (2001) who examines culture-related contents in textbooks.

LANGUAGE AND CULTURE

Every language comprises culture and culture can be expressed through language. Moran (2001) argues language and culture are fused in which one reflects the other. Actually, culture can be defined as customs, civilization and achievements of a particular time or people. It can also be defined as people's way of life. This is in accordance to Moran (2001) who defines culture as "the evolving way of life of a group of persons, consisting of a shared set of practices associated with a shared set of products, based upon a shared set of perspectives on the world and set within specific social contexts". In practicing culture, it also needs language. When people interact or communicate with certain cultural community, they need to adjust the way they express themselves appropriately in term of the way that community lives (Moran, 2001). This such adjustment may be categorized as cross-cultural understanding which deals with adjusting a culture toward other different cultures. In cross-cultural communication, differences are understood and acknowledged, and may make change individually but not collectively.

According to Moran (2001), cultural elements namely products, practices, perspectives, persons and communities are exemplified through language. Actually his thought is the extension of the triangular concept of culture (product, practices and perspectives). The additional elements, persons and communities are considered to complete former concept because it cannot function without people. Therefore, these elements of culture establish the five dimensions of culture (Moran, 2001).

1. Language and Cultural Product

Language is a tool to describe and manipulate cultural products. Moran (2001) explains the products of a culture range from isolated objects, artifacts, or tools to places, complex social institutions and other constructions, like art, literature, architecture, and music. Yuan (2011) also argues products refer to tangible culture object, such as: movie, TV program, food, merchandise, print, travel destination, etc. People name all these products that determines or represents specific culture. Actually language itself is a product of cultures. Cultural people use language to express their experience, feelings, concerns, or questions about this cultural phenomenon. Thus, it is obviously that the use of varied product needs language as the connector.

2. Language and Cultural Practices

Language and cultural practices are identified in almost all exchanges when cultural people meet and engage together. When they are in a society getting on together, they are having conversation. In this case, they use language to express cultural practices. It is impossible when people communicate to each other without using language whether speaking and listening or in literature cultures using reading and writing. The example comes from Moran (2001) when one member in society wants to held wedding ceremony where numerous practices are required from writing and sending invitations through welcoming guests, giving and receiving gifts, participating in the ceremony, eating, making conversation, giving public speeches, to leave taking, etc. Another examples offered by Yuan (2011) are related to customs, daily life, sport, school life, and celebration. In short, the appropriateness of language used needs to be considered, one needs to say the right words in the right way at the right time.

3. Language and Cultural Perspectives

Yuan (2011) defines perspectives as the cultural phenomenon about inspiration, values, myths, world views, and beliefs. People then use language to name and understand these phenomena. Further, cultural perspective refers to the way individual is shaped by her/his environment as well as social and cultural factors (Moran, 2001). Cultural perspective affects how people relate to one another and their ability to communicate.

4. Language and Cultural Communities

When people are in a group of society, it can be found that the variations of a language in forms, meanings and use according to the society setting and circumstances. Communities develop distinct language to describe and carry out the particular practices and products. As supported by Hinkel (1999), culture is argued as area of inquiry not only into systems, behaviors and activities but also communities and groups who apply certain cultural belief in their life.

5. Language and Persons

Each person has a unique way in expressing their language. Here, the uniqueness includes a tone of voice, a certain pitch, a way of pronouncing, accent, expressions, etc. For instance, the case in Indonesian context, there are so many dialects spread out from Sabang to Merauke. All of them are very

different in producing spoken language. In textbook, individual uniqueness can be represented through famous individuals (fictitious or real), figure, character, etc. (Yuan, 2011).

Furthermore, Moran (2001) says language is a window to the culture. Through language, people can see the whole world. In the time, English as international language paradigm has been widely spread, it is not impossible for people to have communication with other people around the world. However, to interact with people from another country and culture in a foreign language, people need to know not only their own culture but others (Byram, 1997). This urgency is always related to multicultural knowledge. The term multi-culture refers to a society having various culture or ethnic groups. People live alongside one another, but each cultural group does not necessarily have engaging interactions with each other.

The overlap definition seems to occur in understanding multicultural and intercultural understanding. The interaction among different cultures drives to intercultural communication studies in which mostly focus on how cultural groups vary from one another: Muslims differ from Christians; Japanese differ from U.S. Americans; men differ from women; environmentalists differ from conservationists; pro-lifers differ from pro-choicer; old differ from young, and on and on (Gudykunst as stated in Martin & Nakayama, 2010). Intercultural understanding describes communities in which there is a deep understanding and respect for all cultures by focusing on the mutual exchange of ideas and cultural norms and the development of deep relationships. In an intercultural society, no one is left unchanged because everyone learns from one another and grows together.

MULTICULTURAL CONTENTS IN TEXTBOOK

Language is the central means of learning culture in the language classroom (Moran, 2011). He added that in the language classroom, as in the culture at large, language is also everywhere. It can be found in textbooks, audiotapes, videos, books, newspapers, magazines, and in the words exchanged between and among students and teachers. Briefly, textbook is designed in term of educational purpose. The term textbook is commonly linked as teaching aids (Johnsen, 1993). Teachers from time to time rely on the textbook as their references or sources when they teach their students in the classroom.

Further, textbook is an important instrument to transmit information including values, skills, and even attitudes (Karvonen, 1995; Kalmus, 2004). Moreover, Chao (2011) argues material chosen as contents within the textbook to reflect cultural knowing. Textbook containing international culture then is needed to prepare learners with an understanding of how members of particular culture use language to refer to, describe, or function with social organization. Corbett (2003) claims though learners may not desire to adopt the practices or beliefs of target culture, they should be able to understand these if they want to be in an equivalent position in what target language people produce.

In considering sources of cultural information to be included in language textbooks, Cortazzi and Jin (1999) proposed three types of material namely:

1. Target culture material

It includes the culture of a country where English is spoken in L1 such as the United States, Great Britain, and Australia. Most of the contents are about life in native English speaking countries. The purpose of integrating target culture components into textbooks is to help learners enhance learner motivation and develop their attitude toward language learning (McKay, 2002).

2. Source culture material

It refers to the learners' own culture as content. For example in the Indonesian textbook which tells about the certain legend of Indonesia, there should be some local names of figures, places and cities such as: Bawang Merah, Bawang Putih, Banyuwangi, Tangkuban Perahu, etc.

3. International culture material

It is from various cultures in English and non-English-speaking countries. According to McKay (2002) there are some benefits of using content from an international target culture in the teaching of English as an international language. Enriching students' knowledge about culture outside the target culture may be beneficial since encounters with foreigners may occur with people from outside English-speaking countries. For instance when they meet a French man, English may be mutually understood. Further, learners can internalize the cultural norms of non-native speakers' cultures rather than those of native speakers of English when communicating their opinions and cultural understanding through the medium of English which leads to the development of intercultural communicative competence (ICC).

INDONESIAN ENGLISH TEXTBOOK

Indonesian government through The Ministry of Education and Culture has had responsibility in arranging balance composition of English teaching and learning materials through creating textbooks published by them. Written by chosen experts of EFL in Indonesia, the contents actually have been considered based on the purpose in Indonesian education context. Education philosophy in Indonesia may be the factors in considering cultural contents chosen in the textbook. In our preliminary research, source target is mostly found in English secondary school textbooks. It may be the tendency to preserve identity of an Indonesian.

Further, as English as International language, learners as speakers should understand language as global, considering target culture only may not be wise since this paradigm create an open-access toward other countries. However, the important fundamental thought is making source culture as filter in processing other cultures. Learners may not be instructed to act in the target culture life, but rather the core intention is just to make EFL learners know and have no cultural barriers interacting with others.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The existence of culture is recorded by language either written or spoken and culture itself has language as its element among other elements. Therefore, language is reflected by itself and other culture, along with the point of view of moral value and goodness or badness of nations. Naturally, culture cannot be separated from language as it embodies and symbolizes cultural reality. Language and culture influence each other. It is supported by Mitchel and Myles (2004) that language and culture are not separated but acquired together, with each provides support for the development of the other.

Multicultural understanding currently becomes discursive topic in current English teaching and learning context. The representation of this various cultural knowing is transmitted mostly through textbooks as teaching and learning aids. As supported by Hinkel (2005), textbook is an effective instrument for educational practices and it can reflect values and senses for individuals and nations. Therefore, the contents should fit with the appropriateness of cultural content within the textbooks. Moran (2001) classifies five elements of cultures represented in the textbook namely, products, practices, perspectives, communities, and persons. Further, the categorization of culture-related contents made by Cortazzi and Jin (1999) emphasizes that textbook should contain source, target, and international culture. However, experts (Alptekin, 2002; Chao, 2011) consider the content need to comprise intercultural reflection and awareness. Regarding how much source culture, target culture and international target culture should be put, it relates to the grand philosophy of English teaching adapted by Indonesia. As the National Standard Board of Education (BSNP) mentions that the future development of English textbook is purposed to improve learners' cross-cultural understanding. Further, English textbooks are aimed at improving the learner's knowledge in term of multicultural understanding.

Suggestions

As the goal of EFL teaching and learning in Indonesia is communicative learners, it is undoubtedly, at least learners need to know culture involved within the language. Among three cultural contents (source culture, target culture, and international culture) introduced by Cortazi and Jin (1999), the portion of each culture should be balance in the textbook. However, the source culture is also important to be carried out in the classroom whether it comes from textbook or supplemental materials provided by teachers. Preservation of source culture indicates an effort to teach learners to pledge allegiance to Indonesian philosophy in term of way of living. Identity is maintained through source culture. Therefore, as a wise quote says "think globally and act locally", learners may show up their abilities in the world stage but they should not leave their identity as Indonesian.

Moreover, in term of filtering cultural content in teaching and learning context, it also demands teachers' participation in using their sensitiveness to digest materials provided in the textbooks. If the textbook's contents are inappropriate with the students' need, it becomes the teachers' responsibility to choose or compile the content from other sources. So, obviously that English teachers in global era must be active, creative, sensitive and also responsive towards current issues.

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PROMOTING 21st CENTURY'S LEARNING 'COMMUNICATION AND PROBLEM-SOLVING SKILLS' THROUGH REFLECTIVE ACTIVITY

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Abstract: Communication and problem-solving skills are the pursuits of 21st century's learning as individual's success somehow depends on such skills. English communication skill, as demanded for global work communication, is undeniably essential. It allows ones to stand out from the crowd in the competitive and fast-paced world. Meanwhile, problem-solving skill is worthwhile to compete in the complexities of problems and global challenges. Hence, those two tickets must be practiced and expanded as they pose the priority of language learners' learning target. In this paper, a conceptual idea of constructivist approach to learning in the form of reflective activity is drawn to cover those skills. Reflective practice is an umbrella term used to describe personal responses to opinions, events and experiences in various situations. Reflective activity comprises reflective thinking through which the learners analyze and make judgments about what has happened in their learning experiences. In addition, such reflective thinking is important to promote their learning during problem-solving situations as it provides the learners an opportunity to step back and think how they could solve.

Keywords: *reflective activity, communication skill, problem-solving skill*

INTRODUCTION

'Are you glad that you are living in the 21st century?' Some lovers would stand 'Yes' due to the tremendous advancement of knowledge, technology, internet, and communication that facilitate them in having faster access toward the information, multitasking, and being able to intimately interact through online social networking. Yet the others might answer 'No'. So why is it still rugged for some people to live their life in the 21st century? The reasons are here. The velocity of flow in the 21st century has increased rapidly, and the world is becoming a more involute place to live. The high demands and requirements for social life, workforce, and career are somehow problematic for people whom few find it hard to compete and feel unprepared to meet the criteria. Generally speaking, they might not have enough competence and possess lack of skills. Then what are the essential 21st century's skills? P12 (Partnership for 21st Century Learning) has developed a framework for learning in the 21st century which represents the outcome for 21st century. Learners are prosecuted to have life and career skills (initiative, self-direction);learning and innovation skills (innovation and creativity, communication, problem solving and critical thinking);information, media and technology skills; and the core subjects and 21st century's themes. This framework rolls out the knowledge, ability and competence for the learners to succeed in work and life in the 21st century.

In addition, it is an open secret that the acceleration of knowledge is the feature of 21st century's learning whereabouts education is of account to assure that learners have the aforementioned skills. In line with that, the growing number of business leaders, politicians, and educators are united around the idea that learners need '21st century skills' to be successful (Rotherham and Willingham, 2009). They also confirm that these skills are not new, what is actually new is the extent to which changes in our economy sector and the global world suppose that collective and individual success depend on having such skills. The Melbourne Declaration on Educational Goals for Young Australians (2008) proposes that to develop successful learners for the 21st century, the focus needs to be given on skills such as literacy, numeracy, citizenship, ICT, problem solving, planning and organising, thinking, teamwork, communication and creativity. Moreover, Rich (2010) notes that the terms '21st-century skills' is generally used to refer to certain core competencies such as collaboration, digital literacy, critical thinking, and problem-solving. This condition advocates schools to teach and help the learners thrive in today's world. In terms of workforce, a survey to manufacturers conducted by Deloitte Development (2005) found that on 80 percent reported shortages of skilled employees, they most frequently cited basic employability skills including attendance, timeliness, and work ethic; problem-solving skills; collaborative skills; and reading, writing and communication skills. Of all the prerequisites above, educators and teachers need to focus in promoting learners' skills as they play a significant role on shaping their lives and careers.

Communication and Problem-Solving Skills

Among the reviews and experts' premises, two of the most cited basic learning skills that learners need to master in the 21st century's learning are *communication* and *problem-solving skills*. Primarily, communication skills are important for everyone who uses the language. It is a broad term that incorporates multi-faceted levels of interaction and information sharing. Communication can be defined as the process of transmitting information and common understanding from one person to another (Keyton; 2011) which covers oral, written, and non-verbal languages (Pacific Policy Research Center, 2010). Additionally, The American Association of Colleges for Teacher Education (2010) also states that by having communication skills, one would be able to articulate thoughts and ideas effectively by using oral and written communication skills in a variety of forms and contexts. Particularly, English communication skill, as demanded for global work communication and workforce, is undeniably essential as it allows ones to stand out from the crowd, during competitive and fast-paced world. By being able to communicate well, as well as sharing and responding to ideas, one would very likely be spared from misunderstanding and missing the information. In the workforce, communication is identified as one of the basic competencies all graduate learners should have, including basic oral and writing skills, and the ability to communicate well (Morreale et al., 2000). Therefore, learners' communication skills should be sharpened to enable them propose ideas and information to another by means of oral, written, and even non-verbal language in any contexts of communication, which are bearing the great importance on global work communication and workforce.

The issue that today's learners are demanded to have the ability to solve more complex problems in real life ecstastically forces them to have problem-solving skill. The American Association of Colleges for Teacher Education (2010) poses that problem-solving skill encourages the learners to effectively analyze and evaluate evidence, arguments, claims and beliefs, and to solve different kinds of non-familiar problems. Moreover, a lot of problems will occur in the future. Therefore, making the learners be accustomed with thinking and solving problems will help them to create such blockhouse as they would not find the barriers difficult. According to Crebert et al. (2011), effective problem solving skill requires learners to identify, define and solve problems by using logic, lateral and creative thinking, so that the learners arrive at a deep understanding and are able to construct new knowledge to make further decisions. By mastering this skill, learners will not feel uncomfortable or hesitate to work by themselves as they are not afraid to take risks and they have competent to make a quick decision. Having problem-solving skill is not only a must as it stated by previous practitioners, but it is also a broader skill that learners should train and apply in their daily life. As Watanabe (2011) mention that it is important to realize that being a problem solver is not just an ability; "it is a whole mind-set, that drives people to bring out the best in themselves and to shape the world in a positive way". Furthermore, Riedel (2009) add that problem-solving is not just a skill, further it is a way to challenge learners with "brainteasers or other puzzles". For abovementioned commentaries of problem-solving skill, it is obvious that this skill needs to be 'implanted' on learners as early as possible.

Reflective Activity

The term 'reflection' is not simply as 'what we see in the mirror'. Abbasi and Khodi (2015) clarify that reflection is a type of personal response to opinions, events and experiences in various situations. It is an important activity in the processing phases of learning during which people recapture their experience, think about it and evaluate it (Boud et al; 1985 in Belinda Ho; 1997). Reflective activity or reflective practice as the reduction idea of constructivist approach, in its simplest form, is thinking about or reflecting on what we have done. It is an umbrella term used to describe personal responses to opinions, events and experiences in various situations. In addition, Siang (2002) argues that 'generally, being reflective means looking back at our past learning experiences and making sense of things by relating the past experience to our current and future learning needs. In other words, reflective activity comprises reflective thinking through which the learners analyze and make judgments about what has happened in their learning experiences. Besides, such reflective thinking is noteworthy to promote their learning during problem-solving situations as it provides the learners opportunity to step back and think how they could solve problems and communicate appropriate solving strategies for their future goals.'

Moreover, there have been many different models of reflective learning proposed by predecessors (as cited in Bubnys and Žydiūnaitė, 2010). Several of them are: Borton's reflective model, (1970), which composes three questions about 'what, so what, and now what'; Kolb's reflective model (1975), that highlights the concept of experiential learning and focus on the transformation of information into knowledge, Schon's reflective model (1987), which involves reflection-on-action, reflection-in-action and reflection-for-action; Gibb's reflective cycle (1988), that discusses the use of structures to reflection as involved in Kolb's, and Ho's reflective learning model (1997), which divides the reflection activity into

several steps through which the learners reflect on their past learning experiences to create a new understanding.

The Implementation of Communication and Problem Solving Skills through Reflective Activity

As it is stated earlier, the two most commonly mentioned 21st century's learning skills are communication and problem-solving. In order to promote those skills, the reflective learning model as proposed by Ho (1997) will be implemented. This model, consists of several steps, (planning reflection, input giving, conceptualizing and applying ideas) derives the process of reflection on action when experiences are turned into learning. In this paper, the reflective activity is implemented in secondary level; with the genre of the text chosen is recount text in which the learners are expected to be able to create their recount text based on their own experience. Before starting the classroom activity, teachers should prepare the teaching materials, including the example of recount text, pictures or media for observation, and questions guideline that will help the learner during the process of planning reflection.

Firstly, teachers provide some pictures or media to be observed by the learners. Here, the pictures are about holiday, such as going to the beach, hiking to the mountain, visiting the zoo and going to other tourism objects. Teachers instruct the learners to observe those pictures, ask questions related to the pictures and get information about what they are going to learn. The goal is simply to lead the learners to the topic of recount text. After knowing that today's topic is about recount text, learners are introduced to planning reflection activity. Planning reflection is a step that gives the learners chance to draw their past learning experience and reflect on the way they did the task. They are instructed to step back and recall their learning experience, problems, and the way they solved problems when studying recount text at junior high school. In order to help learners doing planning reflection, the questions guideline is given. The questions guideline consists of several questions related to learners' experiences, difficulties while studying and writing recount text before, and the solutions to solve their problems in writing are count text. While working with the questions guideline, learners are unconsciously directed to use their critical thinking in communicating certain parts of their experiences, and develop their problem-solving skill as they try to find out the solutions for their own problems.

Then, learners are divided into groups consisting of four. In group, they discuss their answers of the planning reflection activity. Since each leaner might have different problems in writing recount text, they can work together in order to solve the problems. Every learner should be able to communicate a solution for his or her friends' problem. One might give ideas about how to cover the difficulties or problems in writing recount text for each member of the group. In addition, learners unconsciously practice their problem-solving skill as they not only think about the solutions for their own problems but also the solutions of the problems of their friends. Therefore, each member of the group might have more than one solution for their own problems. This will help them to write a better recount text in the future. After doing the discussion, teachers give input by briefly explaining the features of recount text (the social function, generic structure, and language feature). Next, to ensure the comprehension of learners, another exercise is given. Learners are instructed to draw a mind mapping about their past experience in learning recount text. The questions guideline they just answered can help them to generate their ideas. In other words, they conceptualize the ideas given into the framework.

After that, learners apply the knowledge that they just conceptualized. They are directed to make their own writing in which they use their understanding about the features of recount text and are helped by the mind mapping they just created. High appreciation will be given by the teachers to those who succeed in communicating (in the written form) their ideas through their writing well. After finishing their own writing, learners are invited to communicate the writing orally in front of the class. Each learner will get his or her chance. This final phase is crucial in reflective activity since being able to communicate through the written form (writing) is not enough for the learners. Yet, they are also demanded to be able to communicate their ideas orally in front of the teachers and their friends. That is what makes their communication skill perfect.

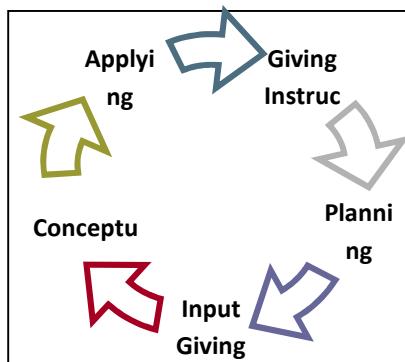


Figure 1: Reflective learning model, adapted from Ho (1997)

CONCLUSIONS AND SUGGESTIONS

All in all, communication and problem-solving skills as the pursuits of 21st century's learning need to be taught and practiced to the learner. Reflective activity is one the precise ways of promoting those skills. Through reflective activity, learners are directed to recall their past learning experiences and do problem-solving to deal with the solutions of their problems. In addition, they are also demanded to be able to communicate their ideas well, either in written or oral form. Moreover, due to the long phases of reflective activity, teachers are suggested to consider the learning time and the proportion for each phase of reflective activity to avoid the time barriers.

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VARK WHISTLE: A MULTIMODAL LEARNING MODEL TO EMPOWER STUDENTS' COMMUNICATION SKILL

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Abstract: The fact that the core strand of learning a language is the competence to communicate in the target language has been an issue that professional teachers are aware of. Indeed, prescribed textbooks and teaching tools available in many schools have never been enough to either facilitate the need of language learning or empower students' language skills. However, the factual problem is the lack of teachers' understanding in a variety of students' learning styles. Even when they have read about it, they have not got clear ideas of handling classes with multimodal learning strategies. This paper introduced VARK Whistle as an alternative to design class activities which accommodate the need of multimodal learners. This model allows teachers to facilitate various activities designed in a single lesson plan and conducted in a time. Assessing students' competences is also possible this way. Besides, the students have intensive opportunity to collaborate with their classmates, which also becomes another great chance to learn how to communicate properly and effectively in a fun and challenging atmosphere.

Keywords: VARK whistle, multimodal learning, learning model, VARK, communication skill

INTRODUCTION

The core strand of learning a language is to be able to make meaning (Jeff & Gunther, 2016) in the communication, using the target language. Although the language components are important to convey the messages, imperfection is still acceptable, in some cases, as long as the messages are meaningful. In order to achieve that goal depends on several aspects. In most cases, it is not about the learning materials which, nowadays, can be easily compiled from the internet. Even teachers with good hand outs often get stuck to enliven their classes. In this matter, strategies, methods, techniques, and more specifically, learning models, take important roles. The design of activities prepared by the teachers might not be effective, when the students' learning styles are thoroughly ignored. Then how to handle a big class with heterogeneous students learning styles? To accommodate that need, VARK whistle is introduced.

VARK whistle is an implementation of VARK model (Fleming & Bonwell, 2001) which allows students to experience multimodal learning, so that they are able to gain more benefits from the learning process which facilitates their requirements to learn the language successfully. This VARK whistle model uses a whistle in delivering messages as well as instructions. The activities include visual, auditory, reading/writing, and kinesthetic experiences. By applying this model, students get opportunities to have intensive practice for their receptive and productive skills at the same time, in communicative contexts as well as lively atmosphere. These would be a quite ideal requirement for an effective learning process, which not only merely about getting good scores, but also experiencing effective communication due to conducive learning atmosphere. Multiple Intelligences of Howard Gardner's (2013) does not go alone in enriching learning strategies. Fleming (2001) with his VARK introduces Visual, Auditory, Read/Write, and Kinesthetic to facilitate multimodal learning needs, as well. Unfortunately, the issues have not been enough yet to guide teachers in performing their teaching learning process. They still are not able to accommodate multimodal learning classes due to lack of samples of multimodal learning models, including in learning English to empower students' communication skill.

Purposes

The purpose of this research is intended to help teachers out with an alternative to design as well as to manage their classes so that students with various learning styles are able to meet their needs. When teachers are able to offer more attractive and effective ways in learning English, the competence to communicate in the language will get improved respectively.

Problems

The research problems are formulated as follows:

1. How are teachers able to design their classes to meet multimodal learning styles in English language learning?
2. What learning model is relevant to multimodal learning styles in order to empower students' communication skill in English language?

Solutions

Based on the problems stated above, this research offers the following assumptions:

1. Teachers are able to design their classes to meet multimodal learning styles in English language learning by implementing VARK Strategies.
2. VARK whistle is an alternative learning model which is relevant to multimodal learning styles in order to empower students' communication skill in English language.

METHOD

This research is a quantitative applied research. It implemented VARK Strategies of Fleming's. In order to specify the strategies, VARK whistle learning model is applied through a series of activities which accommodated multimodal learning needs. The main activities were guided by whistle blowings as codes that drove students to act as they were expected. The results of the research were recorded in percentage to prove the effectiveness of the learning model applied. All the procedures and how the results indicated the effectiveness of the learning model applied, are presented as follows:

Activities Design

Sets of activities performing VARK were designed, both for the core lessons (style 1) and the assessment processes (style 2). VARK whistle model was applied for both, but in quite different ways due to time allotment needed in their sessions. VARK whistle model style 2 might be more dynamic and competitive compared to style 1.

The research was held at SMPK Kolese Santo Yusup 1 Malang, since the beginning of the first semester of this academic year (2016-2017) for the ninth graders with several basic competences required by the 2013 Curriculum. There were five basic competences of knowledge (concepts) and five competences of language skills (writing/speaking) included in the research and integrated into the activities using the VARK whistle model.

This learning model enabled students to experience multimodal learning through various activities in one meeting. The activities allowed the students to observe, explore, comprehend, repeat, recite, retell, reproduce, rewrite, until create or make simple products successively, according to the required language competences.

Design of the Effectiveness Indicators

As the research was an applied research, the primary indicators to prove the effectiveness of the model applied should be valid. In order to measure it, there were a few points decided to be the guide lines. Those were:

Students' enthusiasm

Because the target of this research is to prove the effectiveness of VARK whistle learning model to empower students' communication skill, it was prominent to fulfil the basic requirements of effective learning. Students will learn effectively when they are relaxed, happy, and ready to learn. That is why the researcher observed the enthusiasm of the students to indicate that they were happy and ready to learn.

Students' involvement

When students feel happy, they would be more open. When they welcome the lesson, they would be happy to join in. This led the researcher to decide "involvement" as the next indicator the students needed to perform. Only when they got involved in the process from the beginning to the end, the effectiveness of the learning model was able to be measured.

Students' final assessment/communication competence

The final judgment of the effectiveness of the learning model was indicated by the students' achievement which was measured through activities assessment. The assessment was done during and after the VARK whistle model was employed by observing their process and evaluating their final

products/work. When their messages were intelligible, excluding acceptable mistakes, then they considered “passed” the communication skill aspect.

The language aspects, which require different ways of measuring their passing grade, did not belong to this research.

Grouping Design

The observations conducted by the researcher towards the students required careful grouping in order to get valid analysis on the data since the very beginning of the process. Moreover, this grouping led to the conclusion which group of students affected most by the learning model applied. This grouping was not intended to compare one another. It was only used to get better picture of the effectiveness of the VARK whistle learning model. That is why there was not any special manipulation made among the groups.

Students were divided into 4 big groups, out of 103 students. They were classified based on their motivation in learning which was recorded from their study history and teacher's observation, done separately from this research. However, the data used to classify the students' level of motivation was considered as primary information because the information was presented publicly in their monthly reports and grading books.

Those four groups and their qualifications are:

J Highly motivated students

Students with “A” predicate in the subject and their personalities. Students who show consistent learning excitement or learning seriousness. They are responsive as well as proactive. They are always curious about the lesson. They always want more and love challenging activities or tasks. They have got their own reasons why study.

J Average students

Students with “B” predicate in both subject and personality qualifications. Students in general are at this level. Whether teachers attract their attention, whether classes will work for them, might depend on whether the classes give them something they considered “beneficial”, whether the activities make them “awake”, and other reasons which seem that the outsiders are the ones who should be responsible towards their learning success.

The average students' characteristics also work for people in general, so that what is considered important and exciting for the teachers would work the same way to the students. It means, when a teacher has designed something which she actually does not enjoy with, at all, she has prepared something the students would be displeased with, either.

J Less motivated students

Students with “C” predicate in the subject and special notes about their personalities. Most people should do additional efforts dealing with this group of people. So do teachers. Only when teachers are successful in motivating them or changing them into a self-motivated people, good results would be performed.

J Apathetic students

Students with below “C” predicate in the subject and problems with their personalities. Some of the students in this group are commonly described as trouble makers of the class. Some of them are actually quiet because they do not care about others, even about themselves. They do not get it, why they should waste their time with lessons, exercises, tiring activities, and sort of. Some others are kind of anti social people. With this kind of students, most teachers do not waste time too much. As long as they do not bother the class, “the show must go on”. The descriptions above were made based on class observations and students characters which were noticed at school, where the research was conducted, as an addition to the official record of the students' personalities.

Research Analysis

In order to analyze the results of the research, the researcher presented the percentage of students' performances based on their enthusiasm and involvement which was observed during the learning model was applied. While for the final results of the assessment, there would be a table showing where the students were, based on the meaningful language expressions showed as well as their products/work using the target language.

FINDINGS AND DISCUSSION

VARK whistle learning model was applied to two main activities. The first one was the big frame of "lesson plan of the day" (style 1) while the other would be a set of dynamic multimodal activities for practice, repetition, until creative simple production (style 2).

Lesson Plan of the Day

Lesson plan of the day contains the activities of the day, started from the opening until the reflection session and closing. In order to apply multimodal learning strategies, the primary activities included in the process are:

Alfa Zone

Alfa zone is the introductory session of the lesson plan. This allowed students to be relaxed and ready for the class. The options of the activities were:

- a. watching a short movie/video/digital audiovisual, relevant to the lesson (multimodal: V/A/R/mixed)
- b. singing together, lyrics are relevant to the lesson (multimodal: K/R/mixed)
- c. brief quiz/riddles/puzzles, relevant to the lesson (multimodal: RW/K/A/mixed)
- d. short storytelling, relevant to the lesson (multimodal: R/A/K/mixed)
- e. TPR/dances, relevant to the lesson (multimodal: A/K/mixed)

Main Activities of the Day, VARK Whistle Style 1

To do this part, the learning model required whistle blowings as the substitute of short and respective instructions, from one activity to another, from one kind of modality to another one. The whistle codes were teacher's creativity or simply copy the Morse codes in scouting.

Main activities here included all activities that allowed the students to:

- a. observe information to cope with the lessons
- b. ask questions, answer, explore the lessons
- c. analyze, comprehend, discuss the lessons
- d. practice and communicate (optional, can be included in VARK Whistle Style 2)

The multimodal learning types for above activities were accommodated by the following aids or actions:

- a. movies/videos/digital work (colors/sounds/music/narration/effects/pictures, allow multimodal: V/A/R/mixed)
- b. quizzes or games such as hot potatoes, walking stick, and sort of, with or without music/songs (allow multimodal: K/A/V/mixed)
- c. games such as words to pics, pics to pics, jumbled letters/words/sentences, and sort of, with or without music/songs (allow multimodal: K/A/V/RW/mixed)
- d. drawing, rewriting, reproducing (allow multimodal: K/RW/mixed)
- e. E100 quiz: dictation, repetition, substitution (allow multimodal: A/RW/K/mixed)

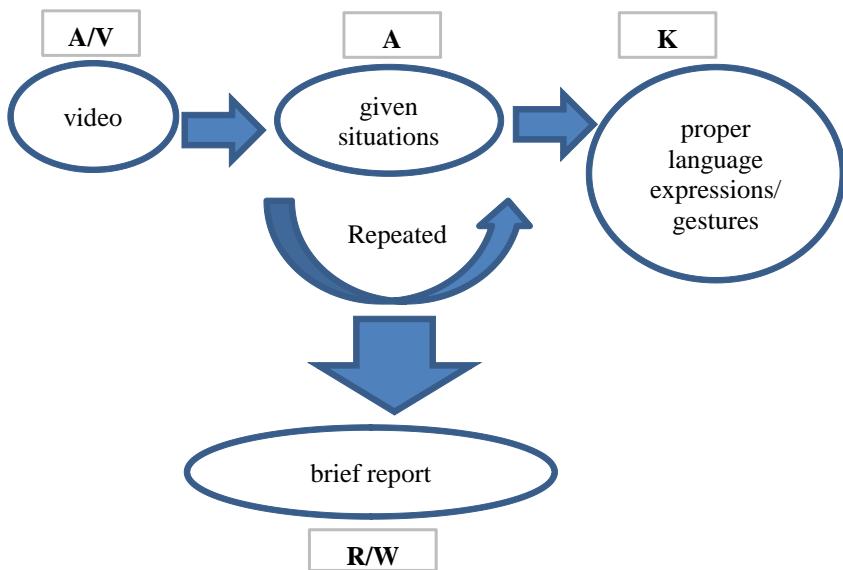


Figure 1: Sample of VARK Whistle Style 1

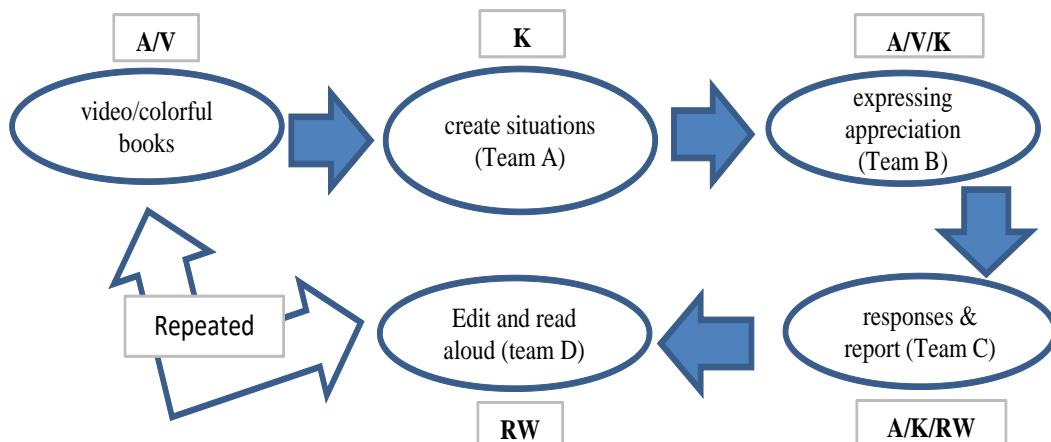


Figure 2: Sample of VARK Whistle Style 1

Reflection and Closing

This part took only a few part of the whole time allotment. However, as the closing of the whole process in each meeting, it was designed to do in several ways as follows:

- PA team diary/gallery (allows multimodal: RW/K/mixed)
- ballots taking (allows multimodal: RW/K/mixed)
- neighbor to neighbor (allows multimodal: A/K/mixed)
- post it (allows multimodal: RW/K/mixed)
- our voices (allows multimodal: A/K/mixed)
- 3SAR-smile, say hi, say thanks, appreciate, response (allows multimodal: A/K/mixed)

VARK Whistle Part 2

This part of the research is the most dynamic one, because the set of activities were arranged in a such way so that the multimodal learning styles VARK was able to be applied.
The followings were samples of the procedures of VARK Whistle Part 2:

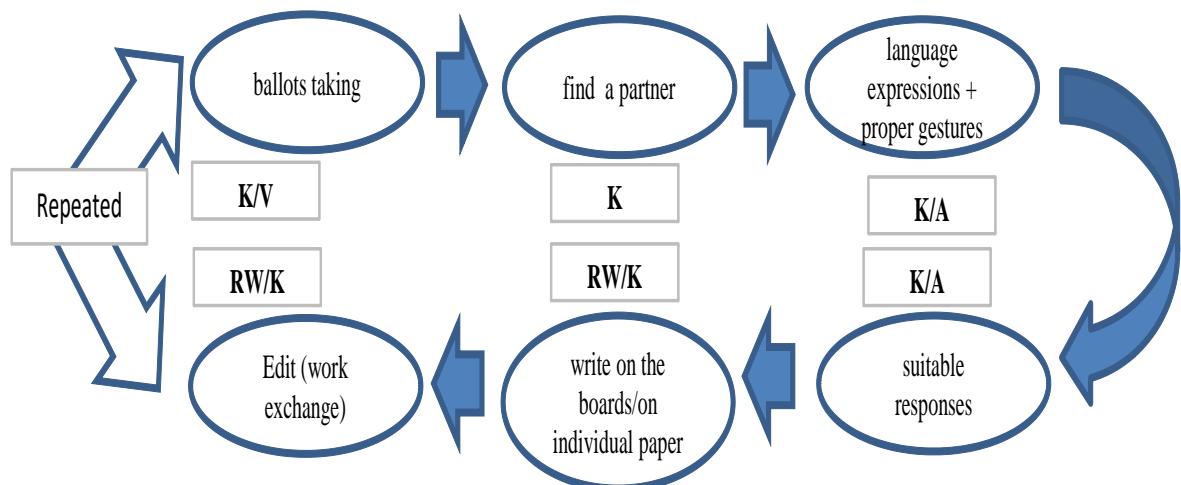


Figure 3: Sample of VARK Whistle Style 2
(Confirmation and Assessment)

Findings and Discussion

After applying the VARK whistle learning model in the first months of this semester, the results showed significant improvement in students' excitement towards the lessons as well as their involvement in the class activities. The tables include the average (in percentage) of each aspect after a couple of repeated actions. Table 1 and 2 show that class activities that allowed the students to move around and meet others, changed their level of excitement and involvement. All of the students, means 100% students, no matter how their personal characteristics are, were pleased to join the activities.

Table 1: Percentage of Students' Excitement

STUDENTS' EXCITEMENT (in percentage)

Students Characteristics	A			A/V			R/A			K/A			K/A			K/RW		
	1.OE			2. video			3. GS			4. KA			5. MR			6. MWR		
	Y	0	N	Y	0	N	Y	0	N	Y	0	N	Y	0	N	Y	0	N
highly motivated students (19.4%)	40	20	40	90	10	0	100	0	0	100	0	0	100	0	0	100	0	0
average students (60.2%)	10	30	60	80	10	10	90	10	0	100	0	0	100	0	0	100	0	0
less motivated students (8.7%)	0	10	90	70	10	20	80	20	0	90	10	0	90	10	0	100	0	0
apathetic students (11.7%)	0	0	100	70	10	20	70	10	20	90	10	0	90	10	0	90	10	0

1. OE=ordinary explanation
 3. GS= given situations
 4. KA= move, kinesthetic activities
 5. MR= move and response
 6. MWR=move, write report

Y=excited
O=not really/so and so
N=not excited

Table 2: Percentage of Students' Involvement

STUDENTS' INVOLVEMENT (in percentage)

Students Characteristics	A			A/V			R/A			K/A			K/A			K/RW		
	1.OE			2. video			3. GS			4. KA			5. MR			6. MWR		
	Y	0	N	Y	0	N	Y	0	N	Y	0	N	Y	0	N	Y	0	N
highly motivated students (19.4%)	40	20	40	90	10	0	100	0	0	100	0	0	100	0	0	100	0	0
average students (60.2%)	10	30	60	80	10	10	90	10	0	100	0	0	100	0	0	100	0	0
less motivated students (8.7%)	0	10	90	70	10	20	80	20	0	100	0	0	100	0	0	100	0	0
apathetic students (11.7%)	0	0	100	70	10	20	70	10	20	100	0	0	100	0	0	90	10	0

1. OE=ordinary explanation

Y=*get involved*

3. GS=given situations

0=*not really/so and so*

4. KA=move, kinesthetic activities

N=*not got involved*

5. MR=move and response

6. MWR=move, write report

When it came to the sessions to evaluate the students' communication competence, although table 3 shows improvements in line with the kinesthetic activities applied, the involvement did not present the same quality as the communication competence. This might be the issues of the language components which did not belong to the research. However, in general, it can be noted that activities that included movement and interactions affected students' learning process significantly. This fact reveals what most teachers complained about how hard it is to engage the students. It is clear now that in order to engage the students, multimodal learning strategies which include visual as well as audio stimulations are essential. Moreover, allowing the students to move around to do the guided tasks as well as meeting others is beneficial to get their attention as a return.

Table 3: Percentage of Students' Competence in Communication

STUDENTS' COMMUNICATION COMPETENCE (in percentage)

Students Characteristics	A			A/V			R/A			K/A			K/A			K/RW		
	1.OE			2. video			3. GS			4. KA			5. MR			6. MWR		
	Y	0	N	Y	0	N	Y	0	N	Y	0	N	Y	0	N	Y	0	N
highly motivated students (19.4%)	40	20	40	90	10	0	100	0	0	100	0	0	100	0	0	100	0	0
average students (60.2%)	10	30	60	80	10	10	90	10	0	90	10	0	100	0	0	100	0	0
less motivated students (8.7%)	0	10	90	70	10	20	70	20	10	80	10	10	90	10	0	90	10	0
apathetic students (11.7%)	0	0	100	70	10	20	70	20	10	80	10	10	90	10	0	80	10	0

1. OE=ordinary explanation

Y=*convey messages correctly*

3. GS=given situations

0=*not really/so and so*

4. KA=move, kinesthetic activities

N=*not convey message as expected*

5. MR=move and response

(*did not do it/missed the concepts*)

6. MWR=move, write report

CONCLUSIONS AND SUGGESTIONS

Based on the results stated above, it was proved that VARK strategies can overcome teachers' problems dealing with students' multimodal learning needs which clearly affected the effectiveness of learning process itself. While in particular, in order to empower students' communication skill in English language, VARK whistle learning model is effective in giving opportunities to each student to observe, comprehend, explore, repeat, recite, retell, rewrite, even make or create simple products, as well as assess respectively the required language competences.

In order to continuously improve the quality of our youth English learning experiences and competences, here are some suggestions the researcher would like to share:

- a. Applying VARK whistle would be fun not only for the learners, but also for the teachers, so it is seriously recommended to try.
- b. Having a fair opportunity of learning is absolutely the right of every learner and by applying this learning model, teachers accommodate that need.
- c. English communication skill is urgently required, so that teachers should make it possible for any students to experience unforgettable moments that each of them are actually would be able to communicate in English, and VARK whistle learning model gives teachers the ways.
- d. Trying to be creative, making your own learning models which are more suitable to your students' characteristics is recommended, as well.
- e. Being able to communicate in good English would be better way, so in order to help this research achieve its best effects, further researches focussing on effective ways to master language components which each of them requires different competences and assessment by using VARK whistle learning model can be conducted.

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BRIDGING MODERN EDUCATIONAL TECHNOLOGY IN ENGLISH CLASSROOM FOR ENGINEERING STUDENTS

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Abstract: In this 21st century, teaching learning method both in the classroom and outside the classroom are changing and developing faster because of technology. Modern technology becomes an excellent way to attract and engage engineering students to the lessons taught because it provides new opportunities of the way to receive the lesson taught differently than before. On the application of teaching learning English, multimedia technology which refers to computer-based interactive application becomes an acceptable medium to improve the students' knowledge. To investigate the effectiveness of bridging technology in English classroom for engineering students, a case study was conducted. The result showed that multimedia which offers many formats, including video, sound, text, and picture was able to create authentic learning experience, promote students' abilities of autonomous learning and increase their competence relevant with the real situations. The students were also encouraged to practice practical standards in reading, writing, speaking and listening in some ESP fields. Therefore, it cannot be denied that incorporating such modern educational technology in language classroom can enhance the learning environment. It is also expected to be a great change as the important aspect of academic life to prepare students for life and work in a changing world.

Keywords: Modern Educational Technology, 21st Century English Classroom, Multimedia, English for engineering Students

INTRODUCTION

Since the 1980s, computer technology has been used to assist and enhance language learning. Since that, the ways and styles of the teachers and students work with the material have moved beyond technology applications. Although there are pros and cons in using technology in the language learning, it cannot be denied that technology plays big influence to the teaching learning process of language. Many teachers nowadays use technology applications to support their teaching materials. Students take huge benefits to enhance their learning. As a result, teachers as well as students are demanded to be able to adapt to the change of teaching learning process to meet the needs of education in this modern era.

In vocational education such as Polytechnic, technology also brings new atmosphere in language learning. According to basic requirement, Polytechnic graduates are demanded to have English-language skill in order to be able to compete with not only domestic competitors but also with foreign competitors. Unfortunately, for most engineering students, learning English could be the most frustrating thing because they encounter more difficulties in studying it rather than studying engineering lessons, which mostly emphasize more on practice. Although it is not a simple matter for helping the engineering students to prepare themselves to meet at least the standard skill of English, but the existence of modern educational technology provides new opportunities for them to learn language in different way. Through technology, the engineering students can find other attractive ways of how to receive lessons taught differently as the rapid change of world.

On the application of technology in language learning, multimedia as a part of modern educational technology application is becoming an acceptable medium. Multimedia has become a bridge to deliver knowledge and material which is usually delivered by only books and traditional methods in traditional education. It does not mean that the traditional methods are not suitable. In fact, some traditional methods in language learning such as repetition and responding drills are considered to be useful even for today. Multimedia is also a digital format that allows teachers and the students to actively involve with the material or lesson discussed because it includes many formats, including video, pictures, graphic, print, animation and audio that can attract the students visually and auditory.

Many aspects of education in this 21st century are changing and developing faster because of technology. In the foreign language learning in which it involves language skills, modern technology can be an excellent way to attract and engage students to lessons taught. The technology offers new ways of

teaching and makes it possible to introduce new practices and emphasis into education (Ermter et al., 1999).

There have been much research discussed the role of technology in the form of multimedia in language learning which give many good points (Levy, 1997; Hoogeveen, 1995; Min Pun, 2003; Barani, 2013). Qualitative studies probably dominate the research in investigating the effects of technology to one or more language skills such as in vocabulary acquisition and learning (Hue & Deng, 2007; Ghabanchi & Anbarestani, 2008; Kim D & Gilman, D. A., 2008; Naraghizadeh & Barimani, 2013; Ahmadian et. al, 2015). Recently, qualitative and mixed method studies are common, especially in the area of pedagogy learning. Computer Assisted Language Learning (CALL) has been actively applied to language learning which more focus on using the language rather than studying it as unit of analysis. Pedagogy value, which is in line with constructivism, shows that learners can use their previous knowledge and experience in language learning for long term retention through multimedia.

This present research is aimed to investigate the effectiveness of educational technology in the form of multimedia in English classroom for engineering students. This research provides a brief overview of how multimedia applications have been used as the bridge to convey material in language learning. In order to achieve that purpose, the research question is formulated into: "How do multimedia applications bridging modern educational technology for engineering students?"

METHOD

In this research, an explanatory case study was conducted to explain the relationship between the application of multimedia in English classroom and the process of teaching learning for the engineering students. This explanatory case study was used to explain the presumed causal links between application of multimedia in English classroom and the process of teaching learning for the engineering students that were too complex to be explained for the survey or experimental strategy. Here single case study was chosen to know what actually occurred and was experienced in a single life event, that was, the process of teaching learning foreign language for engineering students using multimedia applications.

The subjects of this study were 30 engineering students in their second semester, studying in one of Shipbuilding Polytechnics in Surabaya. They were male and female in the age ranging from 17 to 19 years old and in one class which was chosen randomly among some classes. The subjects were asked to fill in some questionnaire and also given some questions through interview session. Observation in which the researcher sat at the back to observe and record the teaching learning process was also conducted to provide the data that might not be gained through questionnaire and interview.

FINDINGS AND DISCUSSION

For most engineering students, learning English through multimedia technology would give them more benefits than learning it only in traditional methods. This is known from the questionnaire and interview conducted during this research. It was found that from 12 statements in questionnaire, 24 students responded that multimedia technology supported them a lot in language learning, 3 (three) students responded that it gave little contribution for their language learning, 1 (one) student responded that it did not give any different in language learning compared with traditional method, and 2 (two) students did not give any response.

Table 1: The Number of Students' Responses to Questionnaire

Responses	Number of Responses
Multimedia application contributes a lot in language learning.	24 students
Multimedia application gave little contribution in language learning.	3 students
Multimedia application gave no contribution in language learning.	0
Multimedia application plays the same part as traditional method.	1 student
Other responses	2 students

Table 1 shows that most of the Engineering students considered that multimedia application gave benefits in language learning. It could help them to have better understanding for the material. This statement was also supported by the result of interview. One of the students' responses about the role of multimedia in their language teaching was shown as in transcript below:

Researcher	: What do you think of multimedia application for your language learning?
Student	: It's very good. I can improve my language skills. I can learn listening, speaking and new vocabulary.
Researcher	: How do you learn them?
Student	: From video and game that my teacher gave in classroom. My teacher also delivers material in interesting ways such as using power point slides and software for English. We also do discussion.
Researcher	: What do you mean with 'interesting'?
Student	: Ehm..yes..because..I can learn all materials not only from text. For example, I know kinds of hand tools and safety equipments from pictures and video. I know how to pronounce the names from the audio played. Something like that."

While from the observation, it was found that the application of multimedia in language classroom can help teachers to do the following:

a) Gaining and maintaining students' attention

Students are often attracted visually. When teacher used multimedia technology in delivering interesting materials taught, it indirectly attracted the students' attention. Students focused on the computer or projector screen. The existence of pictures or video was able to guide the engineering students to attend mindfully to the learning process. It is like visual stimuli that will benefit the students in language learning (Schmidt, 2005). The design of visual materials through multimedia also helped the Engineering students to remember more and recall the word they have seen. This was because the visual images along with the text were much more effective than the words only.

b) Eliciting Responses from the class member

Any material through multimedia technology enables to reach students of all learning styles. When learning language incorporated with multimedia, students had opportunities to interact with teacher or classmates without anxiety. The existence of sound and pictures stimulated all students to express their idea that could make less able students became more active to participate or give response to the lesson taught in the classroom.

c) Staying on topic

Multimedia technology through computer can offer language teachers and learners sources of authentic materials and tools for improving language skills. Teachers can create certain materials based on purpose or objective of study. The wide range of uses and forms of materials made assisted teacher stayed on the topic discussed. It was like a guidance of what the teacher was going to share to students.

Referring to the result of observation, questionnaire and interview, it was found that the use of multimedia application in the classroom played roles as follows:

a) Media to provide adequate knowledge

Through the classroom observation, the use of multimedia application in the form of pictures and even animation which was previewed on screen was able to support the clearness of information performed. Moreover, when the teaching materials were completed by sound and video, they could transform audio and visual effects into attractive teaching materials that satisfied both visual and auditory sense of students. As the result, the teaching materials were able to activate students' knowledge and provide them with adequate one.

Figure 1 and figure 2 are the examples of how materials were performed through multimedia application in the classroom. Figure 1 shows the video about the process of welding used by the teacher after explaining material about process through *power point* or *prezi* slides.



Figure 1: Screenshot of video in material learning

While figure 2, shows the multimedia application used in teaching technical vocabulary (about hand tools). Here, the information of each picture such as the object's material and the function was performed after the picture of the objects was clicked.



Figure 2: screenshot of video in material learning

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

b) Increasing opportunity for interaction

Sometimes the teacher-centered of traditional method makes students become passive recipients because they do not understand the structure and function of the language well. When multimedia technology was applied in language learning in classroom, it was able to prevent the engineering students to receive the information passively. The activities used using multimedia application in classroom teaching required them to have ability in listening and speaking. It also enabled them to be communicative learners because it provided students the opportunities for interacting with diverse texts and even with their teacher and classmates. Those opportunities included 'opportunities to practice (Allwright, 1984b, p.164), 'opportunities for students to engage in using real communication', and more opportunities for communication between teacher and students and among the students. The multimedia used which assisted teaching is as shown below:



Figure 3: Teaching material using *prezi* application



Figure 4: Teaching material using *prezi* to gain students' response

When the teaching materials were delivered using multimedia applications as shown in figure 3 and figure 4 above, they helped students to understand the different type of questions and the appropriate responses to such questions. This made the students be aware that many questions

need to be answered naturally without necessarily following an answer pattern. Through those activities, the students were also motivated to express their idea without any anxiety because they practiced the activity with their own classmate.

c) Helping students to be independent for their own learning

Many Engineering students still have difficulties in learning foreign language without being assisted by teacher in the classroom. But at least, little support found through questionnaire, interview and observation, that multimedia application could help the Engineering students to be independent learners. In the classroom, teacher used teaching material and tasks performed through multimedia application as shown in figure 5 and figure 6 below:



Figure 5: Teaching material using *hot potatoes* application



Figure 6: Teaching material using multimedia application through *maritime English software*

Figure 5 is one example of activities using multimedia application that enabled students to identify some actions by scanning the existing pictures. Students selected pictures on the left and matched them with the appropriate activities on the right. The existing pictures enabled them to interpret of what the pictures present; who they are, what they are doing and wearing, what makes them different from each other, etc. The activities required the students to pay attention more for each action in picture with a certain allocation time given. Through this activity, students' awareness of how to give the answer correctly could be increased. While figure 6, it shows the teaching material taken from Maritime English software. This task format challenged the students to think deeply, to be creative, and have fun in learning parts of ship. The students were able to interpret the part of ship easier because of the existing picture. They also could do trial and error by checking the answer. In doing all those activities, the Engineering students were encouraged to do the tasks individually. So, it cannot be denied that the use of multimedia application for those teaching activities support the students to be independent learning that made them to have responsibility for their own learning.

CONCLUSIONS AND SUGGESTIONS

As teachers in modern world, the use of technology becomes an integral part in education. incorporating technology in language classroom will provide many benefits. Rana in Sad (2008) says that: "Teachers need to stop following the same old ways of teaching and experiment and acknowledge that the world is changing and we need education that augments that change." Teachers need to improve

their knowledge related with technology and always try to find the latest and best technology equipment for their classroom in pedagogy teaching learning. The language teachers should also know how best to implement technology in classroom so that all tasks will have the most positive impact on student language learning (Levy & Stockwell, 2006).

On the application in language learning for engineering students, teachers should also consider what the students know and can do (relates with proficiencies) and what they want to learn and believe they need to learn. The teachers should be able to provide the students with materials which directly touch engineering field and with the knowledge that working place want the students need to know. And, multimedia which refers to computer-based interactive application is becoming an acceptable medium of education which offers opportunities to fulfill these specific students' needs.

Multimedia applications used in the classroom is able to provide engineering students with adequate knowledge, give them opportunities to have interaction with their teacher and classmates, and also enable them to be independent for their own learning. In conclusion, multimedia applications can be a bridge to deliver knowledge in attractive and interesting ways to improve the engineering students' language skill and can enhance the learning situation.

The limitation of present study leaves room for the further study to focus on the barriers and background knowledge that the engineering students have in language learning. Since software of multimedia proved to be useful in language classroom, it is expected that the further study also focuses on it to enhance more the teaching learning process.

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IDENTIFYING THE DRAWBACKS ENCOUNTERED BY STUDENTS IN GRAMMAR CLASS

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Abstract: Mastery of grammar as one of the language components is considered to be beneficial for students of English Education. The reason underlying it is that the failure in the mastery will lead to some problems in doing their teaching practice, thesis writing, as well as in other real life events once they graduate from the university. The observation conducted in grammar class has shown that students encounter some problems in learning grammar. Therefore, this study is conducted to reveal the issues. This study is descriptive qualitative by design. It employed questionnaire as the instrument to gain data from the respondents. Observation was performed to provide information on what was going on during the sessions. Besides, interview sessions were also conducted to give deeper insights on the matter. As the subjects of this study, the researchers randomly selected 30 students who had taken grammar class previously, some students currently taking the grammar class, and some lecturers in charge of the subjects. The results of this study provide the description of the problems encountered by the students so that some improvements and innovation as well as the implementation of the existing teaching strategies might be well taken into consideration.

Keywords: *Mastery of Grammar, Language Components, Failure in Grammar Mastery*

INTRODUCTION

Grammar has been seen to be one of the skills that the students of English must be competent in. It is due to the reason that skill in grammar supports an English learner to have a good conduct of English. For English Education Study Program students, English serves many different purposes. Among others, it plays an important role when they are doing their teaching practice and when they have to write the thesis as the requirements.

As so far, students tend to learn grammar in classrooms. Consequently, grammar classes along with the textbooks and the teachers have to be the facilitators for grammar learning to take place. It is in line with Nunan (1991: 143) who states that grammar, vocabulary, and pronunciation were systematically offered in the classroom that is accompanied with opportunities for practices.

Grammar is usually offered when English is taught. It can be incorporated in English lessons or in the form of a subject that stands on its own. The latter usually is made available for students of English Department where the knowledge of grammar is not only to be used for communication but also to teach grammar itself. Consequently, the teaching of grammar must be designed to be successful.

There are many aspects involved in the teaching and learning process. Textbook used, teaching method, and learning strategy are some to mention. A lecturer must be able to choose a good textbook that are resourceful and accessible for the learners. A need analysis must be involved in the process of selection. An appropriate teaching method should also be implemented in order to facilitate learners in learning and then, learning strategy that also matters. It somehow depends heavily on the students themselves and it plays an important part of the success in learning. However, this research is not discussing those three aspects. Instead, it is aimed at revealing the problems encountered by the students in learning grammar.

METHOD

The research design is descriptive qualitative. For collecting the data, questionnaire as the main research instrument was used supported by interview and observation. According to Ary (2006:435) questionnaire, interviews and observation are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. They are used to help understand the experiences people have and the meaning they make of them rather than to test hypotheses. Interviews may provide information that cannot be obtained through observation, or they can be used to verify observations. As the subjects participating in the research were English Language Education students of the Faculty of Cultural Studies Universitas Brawijaya, Malang. The participants of this study were 30 students. There

were ten participants who are currently taking the grammar class and twenty students who had enrolled the grammar class previously. They were randomly picked to be the respondents of this research.

The questionnaire designed by the researcher consists of two questions. The first question was asking about the problem that students had in the previous class and is currently dealing in at present. The second question dealt with the solution to this problem. It means that this question is used to probe the ways that the students get to the bottom of the problem. In addition to the questionnaire, a broad composite question was posed during observation and interview for participants to explore their states of mind about grammar, its relevance, and what they thought of the grammar treatment they had received and how they compared their current feelings about grammar with their feelings at the beginning of their university study. Then, the responses to the questionnaire, interview and observation were analyzed descriptively in this study.

FINDINGS AND DISCUSSION

The questionnaires were distributed to 30 students that were randomly picked but those who had taken grammar class previously or are currently taking grammar class this semester. Out of those 30 questionnaires distributed, only 25 returned. The questionnaire consisted of two questions. The first question asked the respondents about the problems that they encountered or are dealing with in English Grammar class they currently taking. The second question investigates how those students solve the problems in learning grammar.

The questionnaire helps the researchers to reveal the problems of grammar that the students encountered and are encountering. Since the questionnaire employed open-ended question, some of the answers overlapped and some of the respondents left the question unanswered for the reason that the researchers did not know. There are many reasons that the respondents presented. Three of the respondents stated that they did not have the sense of time. In a way, it is similar to the answers provided by three respondents stating that they got difficulties when grammar was put into context. During the class sessions, lecturers always provide the students with abundant of exercises that it can be called as drilling. So, the lecturers make sure that the textbooks used are the ones with a lot of exercises. It is so as to make the students directly implement the knowledge they obtained from the explanation on the theories and get used to using the grammar. Previously, the exercises employed were grammar-in-isolation type. It means that the exercises were the ones came right after the theory and were in the forms of separate sentences. The students' results from such kind of exercise and test were good. However, when they were assigned to write a story, the grammar used was in disarray. They seemed to be in difficulties of deciding what tense to use in certain time frame. To add one more, there were 6 respondents stating that they got confused on how those tenses are used. The confusion was triggered by the fact that they did not

Besides having the issues with putting the right tenses on the right time frame, the students also feel the difficulties in identifying the formula of certain tense. This issue was raised by one of the respondents. It is somehow similar with the answer offered by 5 respondents who confirmed that they got confused with the many different types of tenses. One of the respondents added the statement that there were too many tenses to learn. They did not seem to know the distinction between one with the others.

The last problem of learning grammar that the respondents shared is the difficulties in comprehending the explanation of the lecturers during the class sessions. There were 6 respondents experiencing this setback. To add the detail for this problem, they stated that the materials presented were too complicated. In response with this issue, the lecturer should consider arranging and selecting the materials presented based on the idea proposed by Ellis (1997: 20) who states that grammatical structure is attained progressively. It means that the acquisition is going through a sequence of phases to finally be able to use the grammar the way the native speakers do. To put it into perspective, *simple present tense* poses more difficulties to learn compared to *simple past tense*. It is attributable to the fact that *simple present tense* involves several changes in the pattern of the verbs (adding s / es to the verbs whenever the subject of the sentence it is attached to is singular, etc) while *simple past tense* only comprises of regular and irregular pattern. Consequently, lecturers should put a change of order in the presentation of grammar material into consideration even though some books might have their own different order of materials presentation. In response to the problem raised stating that the students cannot really catch the explanation presented in the class sessions, the lecturers must have awareness on the differences of students' learning styles and the pace of learning that can be revealed by conducting need analysis. It can be done at the beginning of the semester or gradually observed during semester that might provide insights on how to teach the following semester.

Moreover, the second question dealt with the solution of the problems the students faced during the grammar class. The following discussion is based on the answer of the second question offered to 30

students who had enrolled and currently taking the grammar class. By observing their answer, it can be assumed that there were many difficulties that students encountered during learning grammar. From the thirty students who became the respondents, most of them stated that they had problems in understanding context. It can be seen from the students with such "pure" grammar skill. Indeed, it is in line with Thornbury (2000:1) that grammar is one of the most difficult aspects of a foreign language to master. It is defined as the rules that govern how a language's sentences are formed.

To overcome those difficulties, the students have high motivation to propose the kind of independent learning and mostly in fun way such as through watching movie with English subtitle and listening to the music. The learners are also encouraged themselves to have more practices by doing more grammar exercises. This is in line with Richard and Renandya (2002: 145) who stated that learners will fail to use the language correctly without grammar skills. People now agree that grammar is too important to be ignored, and that without a good knowledge of grammar, learners' language development will be severely constrained. However, grammar helps learners discover the nature of language, without the proper grammar knowledge we cannot make what we say, read, hear and write intelligible. Grammar skills will enable learners to be aware of parts of a language such as verbs and nouns. In short, by learning grammar they will understand and use the grammatical concepts better.

Some of the respondents also like to write English quotes. This is better for them since building and using certain structures makes it possible to communicate common types of meaning successfully. Without these structures, it is difficult to make comprehensible sentences. Grammar skills will enable learners to be aware of parts of a language such as verbs, and nouns. Learners will understand and use the grammatical concepts better if they study grammar. As stated by Mulroy (2003:118) that sentences always have and always will consist of clauses with subjects and predicates and of words that fall into classes fairly well described as verbs, nouns, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections. Individuals who understand these concepts have a distinct advantage over others where the use of language is involved. and that means everywhere.

Additionally, there was one respondent who like practicing English conversation with friends outside the campus. This practice will possibly boost the students' confidence in speaking and gradually through conversations grammar can be instructed easily and it will facilitate learner's perceiving the rules better. This is in line with Thonbury (1999:76) who stated that the production and usage of dialogues for the sake of grammar practicing is useful because the use of dialogues generally matches learners' expectations of how language is used in the real world since people use language primarily to talk to each other. So, from the foregoing explanation, it can be assumed that students need to be taught grammar through various methodologies and approaches to cater to their individual styles of learning. Teaching grammar communicatively will help learners to understand the nature of language. With a good knowledge of grammar, the relationship between grammatical concepts gets clear. Being aware of this relationship facilitates understanding the language. And if the students understand the language, automatically they know the context. Besides, grammar and context are often so closely related that appropriate grammatical choices can only be made with reference to the context and purpose of the communication. Furthermore, learning grammar in context will allow learners to see how rules can be used in sentences they write and it will give learners an opportunity to understand how language works and inevitably this will improve their communication skills. This is in accordance with Thonbury (1999:72) who pointed out that teaching grammar in context provides a meaningful framework that connects to reality in the targeted language. If learners are not given opportunities to explore grammar in context, it will be difficult for them to see how and why alternative forms exist to express different communicative meanings.

CONCLUSIONS AND SUGGESTIONS

Grammar is one of English components that some or even many of the students find to be quite intricate to master. The lack of competence of it may hinder learners form fluency of oral and written communication. Consequently, the problem concerning with grammar learning should not be left untreated. To do so, lecturers can and must play a part. Doing need analysis is one of the ways. The other is by considering the order of acquisition in grammar which in turn may require the lecturers to rearrange the order of presentation of grammar book. Another way is by selecting grammar book that conforms to the theory of the order of acquisition of grammar learning. Context-based teaching method is suggested for the grammar lecturer since it will help learners know how grammar structures function in context and it will give them an opportunity to develop students' comprehension of the grammar rules.

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ENGLISH SPEAKING PERFORMANCE OF BILINGUAL AND MULTILINGUAL STUDENTS OF SENIOR HIGH SCHOOL

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Abstract: Indonesia is a country with hundreds of local languages and a strong lingua franca. In daily lives, Indonesian students use Bahasa Indonesia as the official language and local language/s as their language in informal situation. In other words, they are called bi/multilingual students. The way they communicate is affected by the culture they were brought up in. The Languages perhaps are the most significant single cultural barrier. When two individuals do not share a common language, it is increasingly likely that they will also suffer from other barriers, such as a lack of shared body language and cultural context. This leads to difficulty navigating even the most basic situations and can even cause more serious miscommunications. This paper explains a research related to the aforementioned issues. Quantitative research was used as the research design. It is a non-experimental research (correlational research). Besides, the Statistical Package for the Social Sciences (SPSS) was used in this research to analyse the students' English speaking score. In addition, questionnaire, observation, and interview were used as data collection method. The result of the data analysis of English speaking performance of bilingual and multilingual students showed that there was no significant difference between bilingual and multilingual students in their English speaking performances. All of those findings above were influenced by some factors such as the students' anxiety, parents' education level, and the students' prior experiences in developing their speaking ability. The students' cultural barriers influenced their English speaking performance as well.

Keywords: Speaking Performance, Bilingual, Multilingual

INTRODUCTION

Indonesia is a country with hundreds of local languages and a strong lingua franca (Zacharias, 2012). Javanese, Madurese, Sundanese are some examples of local languages in Indonesia. In addition, Bahasa Indonesia as a lingua franca is also used as an official language. For instance, It is used as a formal language in school when teaching learning process happened.

In daily lives, Indonesian students use Bahasa Indonesia as the official language and local language/s as their language in informal situation. For instance, an Indonesian student of Madurese tribe in SMAN 2 Jember may use Madurese to communicate to family's members in his/her house, Bahasa Indonesia as formal language in school, and Javanese as a language used in informal situation to communicate to his/her friends in the school (Statistic Data of BK SMAN 2 Jember 2015). On the other words, he/she may be a bi/multilingual student. Angelis (2007) states that multilingual person is an individual familiar with three or more languages to some degree of fluency, and a bilingual is an individual familiar with two languages to some degree of fluency as well. Jember, for instance, is one of city in East Java where we can find bilingual or multilingual students easily.

Furthermore, English is a language which is also used by Indonesian' students as their foreign language. It is learned at junior and senior high school level. It should be mastered by the pupils because it is tested in the national examination. On the other words, instead of having abilities in speaking Indonesian and local language(s), it can be said that English plays an important role for Indonesian students as well.

In learning English, instead of being bilingual or multilingual, Indonesian students belong to second language learners as well. Ellis (1997) states that second language acquisition refers to the acquisition of any language after the acquisition of the mother tongue. The prior language experiences of the students influence the successful of English acquisition because being a bilingual or multilingual gives some advantages for the students. Angelis (2007) explains that when the process of language acquisition is going on, the most relevant piece of information for the learning task is likely to be the knowledge of other languages already in the mind as well as the experience gained in acquiring such knowledge. Bilingualism encourages linguistic and cognitive development in different areas such as grammar, syntax, surface structure, and lexical learning. It influences the language acquisition process well. Furthermore, Angelis (2007) explains that multilinguals are better at foreign language achievement than bilinguals.

Pai (2005) who previously conducted a case study at Mumbai city is in line with the Angelis theory. The subject of his study are the bi/multilingual students who can speak Marathi/Hindi/ English as their official language and many major languages spoken in Mumbai such as Urdu, Gujarati, Tamil, and so forth. He explains that the metalinguistic knowledge of bilinguals helps them to separate sound and meaning or name and object. They also develop better insight in objective and arbitrary property of language. In addition, he explains that multilingual help to develop not only metalinguistic skills but also to develop metacognitive skills. At a very early age children learn to express the same thought with different codes in different languages. At societal level they understand the cultural differences leading to different norms to be observed in interpersonal relations in different discourse situations. Thus, it teaches them to live harmoniously with others in the society. On the other words, it can be said that multilingual students are better than bilingual students in developing metacognitive and metalinguistic skills.

Trysiani (2013) who conducted a research dealing with reading comprehension performance of bilingual and multilingual students of SMPN 2 Laren Lamongan strengthens the Angelis' theory and Pai's finding. The participants of her research are the Junior High School students who have Javanese prior language. The intensive and extensive readings were tested to the students. The result of those reading comprehension test shown that multilingual students are better than bilingual students as well in achieving reading comprehension performance.

However, Bialystok (2006) argues that bilingual students who can speak English and French or English and Chinese are not always better than monolingual students. Implicitly, it can be said that multilingual students are not always better than bilingual students as well. Hence, the researcher assumes that multilingual students are not always better than bilingual students in acquiring English as a foreign language in Indonesia. It is because Indonesia students have different languages compare with the languages used by bi/multilinguals in other countries. Different prior languages will influence the successful of second language acquisition (Ellis, 1997).

METHOD

In this study, a quantitative research method in the form of non-experimental study has been conducted. In this non-experimental quantitative research, the researcher identified variables and may look for relationships among them but does not manipulate the variables (Ary, Jacobs,& Sorensen, 2010). The variables in this study are bilingual and multilingual students at SMAN 2 Jember. In addition, in this non-experimental research, the researcher used correlational design because the researcher gathered data from individuals on two or more variables and then the researcher determined whether or not the variables are related (correlated). The degree of relationship was expressed as a numeric index called the coefficient of correlation. In this study, correlational research investigated the relationship between the speaking performances produced bilingual and multilingual students of SMAN 2 Jember and their language pattern. In addition, the researcher investigated the relationship between the students' English speaking performance and some factors which affect it such as their parents' education level.

Techniques of Collecting Data

In this study, instead of numbers which was analyzed as the main data, the researcher also used some techniques to collect the data. Those are questionnaire, interview, observation and document analysis.

Techniques of Analyzing Data

Since there are four research questions in the chapter one, the technique in analyzing data was divided based on those research questions. First, the data obtained by the researcher for research question number 1 is the statement. It is obtained through the questionnaire given to the students to know the prior language of bilingual and multilingual students. Then, the result of the questionnaire was analyzed by using cross tabulation provided in SPSS.

Second, in the research question number 2, to know whether or not bilingual students with Javanese prior language pattern score differently, the researcher used observation to obtain the data. The researcher recorded the students' speaking performance by using audio recorder as the resource of the data. This way is also used for research question number 3 (to know whether or not multilingual students with Javanese prior language pattern score differently) and research question number 4 (to know whether or not bilingual students is better than multilingual students).

Furthermore, in displaying the data, the researcher used Independent Samples T-Test and ANOVA provided in SPSS (Statistical Package of Social Science). It was used to analyze the students' English speaking performance score. The function of using Independent Samples T-Test in analyzing the speaking score is to know whether or not the English speaking performance score of bilingual students

significantly different from multilingual students. While the one-way analysis of variance (ANOVA) is used to determine whether there are any significant differences between the means of three or more independent (unrelated) groups.

FINDINGS AND DISCUSSION

The prior language(s) of bilingual and multilingual students of SMAN 2 Jember

Based on the table of all languages cross tabulation, the researcher found the students' language pattern. There were 22 bilingual students with two different language patterns. Those are Javanese Indonesia (JI) and Indonesia Javanese (IJ). Bilingual students who belong to JI language pattern are 10 students. Besides, there are 12 bilingual students who belong to IJ language pattern. Those who belong to JI language pattern indicate that before they learn English as their foreign language, the first language they acquire is Javanese. By the time goes, they can acquire Bahasa Indonesia as their second language. Otherwise, bilingual students who belong to IJ language pattern indicate that they acquire Bahasa Indonesia as their first language and Javanese as their second language.

In addition, there are five language patterns found for 9 multilingual students. Those are Madurese-Indonesian-Javanese (MIJ), Indonesian-Javanese-Madurese (IJM), Indonesian-Madurese-Javanese (IMJ), Indonesian-Javanese-Madurese-other language (IJMO), and Indonesia-Javanese-other language (IJO). Total numbers of multilingual students are 9 respondents. They are divided into 5 groups. First, 2 students are categorized to IJO language pattern. It means that they acquire Bahasa Indonesia as their first language, Javanese as their second language, and other local languages (Banjar and Oseng) as their third language. Second, 1 student belongs to IJMO language pattern which means he acquires four languages before they learn English. The sequences of language pattern he has are Bahasa Indonesia, Javanese, Madurese, and Arabic. Third, 1 student belongs to IMJ language pattern. It can be said that prior languages he acquire before he learn English are Bahasa Indonesia, Madurese, and Javanese. Fourth, there are 2 students who are categorized to IJM language pattern. It shows that they acquire Bahasa Indonesia as their first language, Javanese as their second language, and Madurese as their third language. Fifth, the last language pattern found for multilingual students is MIJ. The members of this group are 3 students. The first language they acquire is Madurese. By the time goes, they acquire Bahasa Indonesia as their second language and Javanese as their third language.

English Speaking Performance of Bilingual Students

Based on the output of independent sample t-test, the first part which should be analyzed was Levene's Test for Equality of Variances to know whether or not the data was homogenous. It could be seen that $F=0.241$ ($P=0.629$). Since the score of p was higher than 0.05, it means that there was no difference variance between JI students and IJ students. On the other words, the English speaking scores of JI and IJ students were homogenous. Second, if the data was homogenous or higher than 0.05, the researcher should read the Sig. (2tailed) of the first row in output T-test table (*equal variance assumed*) and ignored the second row. The Sig. (2tailed) is 0.006. If the sig (2tailed) is less than 0.05, it means that there was significant difference between the students with IJ language pattern and the students with JI language pattern.

English Speaking Performance of Multilingual Students

There are some findings relate to the English speaking performance of multilingual students in this study. First, mean score of multilingual students who were categorized as IMJ and MIJ language pattern group is 70 while mean score of multilingual students who belong to IJM, IJO, and IJMO language pattern group is 65.6. It means that multilingual students who acquire Madurese as their first or second language perform better than those who acquire Javanese as their first or second language. Second, multilingual students who acquire Javanese as their prior language got higher score in pronunciation and comprehension than those who acquire Madurese as their prior language. However, in other speaking aspects such as vocabulary, grammar, and fluency, multilingual students with Madurese prior language perform better than multilingual students with Javanese prior language. Third, based on the result of the computation statically by using One Way ANOVA, it could be seen that there was no significant mean difference among multilingual students.

English Speaking Performance of Bilingual and Multilingual Students

The output of Independent Sample T-Test proves that there are 22 bilingual students and 9 multilingual students observed in this research. The first finding was the mean score of multilingual students is 67.55 while the mean score of bilingual students is 66.36. It means that the mean score of multilingual students was higher than mean score of bilingual students. Second, multilingual students did

not perform better than bilingual students in all aspects. It was proved by the score on each aspects analyzed by the researcher. Multilingual students got higher score on three aspects. Those are pronunciation, fluency, and comprehension. However, on other aspects of speaking such as vocabulary and grammar, bilingual students perform better than multilingual students.

Furthermore, according to the output of independent sample t-test above, the value of *Levene's Test for Equality of Variances* was $F=2.330$ ($P=0.138$). Since the value of p was higher than 0.05, it means that there was no difference variance between bilingual and multilingual students. On the other words, the English speaking scores of bilingual and multilingual were homogenous. Then, if the data was homogenous or higher than 0.05, the researcher should read the Sig. (2 tailed) of the first row in output T-test table (*equal variance assumed*) and ignored the second row. The Sig.(2tailed) was 0.811. If the sig (2 tailed) was higher than 0.05, it means that there was no significant difference between bilingual and multilingual students in their English speaking performance.

Discussion

First, according to the result of questionnaire and interview, there are some prior languages spoken by bilingual and multilingual. It is in line with Musgrave (2011) who explains that a very large number of languages are spoken within its territory by Indonesian people. Most of bilingual and multilingual students in this research can speak Javanese and Madurese. Even, some of them spoke by using *Bahasa Jemberan* which derives from the combination between Javanese and Madurese. As a result, Javanese spoken by Jember people is different from Javanese spoken by people in Solo. This phenomenon is supported by Hasanah, Sofyan, and S (2015) who explain that Jember is a city where there is a merger of two cultures between Javanese and Madurese which makes the language in Jember is slightly interesting.

However, instead of Javanese and Madurese, there are other prior languages found in this study. Those are Osing, Banjar, and Arabic. People mobilization leads the existence of other languages in Jember. A multilingual student who can speak Osing as one of his prior languages lived in Banyuwangi since he was child. However, their family decided to move to Jember since she was in Junior High School because they thought that Jember is better than Banyuwangi in economic sector. In addition, another local language found in this research is Banjar. It was found from a multilingual student whom his father is Borneo person. Since he was 4 years old, he lived in Jember. It is why he can speak Javanese and Madurese fluently although he was born in Borneo. Furthermore, there was a multilingual student who can speak Arabic because she comes from Arabic family.

Second, in answering the second research question about English speaking performance of bilingual students with different language patterns, it is found that there are 2 groups of bilingual students. The first group is those who have JI language pattern and the rest of them have IJ language pattern. It was found that bilingual students who have IJ language pattern got higher mean score than those who have Javanese language pattern. Based on the output of independent sample t-test, there was a significant difference between those 2 groups. Even, there is no previous research which observed the ability among bilingual students in acquiring English especially in English speaking performance. Hence, the analysis' result in the second research question is a new finding.

Third, there are some important points noted and explained in answering the third research question about English speaking performance among multilingual students. Multilingual students who have Madurese prior language perform better than those who have Javanese language. They got good score in three aspects of speaking such as vocabulary, grammar, and fluency. In addition, multilingual students who have Javanese prior language got good score in pronunciation and comprehension. However, the output of ANOVA showed that there was no significant difference among multilingual students with Javanese and Madurese prior language.

Fourth, in the last research question about the English speaking performance of bilingual and multilingual students, it was found that mean score of multilingual students is higher than mean score of bilingual students. It means that multilingual students are better than bilingual students in English speaking performance. It is supported by Angelis (2007, p.130) explains that multilinguals are better at foreign language achievement than bilinguals. However, based on the result of the output of Independent Sample T-Test, it was found that English speaking performance's score of bilingual and multilingual students was homogenous. In other words, there was no significant difference between bilingual and multilingual students in their English extensive speaking although the mean score of multilingual students was higher than mean score of bilingual students.

Furthermore, there are some factors which affect the result of the students' English speaking performance. Some points were noted based on the questionnaire given to the students after they perform their English performance. First, from 32 bilingual and multilingual students observed in this

research, 24 students stated that they were anxious in performing their English extensive speaking. On the other words, there were only 8 students who did not feel anxious. As a result, their anxiety influenced their speaking performance.

Second, there are correlation between parents' education level and their speaking ability. Based on the result of ANOVA analysis provided in SPSS, it could be seen that there were 17 students whose both their father and mother graduated from SMA, 3 students whose parents' education level graduated from SMA and S1, 5 students whose parents' education level graduated from S1 and SMA, 5 students whose both father and mother graduated from S1, and 1 student whose father graduated from S1 and her mother graduated from S1. According to that analysis, it was found that the higher parents' education level, the higher score got by the students. Furthermore, this finding was supported by Bialystok's statement (2006) who states that social background and parents education levels influence the children language acquisition.

Third, the students' prior experiences in developing their speaking ability influenced their English speaking performance. Based on the result of the interview and questionnaire, there were 3 students who join English club since they were in Elementary School. All of them often join English speech contest. Their English speaking performance's score in this research were higher than those who did not join English club and English speech contest.

Fourth, by comparing the result of English speaking performance's score, it was found that among 6 female students got the score ≥ 80 with the score 96 as the highest score. While the highest score of male students were only 76. This finding is in line with Caroll and Sapon's (1959) who explain that woman are good at second language learning. Unfortunately, although the highest speaking score in this study was woman, the mean score of man were higher than the mean score of woman. It means that, generally, the man's mean score was higher than the woman's mean score.

CONCLUSIONS AND SUGGESTIONS

First, there are 7 language patterns in this study. Two language patterns were found for bilingual students and 5 language patterns were found for multilingual students. Second, the result of the data analysis of bilingual students showed that that there was significant difference between bilingual students with different language pattern. Otherwise, there was no significant difference of English speaking performance among multilingual students with different language pattern. In other words, it could be said that the English speaking performance among multilingual students was same. In addition, the result of the data analysis of English speaking performance of bilingual and multilingual students showed that there was no significant difference between bilingual and multilingual students in their English speaking performance. Furthermore, there were some factors influenced the students' English speaking performance in this study. Those were the students' anxiety, parents' education level, the students' prior experiences in developing their speaking ability.

Furthermore, to complete the study, the researcher has some suggestions for the English teachers, parents, and the future researcher. First, it has been shown that English speaking performance of bilingual students with IJ language pattern was better than those who have JI language pattern. Thus, the English teacher should give different treatment to them in teaching speaking ability. Second, since the parents' education level influenced the students' English speaking performance in this study, the parents should continue their education level in order that they can give a better encouragement for their children to enhance their children's English speaking ability.

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EFL TEACHERS' STRATEGY IN ENHANCING STUDENTS' INTEREST THROUGH TRADITIONAL GAMES

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Abstract: Traditional games have been considered as a part of the learning process in order to engage students' interest in learning something. However, this strategy has not been thoroughly applied in the teaching of English as a Foreign Language. Consequently, this study aims to explore the advantages of implementing traditional games as a part of learning language activities. This study also aims to investigate ESL students' motivation in playing the traditional games while learning English. The study used descriptive procedure in exploring and enriching the development of the explanation of this paper. Moreover, this study also explores more about the Traditional Games from Gorontalo as one of the examples of traditional games in Indonesia. There are some kinds of traditional games in Gorontalo, such as, *Tenggedi*, *Koba-koba*, *Tera*, and *Kacamata*. They were played by children many years ago. But now, no more children play the games. It is because of the advancement of technology in modern era. Therefore, this paper presents the EFL teachers' strategy in enhancing students' interest through those kinds of traditional games.

Keywords: *EFL Teachers' strategy, Students' interest, Traditional Games*

INTRODUCTION

The development of technology actually has brought many impacts whether the good impact or the bad impact for students. By seeing the fact nowadays, the users of the technology are not only the adults but also young people and or children. Ironically, children are predicted about thirty billion as the users of technology (Jakarta, Kompas, 2014). Similarly, it can be seen that there are many children who use those kinds of technology such as mobile phone, IPAD, laptop, computer, or any other technology tools. Most of them use these tools for playing games which are installed on it.

Furthermore, by having this technology development, this will affect the students' interest to play some traditional games. It is because the games which are served on technology items are more interesting than the traditional games. They basically do not realize that they are learning English indirectly by playing those games on it. This is because most of application uses English as the instruction how to play each game. However, even they learn English using those games application; it will affect their psychology aspect. To illustrate, they just learn in their way which will get the impact for themselves. That is why, this would be the factor for children's psychology especially for their social interaction in learning English.

In different ways, by having the traditional games as the alternative to learn language, this would be a great way to develop the students' interest to learn a language in order to develop their social interaction. Students do not only play on their own way, but they also play together in order to get their cooperation. Additionally, they will learn how to communicate with others like giving information or instruction, working together, or being patient. Thus, the traditional game is one of English foreign teachers' strategies to enhance the students' interest.

Regarding to the case above, there are various traditional games existed in Indonesia whether in Sumatera, Kalimantan, Java, Sulawesi, Papua, or on other islands in Indonesia. The traditional games existed in Gorontalo, Sulawesi for example. This province has various traditional games that would be used to enhance students' interest in learning English. The examples of traditional games are *Tenggedi*, *Tera*, *Koba-Koba*, *Kaca Mata*, *Neka*, *Auta*, and *Palapudu*. By having those games as the teachers' strategy in engaging the students' interest, there are two purposes, as follows: this strategy can have the existence of the traditional games among the students, then it would be the alternative to enhance students' interest in learning English.

Traditional Games

Emile Borel was the first scientist which is from France who argued about the traditional games theory. According to him, traditional games are activities which can win something which have been done by someone doing something. Similarly, in playing theory, games are all the activities that have been

done by people with happiness, volunteer, seriously, which have the relationship with others to achieve a purpose of the education (Sukintaka, 1992). By this definition, it can be concluded that playing is the activity to get the happiness consciously done by someone or people. Playing is also all the activities to entertain people especially children or students. On this case, playing can be used as the aspect of learning activity in learning a language. Not only playing it, the traditional game is the activity which required the tool to play it (Yulianty, 2010 in Meliastari, 2012). Every game which united on education, it has its function and meaning. There are a lot of function and meaning that can be taken from those games, for example, it can get the pleasure or happiness, the willingness to practice, willingness to work together among friends, being someone who can understand each other, and as the alternative to let children know their ability. In addition, the word traditional can be defined as the part of social interaction and culture which have been adapted by people in a community. Similarly, it has the relationship between people and their environment (Sedyawati, 1992:26).

Furthermore, traditional is defined as the most important item in transforming the culture values which always change from one era to the next era. In the transformation era of the culture values, the role of the education is really needed in order to keep the existence of the culture values from one generation to next generation. Thus, traditional is all aspects which can be existed from one generation to another.

Traditional game is one of some kinds of games which are played by children in spoken way. This is also one of local wisdom aspect which is owned by a particular culture. By seeing the traditional games as the cultural values, then it is supposed to be a part in education as the media in interesting learning. Moreover, traditional games can be used to differentiate one culture to another. According to Misbach (2006), traditional games can be categorized in three aspects, they are as follows: firstly, the traditional game is a creative game. This is the aspect of the traditional games which is played in order to fulfill the free time. Secondly, the traditional game is as a competitive game which is played at least by two people who have planned the game first. As the competitive aspect, it has the criteria in choosing which will become the winner and loser. Third, the traditional game is as an educational game. This means that every traditional game has its educational aspects. By playing that game, students are introduced about the skills that will be beneficial for their lives. This might be non-formal educational games among people in their environment.

THE DEVELOPMENT OF TRADITIONAL GAMES IN TEACHING AND LEARNING

The traditional games can be played outside that has relationship with teaching and learning process in educational aspect. Learning to play games outside is kind of the learning process which collaborates the environment naturally and the children's senses (Lund, 2002 in Misbach 2006). Misbach (2006) emphasized that the traditional games stimulate the students' development, as described in the following:

1. Physical aspect
In this aspect, students are trained about their physical development in order to build up their strong physical condition.
2. Cognitive aspect
From this aspect, students practiced on how to use their brain, their imagination about what they use in their five senses. Students create their own imagination. In addition, they are also trained how to use their strategy in playing every kind of the traditional games, and how they understand the concept of playing it.
3. Emotional aspect
This aspect is for developing their mind in order to make them patient. They can control well themselves and of course they can control their emotional aspect.
4. Language aspect
Students are trained about how they know and understand well every language concept in each game.
5. Social aspect
Social aspect can also be one of those aspects that the students can have when they are playing the games. They can have the relationship in order to communicate with others and how they apply to have to good skill in communication when they are in a community.
6. Spiritual aspect
By playing the traditional game also, the students will realize how the relationship can be out of people's thoughts.
7. Ecological aspect
In this aspect, the students are practiced about the use of the traditional games in order to take the things around them wisely.
8. Values aspect

Not only giving the knowledge and how to think critically among others and the environment, students are also trained about how to apply the values from the old generation to the next generation.

ENGLISH FOR STUDENTS

English basically has its characteristics which is different from science or some other subjects. The most different item is the function English itself. In its function, English is not only about the vocabulary and/or the grammar rules in terms of its knowledge, but it is also about how its implementation in using that knowledge in taking the communication. In learning language process, there are the receptive skills namely listening and reading and productive skill named speaking and writing. Everyone's skill in taking communication basically can be seen in the two ways whether in spoken and in written skill communication.

TEACHERS' STRATEGY TO BRING BACK THE TRADITIONAL GAMES OF GORONTALO FOR CHILDREN

When hearing the traditional games for students, it can take us directly back to the games that we have done. Nowadays, it is seldom to find children who play the traditional games whether in rural or in the city. Students or children nowadays do not play them anymore; it is hard for them to find some times to play together with their friends. They prefer playing games on their cell phone or computer. This can affect them in recognizing the traditional games.

Importantly, the traditional games of Gorontalo is totally different from some the games on the mobile application. It can be seen from the media used and its function when playing them such as *Tenggedi*. When playing it, students can make and create the media or tools of the game by themselves. Simply, this game requires the players to use the natural tools such as coconut shell and the ropes. This game actually uses a few tools but it might have several steps when making it before playing it. Therefore, this game contributes more beneficial than games than from mobile application. This condition might be the best strategy for teacher to have the chance to introduce those elements for students. It can be from how to introduce the tools and ingredients used in that game, how to construct those two tools, and how to play it. Having this kind activity, students are able to understand the vocabulary used which is related to this game and get the information about this game whether the construction or the way to play it. Regarding to the different item of traditional games and mobile games, there is a different way in giving reward and punishment in those kinds of games. Traditional games can give reward and punishment by other directly. On the contrary, the mobile games cannot.

In children phase, they perceive the knowledge and drive all their senses. This phase can be the appropriate phase to provide the knowledge for them. Learning actually is not only about their cognitive, but it is the activity which involves the exploration of all physical respond, brain, emotional, and soul.

TRADITIONAL GAMES OF GORONTALO AS THE EFL TEACHERS' STRATEGY IN ENHANCING STUDENTS' INTEREST

Learning English has been the important part whether in education point or in social life. Gorontalo has its traditional games that can be used in language learning activity. Here are some those traditional games.

J) *Tenggedi*

This games need coconut cab and rope or string to play it. Students will be introduced with these tools and how to construct it, but sometimes teachers would have constructed those all tools. So, students do need to construct them anyway. The way to play it, students will be informed in English about how to play it. The instruction may be followed

Put off your sandal or shoes first

Put on your feet on top of the coconut cab

Pull up the string before walking

Step slowly first

Those steps above may have given by teacher or any other their friends among their groups. The winner is someone who can reach the finish line first.

J) *Koba-Koba*

This game is proposed to fall down the cans which have been constructed before. Students are required to fall them down by throwing the rock they have. To play this game, they just need the cans and the rock. On its instruction, students have to stand on the start line, and then throw the rock, they are expected to make the rock fall down. Giving reward on this game is based on the number of the cans they reach. The following steps are like:

*Take one rock first
Stand on the start line
Throw the rock to the pyramid can
Make the pyramid can fall down*

J) **Kaca Mata**

Students are required to throw the rubber by putting the rubber first on their palm. When they throw it, that rubber is expected to form like glasses. So, the rubber which is on their palm needs to be formed with another rubber which is on the floor. So, they just need the rubber when playing this game. The steps are:

*Prepare five rubbers for each person
Put the rubber on your palm
Throw each rubber on the one are
Take turn to throw the rubber*

J) **Tera**

This game requires the rubber and small pole to play it. Students need to shoot the pole by using the rubber while the pole has the other rubber on it. The score or the reward can be based on the number of the rubber they can shoot. Here are the steps:

*Give five rubbers for each person
Each person stands on the start line
Shoot the small rubber pole with one rubber
Take turn to shoot the small rubber pole*

Further, those traditional games are some examples of traditional games of Gorontalo that can be used as the teacher's strategy in enhancing students' interest. Besides knowing the vocabulary and the instruction constructed in some sentences, they are more interested in learning English. To prove it, they may support each other or teacher also could support them by saying some supports, for example by saying "go faster, come on, hurry up, walk slowly, make the glasses, help me, etc".

Moreover, those traditional games are not only giving the interesting thing for students, the students may also get the reward and punishment when playing it. So, this way might be the challenges for them to learn English while playing those kinds of traditional games.

CONCLUSIONS AND SUGGESTIONS

In modern era, there will be many positive or negative impacts for our educational life. Giving attention to the development of technology, how the development is, it should be appreciated by all elements without reducing the cultural values among people especially for children or students' life. Traditional game for example might be one of the most powerful ways to have a position in learning language which can give the contribution for students' interest in learning English especially. This strategy might be applicable for children or students who are in elementary school and junior high school which is in their first grade. Regarding to Indonesian curriculum, there is no English subject in elementary school. This strategy may have been applied in English courses.

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ILLOCUTIONARY FORCE AS THE MEDIA OF SUCCESSFUL TEACHING

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Abstract: Teaching is the process of leading students to engage in a variety of thought-provoking activities such as explaining, finding evidence and examples, generalizing, applying, making analogies, and representing the topic (Higgins, 2014). The success of teaching will be influenced so much by the appropriateness of teachers' utterances. The role of utterance in teaching and learning process is really vital as utterances can be used as a means of conveying ideas. Without making use of appropriate utterances, teachers would not be able to express their thoughts and ideas. The appropriateness of utterance use is closely related to the speech act which is defined as a functional unit in communication. Austin (1962) argued that utterances have three kinds of meaning; locutionary, illocutionary and perlocutionary. From those three, only illocutionary deals with the intended meaning of an utterance and has five components called verdictives, exercitives, commissive, behabitives and expositives. Verdictives show the authentic authority of the teacher to control the students; exercitives strongly influence the students to do good things; commissive does consequent promises to stimulate students' learning will; behabitives state the sympathy to respect the students' feeling and expositives convey detail, clear and logical opinion to convince the teachers' opinion.

INTRODUCTION

Teaching is the process of leading students to engage in a variety of thought-provoking activities such as explaining, finding evidence and examples, generalizing, applying, making analogies, and representing the topic (Higgins, 2014). Furthermore, Hill (2006) argues that teaching is not just about coverage of knowledge but also introducing to new ideas and asking the students to think more deeply and more carefully about facts, ideas, experiences, and theories previously encountered and learned

The success of teaching will be influenced so much by the appropriateness of teachers' utterances. The role of utterances in teaching is really vital, as it can be used to assert or merely to suggest, to make a promise or merely to indicate an intention, persuade or merely argue. Without making use of appropriate utterances, teacher would not be able to express his thoughts and ideas in teaching. Teachers and their teaching play a greater role in initiating and guiding knowledge construction. They use language and utterances as the predominant medium to achieve the task (Mercer, 1995),

The appropriateness of utterance use is closely related to the speech act which is defined as a functional unit in communication. Austin (1962) argued utterances have three kinds of meaning. The first kind is *locutionary* meaning, i.e. the literal or propositional meaning of an utterance. If someone says, "It is cold in here," and only means this and nothing further than it, then his concern is just stating the information about the cold temperature in the room. The second kind of meaning is *illocutionary* which has to do with the social function of an utterance. Thus, the social function of "It is cold in here" may be a request to close the window in a certain room. The third kind of meaning, i.e. the *perlocutionary force* deals with the result or effect that is produced by an utterance. Thus, if the prior utterance leads to the closing of a window, then the utterance has had its perlocutionary act or intended effect.

Building on Austin's Speech Act Theory, John Searle, Austin's successor, develops 'linguistic theory' and proposes 'linguistic acts'. Contrary to Austin who stresses a performative verb, Searle (1969) emphasizes subject to the conditions and rules: that is how a listener responds to an utterance. He explicitly associates speech acts with the production, interpretation and meaning of an utterance, and explores what the speaker means or intends, what the utterance conveys, what the hearer appreciates, and what the rules govern the linguistic elements. Based on these points, Searle concludes that there are indeed only illocutionary acts. Searle (1969) places speech act at the very basis of the study of the language, meaning, and communication. He proposes some terms that are commonly used for, such as making request, making promise, asking for apology, giving compliment, giving complain, or stating an invitation. Focusing on the illocutionary acts, Searle defines five classes of speech acts including assertives, directives, commissives, expressive, and declaration. However, Austin (1955) proposes five different classes of speech act covering verdictives, exercitives, commissive, behabitives and expositives.

The discussion in this article is focused on Austin's proposal on five different speech act as it is more appropriate with the utterances used by the teachers while teaching in the class.

FINDINGS AND DISCUSSION

The discussion in this part is centered around verdictives, exercitives, commissive, behabitives, and expositives.

Verdictives

Verdictives is a kind of utterance having effect to a decision. However, in deciding a verdict, there are many things should be considered especially fact and proof. The fact must be authentic, as the effect of the decision usually has strong impact to the judged people and it can't be revoked. The expected result of using this utterance is expected to be as great as the statement produced by the speaker. Verdictives utterance must be used by people having full authority such as a referee in the football match, he often says, "get out from the field for your foul", the judge in a competition, he usually states the winner by saying, "the winner is....." and the judge in the court, he mostly decides the fundamental things and has a great impact to the people life by saying, "based on the fact and the proof, you are punished for 10 years". The strength owned by those two occupations above has been approved by the society that whatever they decide has been final or there will be no compromise.

In relation with teaching, verdictives utterances are also important to be implemented in the class, as the role of the teacher in the class not only conveys the knowledge to the students but also build students' character to be strong and honest. This way can be done by the teachers implicitly as they have authority in the class and students feel the teacher also acts as a manager in the class. There are many ways on how to build them to be strong, for example: the teacher should let them know what to do such as "do your homework", don't be late, come on time, collect your assignment tomorrow, don't cheat while doing the test, fulfill the class attendance for 75% in order to be able to join the final examination and be a good student. All those sentences can be changed into positive sentence with modal "must" to show strong need or necessity, for example: you must do your homework, you must not be late, you must come on time, etc. All those verdictive utterances above are supposed to be used by the teacher as the manager in the class while teaching to give great positive impact to the students.

Exercitive

The second utterance in illocutionary having force is an exercitive. This type of utterance has a strength and consequence, since this utterance is usually used by someone having the authority and absolute right and uses his or her influence to state something to somebody else. It seems akin to the first utterance (verdictive) used by person having absolute authority, nevertheless it is different, and the difference lies on the influence in stating the utterance.

Verdictive is used by the one having authority and does not influence the listeners' psychology, meanwhile the exercitive utterance is used by the one having the authority and can influence the listeners' psychology, for example, the advices from the parents given to their children. Parents have authority and influence the children. There must be psychological consequence if the children don't obey the parent's advice. Other examples are warning given by policeman to the society. Policemen have an authority and influence to the society in their daily life, as the society's life is ruled by formal regulation controlled by the police. It means that the police and society have psychological relationship in people's life. Next example is the comment of manager given to the staff to do a certain job. Managers have authority and influence the development of the staff career and the role of manager really determines the progress and the achievement of the staffs. If the staffs do not execute the managers' comment, they will feel awkward and psychologically feel fault.

The exercitive utterance will also be useful in teaching. This utterance can be employed by the teacher to control and offer advice to the student, since the teachers have an authority and influence the success of the students. The authority of the teacher is underlined by Harrison and Killion (2007) who argue that the teacher leader model standards can be used to guide the preparation of experienced teachers to assume leadership roles such as resource providers, instructional specialists, curriculum specialists, classroom supporters, learning facilitators, mentors and school team leaders. From those teacher leadership roles, psychologically the students owe much to the teachers. In consequence, they will obey the teachers' advice, hence inserting the advices while teaching is absolutely necessary to do by the teachers. The examples of advice could be as follows; prepare the examination well, take enough rest before joining the examination, study routinely, be on time in the class, don't be lazy to study, obey your parents, and many other examples. All those above exercitive utterances can also be changed into positive sentence with modal "should" and "must" for strong advice. For examples; you should prepare the

examination, you should take enough rest, you must not cheat on the exam, you should not come late, you must not plagiarize your friend works, etc. Those utterances are commonly used by the teacher to remind his or her student in the class.

Commissives

The third utterance in illocutionary containing force is commissive. By using this utterance, someone has been bounded by what he has said and obligates to obey and to do his or her statement. This utterance has relation with verdictives. In verdictives utterance, someone is obligated to do two things. First, he has consistently to do what he has decided. The second, he has involved himself as the consequence of his decision. Those two ways also work for commissive as well. The user can't escape from the consequences of his decision. For example: the utterance used by the judge to accuse the robber in the court. "I will release you from the allegation if you can give me the proof that you don't rob the bank". The judge must be in consequence with the promise he said. If the robber can give proof and alibi of his allegation, the judge must release the robber from the punishment. Another example can be seen as follows: 1) promise done by the groom to the bride in a marriage. In a Moslem custom, the groom will be the head of the family and has an obligation to treat, keep and finance the life of his wife. 2). An oath stated by someone in the court before being a witness. The witness has obligation to what he has stated. He or she is bounded with his or her own oath and has to be responsible with what he or she has said, as there is intention inside his or her statement. 3) In society, people often use the word "bet". By using the word "bet" people have made decision that they promise to do something, as the consequence of using that word, they must consistently do what they have said.

Promising something in the class is often done by the teachers who want to stimulate his students' performance to be better than before. For example, if your average scores are 90, the school will give you recommendation to continue your study abroad or to attend free admission test of attending state university. As it has been stated above, the user can't escape from the consequence of his promise. It means that the teachers on behalf of the school must really give the recommendation, if the students really get average score of 90. Another example customarily done by the teachers is about the frequency of attendance, if the students' attendance frequency is less than 75%, they may not join the mid or final examination. The consistency of teacher in fulfilling the commissive utterance will keep his or her credibility. Sometimes, it can also be a great force or stimulation for the students.

Behabitives

The fourth category of the utterance in illocutionary indicating force is behabitives. In this category the utterance produced by the user has something to do with the attitude and behavior of the users. Behabitives utterance is closely related with expressing or describing the feeling and emotion of the users. When this utterance is used dishonestly or it is not from the users' heart, it belongs to the insincere intention. The examples of the behabitives statement can be found as follows: 1) When the person really feels sorry for his act, he or she will say, "please apology me". 2) When the person wants to show his or her sympathy and feel the happiness of others, he or she will say, "congratulation for your success, you have done a god job or that's great". 3) Thank you very much is also the expression of the person who feels the kindness of others.

Those examples above can be implemented while the teacher is teaching in the class. Teaching does not only convey the knowledge to the student but also build the learning character of the students. Based on the reinforcement theory of B.F Skinner, the idea of learning is a function of change in overt behavior. Changes in behavior are the result of an individual's response to events (stimuli) that occur in the environment. That theory was developed by the behaviorist school of psychology, particularly by B.F. Skinner (Laird, 1985 & Burns, 1995). Skinner believed that behavior is a function of its consequences. The learner will repeat the desired behavior if positive reinforcement (a pleasant consequence) follows the behavior. Positive reinforcement or 'rewards' can include verbal reinforcement such as 'that's great or you're certainly on the right track' This can also be through tangible rewards such as a certificate at the end of the course or promotion to a higher level in an organization.

Expositive

The last utterance in illocutionary indicating force is expositive. This utterance is used when someone wants to explain in detail his point of view, clarify something with references and offer argument something logically. When someone says something, he must give his argument in detail in order that the utterance is easy to understand. Sometimes references are needed to give the authenticity of the argument or the opinion. The examples of expositive utterance are as follows: 1) in my opinion..... 2) I agree with your opinion because.... 3) I acknowledge that... etc. In this utterance, someone cannot just

say I agree, I acknowledge, or I accept your opinion but he must explain his detailed reason why he says so.

In relation with the teaching process, those examples above must be used by the teacher in explaining the course to his students, since a teacher is considered as an expert and the scientist in his field. The science he explains has to be able to be proved through theory and practice. The reasonable proof of the theory given by the teacher will convince the students to learn further than what they get today and will show the prominence of the teacher. Besides the teachers, School counselors must also offer authentic and reasonable advice in solving the problems of their students, as what they have said must be able to make good changes to the students' life.

CONCLUSIONS AND SUGGESTIONS

From the examples and the implementation of how speech act proposed by Austin is applied in daily life and schools, it can be concluded that teachers' utterances are the key success in teaching and learning process. Moreover, teachers with good utterance competence can create beautiful learning environment and make the students learn better. Canale (1983) argues that "the appropriateness of utterances refers to both the appropriateness of meaning and the appropriateness of form" (p.7). Appropriateness of meaning deals with the extent to which particular communicative functions (e.g. commanding, apologizing, etc.) are judged to be proper in a given situation.

In response to Canale's argument, it is expected that while teaching in the class, the teachers have to utter the statement properly and it must be based by Austin's classes of speech act covering verdictive to build students' strong character, exercitive to control the students' habit, commissive to raise the students' strong will, behabitives to lift up students' confidence, and expositive to keep students' logical and critical thinking.

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READING COMPREHENSION STRATEGIES AND READING PROFICIENCY IN ENGLISH DEPARTMENT GRADUATES

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Abstract: This article explores the relationship between reading comprehension strategies and reading proficiency of 30 English Department graduates. The strategies were measured by the Survey of Reading Strategies (SORS) (Mokhtari & Sheorey, 2002) and the interviews towards 10 graduates. The reading proficiency was determined by the in-house English Proficiency Test (EPT) taken by all respondents before their graduation. The researcher employed descriptive statistics, one-way ANOVA, and Tukey HSD Test to analyze the quantitative data. The qualitative data was processed under thematic analysis. The findings of this study are: (1) the graduates were divided into 3 groups based on their reading proficiency level: basic, independent, and proficient readers, (2) each group of readers had their own favorite (and least favorite) reading comprehension strategies, and (3) the relationship between the strategies and the proficiency was not significant. The presentation concludes by questioning whether the reading strategy chosen may have been a critical source in determining one's reading comprehension success or failure. This study also suggests directions that might be pursued in reading comprehension strategy research.

Keywords: *Reading Strategies, Reading comprehension, Reading Proficiency*

INTRODUCTION

Reading is often regarded as a complex and active process in which the reader creates meaning from the printed words. The prime objective of reading is comprehension; and many studies have shown that reading strategies bring positive effect in promoting comprehension. It is also often said that there is a positive significant correlation between reading comprehension strategies and reading proficiency.

For many years, teaching learners on how to use reading strategies has been a prime consideration in the language. For many years, learners are usually taught to employ a number of language learning strategies namely *Summarizing, Forming Questions, Answering Questions and Elaborative Interrogation, Activating Prior Knowledge, Monitoring Comprehension, Using Text-Structure Awareness, Using Visual Graphics and Graphic Organizers, Inferencing, and Mental Translation* (Grabe, 2009) because it is believed that reading comprehension strategies are "potentially powerful tools for learners in the classroom" (Guthrie & Taboada, 2004, p. 89).

In the past ten years, there are not many published studies examining the application and the influence of reading strategies among English learners in Indonesia (see Cahyono & Utami, 2006; Wahyuni & Wahyudi, 2012; Nurlaelawati & Dzulqodah, 2014 for some examples). Few studies have been published on the correlation between reading comprehension strategies and reading proficiency. Relatively little research data was taken from university students especially those who study at the English Departments. This inspired the present researcher to conduct a study exploring the use of reading comprehension strategies and the influence it brings to the reading proficiency level of English Department graduates.

METHOD

In this study, the researcher used a mixed methods approach which is defined by Dornyei (2007, p.44) as "a combination of qualitative and quantitative methods within a single research project." The qualitative instrument used in this research was the interview and the quantitative instrument was the questionnaire and the scores of Petra Christian University's In-House English Proficiency Test (EPT).

Data Collection

The researcher collected the data from the English Department Batch 2012 graduates of Petra Christian University (PCU). The population was 32 graduates; and all of them had taken their EPT shortly before their graduation in 2016. The test itself resembled the PBT TOEFL test; and had been used to examine the proficiency level of all graduates of PCU since 2010. There were 50 questions for reading section and the allocated time was 55 minutes. Petra Language Center (PLC) was in charge of

administering the test for all final year students; therefore, the researcher contacted the Head of PLC to get the reading scores of each graduate of Batch 2012.

The next step that I did was to ask all 32 graduates to fill an online questionnaire that would show the profile of the graduates' reading strategies. The questionnaire was originally developed by Mokhtari, and Sheorey (2002) as Survey of Reading Strategies (SORS) and it was in line with 9 reading strategies proposed by Grabe (2009). The graduates were asked to respond to 30 statements using a 5 point Likert scale ranging from 1= "I never or almost never do this" to 5= "always or almost always do this". It took 10-15 minutes to fill in the questionnaire. The response rate was high (93.75%) because 30 out of 32 graduates filled out the questionnaire.

After the writer got the questionnaire responses from the 30 graduates, he contacted some of them to request an interview with them. The aim of the interviews was to gather some additional qualitative data, to acquire a holistic picture of the readers' strategy use, to get more insight into individual reading behavior, and to check whether the qualitative data in the interviews support the findings of the questionnaires.

There were 6 main interview questions prepared by the researcher. Each interview lasted for about 20 minutes in semi-structured mode. The Stratified Random Sampling was used in selecting the interviewees. Later to select sample from each group (or stratum), the researcher used convenience sampling method. The interviewees were selected because they were 'convenient' in the sense that they were willing to help doing the interviews although they had graduated and had their own busy life outside the campus.

Data Analysis

The analysis of the data is based on the theory of foreign language reading comprehension strategies by Grabe (2009). The researcher employed descriptive statistics, one-way ANOVA, Tukey HSD Test and Correlation test to analyze the quantitative data. The qualitative data was processed under thematic analysis.

To determine the reading proficiency level of Batch 2012 graduates, the writer looked at the EPT (reading) scores that he got from PLC and consulted the TOEFL equivalency table which was available at http://www.ets.org/s/toefl_itp/pdf/test_score_descriptors.pdf. The reading proficiency level of the graduates were later grouped into 3 levels based on the Common European Framework of Reference (CEFR) namely Basic, Independent, and Proficient readers.

To find out the reading strategies used by each group of readers, the writer used descriptive statistics. The Means (M) and the Standard Deviation (SD) values of each strategy were calculated and the final results were ranked. The researcher also determined the frequency scale of each reading strategy based on Oxford's criteria to classify learning strategies (1990).

The transcription of the interviews was analyzed using thematic analysis to identify patterned meaning. The results were used to support the findings of the questionnaire and to gather more insight into the interviewees' reading strategies. To figure out whether there were any significant differences in the use of language reading strategies across the three reading proficiency groups, the writer used a one-way ANOVA and Tukey HSD Test. To measure the strength of the relationship between the reading strategies and the reading proficiency level, the researcher conducted statistics analysis to find the Pearson correlation coefficient (or "r") and the p-value of two tailed test.

FINDINGS AND DISCUSSION

This section would be divided into some sub-sections discussing the reading proficiency level of 30 graduates participated in this study, the reading comprehension strategies used and the significant differences in terms of the use of reading strategies among the graduates (if any), and the correlation between the use of reading strategies and reading proficiency (if any).

Reading Proficiency Level

Thirty graduates who participated in this study were categorized into 3 different groups of reading proficiency level: Basic (4 graduates), Independent (24 graduates), and Proficient (2 graduates). This was based on their EPT (reading) score which was then converted to TOEFL equivalency table provided by the Educational Testing Service (ETS). The reading proficiency level itself was based on the Common European Framework of Reference (CEFR).

Reading Comprehension Strategies Used

The findings of the questionnaire showed some interesting findings. First, it is shown that each group of readers used all 9 strategies proposed by Grabe (2009) though the rank and the frequency scale

of each strategy within and across the groups might be different. Second, the results of the questionnaire showed that “inferencing” was usually/always/almost always used by all 3 groups. Third, the basic and independent readers used all strategies in medium and high frequency, while in general the proficient readers did not really use strategy of Forming Questions and strategy of Answering Questions & Elaborative Interrogation.

Table 1: Reading Comprehension Strategies Use & Their Rank & Frequency Scale

Level of Reading Proficiency	Frequency Scale	Strategy Categories	Mean	SD
Basic (9 strategies)	High (2 strategies)	Inferencing	3.62	0.68
		Activating Prior Knowledge	3.5	0.00
	Medium (7 strategies)	Monitoring Comprehension	3.36	0.45
		Mental Translation	3.25	0.00
		Using Text-Structure Awareness	3.17	: 0.71
		Summarizing	3.00	0.00
		Answering Questions and Elaborative Interrogation	3.00	0.00
		Forming Questions	2.75	0.00
		Using Visual Graphics and Graphic Organizers	2.75	0.55
	Low	N/A	N/A	N/A
Independent (9 strategies)	High (6 strategies)	Inferencing	3.96	0.49
		Summarizing	3.92	0.00
		Monitoring Comprehension	3.92	1.01
		Activating Prior Knowledge	3.83	0.00
		Using Text-Structure Awareness	3.55	0.97
		Using Visual Graphics and Graphic Organizers	3.55	1.25
	Medium (3 strategies)	Answering Questions and Elaborative Interrogation	3.33	0.00
		Mental Translation	3.31	0.68
		Forming questions	2.71	0.00
	Low	N/A	N/A	N/A
Proficient (9 strategies)	High (4 strategies)	Inferencing	4.25	0.40
		Monitoring Comprehension	3.92	0.04
		Using Text-Structure Awareness	3.5	0.67
		Mental Translation	3.5	0.00
	Medium (3 strategies)	Using Visual Graphics and Graphic Organizers	3.10	0.34
		Summarizing	2.66	0.00
		Activating Prior Knowledge	2.66	0.00
	Low (2 strategies)	Forming Questions	2.33	0.00
		Answering Questions and Elaborative Interrogation	2.33	0.00

When asked about the strategy that the interviewees mostly used in reading academic texts, all interviewees stated 3 common techniques; namely, finding the meaning of difficult vocabularies, skimming, and scanning which according to Grabe (2009) were put under the strategy of “Monitoring

Comprehension". There is a difference though related to what these interviewees did first after being asked to read a text.

Basic readers stated in their interviewees that in order to understand a text, they first tried to understand what most of the words mean. After that, they read the text slowly to find the required details (scanning technique). What these readers experienced reminds the writer of what scholars have said about the role of vocabulary in reading comprehension. Word knowledge is undoubtedly crucial to reading comprehension. If a reader does not know the meanings of a sufficient proportion of the words in the text, comprehension is not likely to occur. Knowing between 90 and 95 percent of the words in a text will enable readers to achieve adequate reading comprehension (Hirsch, 2003).

Independent and proficient readers/interviewees did not put 'understanding vocabulary' as their first technique in understanding a text. They preferred doing "skimming" first before reading in details. As stated by one of the interviewees "...it's easier for me to do skimming because I can get the main idea of the text beforehand so I can handle the text easily".

Further statistical analysis done by the researcher with the one-way-ANOVA test tried to find out whether there were any significant differences in terms of the use of reading strategies by Basic, Independent and Proficient readers. The test result also showed that the only statistical significant result was in the use of Monitoring Comprehension across the groups ($F= 4.95$; $p= 0.01$). The p-value of this strategy was 0.01 (or less than 0.05) which implied that a significant difference did exist. However, the Tukey HSD test could not be run because the F value was not significant enough. Therefore, it was not known exactly which groups differed in terms of the use of Monitoring Comprehension.

The p-value of 'Using Visual Graphics and Graphic Organizers' was higher than 0.05 but lower than 0.08. This indicated that there might be weak evidence showing the significant different usage of this particular reading strategy. The F value (2.76) however was not significant enough to run the Tukey HSD test.

The p-value of each other strategies was higher than 0.10 indicating that there was no significant difference on the use of these 7reading strategies. Furthermore, the F-value of each of these 7 strategies was not significant; thus the researcher was unable to conduct the Tukey HSD test.

Table 2: Reading Strategies Used and Their (Significant) Differences

Strategy Category	Basic Readers		Independent Readers		Proficient Readers		F	p
	M	SD	M	SD	M	SD		
Summarizing	3.00	0.00	3.92	0.00	2.66	0.00	0.83	0.45
Forming questions	2.75	0.00	2.71	0.00	2.33	0.00	0.34	0.71
Answering questions and elaborative interrogation	3.00	0.00	3.33	0.00	2.33	0.00	0.20	0.82
Activating prior knowledge	3.50	0.00	3.83	0.00	2.66	0.00	0.22	0.80
Monitoring comprehension	3.35	0.45	3.92	1.01	3.92	0.04	4.95	0.01
Using text-structure awareness	3.16	0.71	3.55	0.97	3.50	0.67	0.69	0.51
Using visual graphics and graphic organizers	2.75	0.55	3.55	1.24	3.10	0.34	2.76	0.08
Inferencing	3.62	0.67	3.96	0.48	4.25	0.40	0.44	0.65
Mental translation	3.25	0.00	3.31	0.67	3.50	0.00	0.04	0.96

Correlation between Reading Strategies Used and Reading Proficiency Level

To determine whether there was any correlation between the reading strategies employed and the reading proficiency level, the researcher tried to find two values: the r value (or the Pearson's correlation coefficient) and the p-value of the two-tailed test. The r value was used as a measure of the strength of a relationship between variables while the p-value was used to determine whether the correlation between variables was significant or not.

Table 3: Correlation between Reading Comprehension Strategy & Reading Proficiency Level

Reading Comprehension Strategy	Basic readers			Independent readers			Proficient readers		
	r	df	p-value (two-tailed)	r	df	p-value (two-tailed)	r	df	p-value (two-tailed)
Summarizing	0.58	2.00	0.43	-0.07	22.00	0.61	0.00	0.00	0.001
Forming Questions	-0.37	2.00	0.63	0.00	22.00	0.99	-1.00	0.00	0.001
Answering Questions and Elaborative Interrogation	-0.09	2.00	0.91	0.09	22.00	0.66	-1.00	0.00	0.001
Activating Prior Knowledge	0.52	2.00	0.48	0.13	22.00	0.53	-1.00	0.00	0.001
Monitoring Comprehension	0.92	2.00	0.08	0.13	22.00	0.54	-1.00	0.00	0.001
Using Text-Structure Awareness	0.94	2.00	0.06	-0.04	22.00	0.86	-1.00	0.00	0.001
Using Visual Graphics and Graphic Organizers	-0.21	2.00	0.79	-0.39	22.00	0.06	1.00	0.00	0.001
Inferencing	0.42	2.00	0.58	0.07	22.00	0.75	-1.00	0.00	0.001
Mental Translation	0.66	2.00	0.34	-0.17	22.00	0.43	0.00	0.00	0.001

Regarding the Basic readers, two very strong positive relationships were observed between Monitoring Comprehension ($r= 0.92$; $p= 0.08$) and Using Text-Structure Awareness ($r= 0.94$; $p= 0.06$). There were also four strong relationships observed; these were Mental Translation ($r: 0.66$; $p: 0.34$), Summarizing ($r= 0.58$; $p= 0.43$), Activating Prior Knowledge ($r= 0.52$; $p: 0.48$), and Inferencing ($r= 0.42$; $p= 0.58$). However, the p-values of these strategies which were higher than 0.05 indicated that the correlation was not statistically significant. The relationship between the other reading strategies and the reading proficiency was moderate negative (Forming Questions), weak negative (Using Visual Graphics and Graphic Organizers) or was negligible (Answering Questions and Elaborative Interrogation). The correlation values for all of these strategies and the reading proficiency were not significant.

Moderate negative relationship was found between Using Visual Graphics and Graphic Organizers and reading proficiency ($r= -0.39$). The p-value of 0.06 indicated that there was a weak evidence to support the idea that there were correlation between reading strategy and reading proficiency. In addition, there were no relationships observed between reading proficiency and Mental Translation, Inferencing, Using Text-Structure Awareness, Monitoring Comprehension, Activating Prior Knowledge, Answering Questions and Elaborative Interrogation, and Summarizing. None of these relationships were significant either because the p value was higher than 0.05. Last of all regarding the Independent readers, there was no relationship between Forming Questions, and reading proficiency ($r= 0$).

Regarding the Proficient readers, it was observed that a very strong positive relationship between Using Visual Graphics and Graphic Organizers, and reading proficiency ($r= 1.00$), 6 very strong negative relationships between reading proficiency and Forming Questions, Answering Questions and Elaborative Interrogation, Activating Prior Knowledge, Monitoring Comprehension, Using Text-Structure Awareness, and Inferencing. It was also found that there was no relationship between reading proficiency and Summarizing, and Mental Translation. The p-value for these relationships was 0.001 indicating statistically highly significant value.

CONCLUSIONS AND SUGGESTIONS

This study gives an insight into the use of reading comprehension strategies by 30 graduates of the English Department Batch 2012 of Petra Christian University. The results showed that the majority of the graduates were Independent readers or were at their Intermediate level.

Nine reading comprehension strategies proposed by Grabe (2009) were used by all basic, independent and proficient readers with different frequencies. Inferencing was the only strategy that was always/almost always used by all readers (rank #1). However, the findings of this study demonstrated that the only statistical significant difference in terms of the use of reading strategies by different groups of

readers was in the use of Monitoring Comprehension ($p= 0.01$). It was not known exactly which groups differed since the F value (4.95) was not sufficient to run the Tukey HSD Test.

Some (very) strong positive correlation between particular reading strategies and reading proficiency were found among basic and independent readers. However, the p values of the relationship indicated that the correlation was not significant. Regarding the Proficient readers, it was observed a very strong positive significant relationship between Using Visual Graphics and Graphic Organizers, and reading proficiency ($r= 1.00$, $p=0.001$). Other strategies had very strong negative relationships or no relationship with the reading proficiency; and the correlation of these relationships as shown by the p-value was significant.

The present researcher believes that it is important not only to find the types of strategies that are most frequently used, but also important to learn which types of strategies correlate to the reading proficiency. However, it might not be that easy to conclude that one strategy is effective simply because it has a significant correlation with proficiency or simply because it is always or often used by the readers. As the present study pointed out, inferencing was most frequently used; but this strategy did not show positive significant correlation towards the reading proficiency. It seems that the choice or the suitability of a particular reading strategy might depend on various factors such as, motivation, age, type of tasks, etc. Additionally, there is a possibility that readers do not use one strategy at a time but various kinds of strategies.

Reading teacher might help language learners to become aware of the existence and usefulness of reading strategies. The questionnaire used in this study might be a useful tool to learn about one's own, possibly unconscious, use of reading strategies. By filling in the questionnaire, students might be able to see which strategies they use with a high, medium or low frequency. With the help of teachers, students might learn on how to acquire a larger number and variety of strategies from which they can select the most appropriate ones for their reading.

The present study yielded a unique set of findings which might against many results of former studies done in Indonesia or in other countries. Therefore, this study now recommends further research with a larger sample size and from institutions at all levels: primary, secondary and tertiary. Further research might also focus on the factors such as motivation, age, gender, personality type, culture, aptitude, and the length of exposure to the language learning or strategy learning which might influence the choice of reading strategy. It is also suggested to focus future research on students' awareness and perception of reading comprehension strategies or factors that hinder them for not using reading comprehension strategies. The researcher's final suggestion for future research is to conduct strategy-training sessions to assess whether such training would bring impact on the reading proficiency level of the participants.

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METACOGNITIVE STRATEGY EMPLOYED BY COLLEGE EFL LEARNERS IN READING COMPREHENSION

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Abstract: This study aims to describe metacognitive strategies employed by college EFL learners in reading comprehension and to identify the categories of metacognitive strategies which are frequently employed by college EFL learners in reading comprehension. Forty three learners from third semester of English Department at Nusantara PGRI Kediri University were assigned to participate in this study. They were asked to complete fifteen questionnaires of metacognitive strategies which is adapted from the Strategy Inventory for Language Learning (SILL). The results of the study revealed that the learners employed metacognitive strategies in reading comprehension, including centering your learning, arranging and planning your learning, and evaluating your learning strategy. Further analyses revealed that the most frequent strategy employed by learners was setting goal and objective strategy ($M=3.5$).

Keywords: Metacognitive strategy, reading comprehension, college EFL learners

INTRODUCTION

Reading is a way to communicate between writer and reader to share information and ideas in written form. During reading, there is interactive process between writer, reader and text. Texts provide information that the writer wants the reader tries to understand. It is in line with Urquhart & Weir ideas' (1998) that reading is the process of receiving and interpreting information encoded in language form via the medium of print. Meanwhile, Anderson (2000) explains that the process of reading is what we mean by reading properly: the interaction between the reader and text. During that process, presumably, many things happen. Not only is the reader looking at print, deciphering in some sense the marks on the page, deciding what they mean and how they relate to each other; but the reader is also thinking about what he is reading, what it means to him, how it relates to other things he has read, to things he knows, to what he expects to come next in text.

Learners have different process in comprehending text or other reading materials because reading is a very personal and individual process. Comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known (Koda, 2005 in Grabe, 2009). Learners can read many different type of materials such as short text, blog, memo, advertisement, newspaper, magazine, message, email, etc. even in formal setting, learners are expected to read academic texts or in workplace environments, they are expected to read texts related to their field, as part of learning. Thus, in comprehending what they read, the learners are often required to synthesize, interpret, and evaluate what they read.

To address concerns in reading, it is important for learners to have the ability to read and practice all the required parts of reading process. Learners need to know what to do before they read, what to do while they are reading, and what to do after they finished reading. Hence, if the learners want to be successful reader, they should know and use many different language learning strategies for different type of reading because the strategy is one of factors that influence reading comprehension.

Metacognitive strategy seems appropriate to be applied in reading because it is important for learners to increase their skill in acquiring and comprehending the reading activity better. According to Oxford (1990), metacognitive strategies allow learners to control their own cognition that is to coordinate the learning process by using functions such as centering, arranging, planning, and evaluating. Metacognitive strategy includes three strategy sets, they are: centering your learning, arranging and planning your learning, and evaluating your learning. Centuring your learning consists of overviewing and linking the texts with already known material and paying attention. Moreover, arranging and planning your learning involves the process of finding out about language learning, organizing, setting goals and objective, identifying the purpose of language task, planning for a language task, and seeking practice opportunities. The last strategy set, evaluating your learning, consists of self-monitoring and self-evaluating.

Moreover, Brown (1994) also states that Metacognitive is a term used in information processing theories to indicate an "executive" function, strategies that involve planning for learning, thinking about the

learning process as it is taking place, monitoring one's production all comprehension and evaluating learning after an activity is completed. Thus, the readers' metacognitive knowledge about reading includes an awareness of a variety of reading strategies and of the fact that the cognitive enterprise of reading is influenced by this metacognitive awareness of reading strategies. It is the combination of conscious awareness of reading, strategic reading processes, and the actual utilization of reading strategies that distinguishes skilled from unskilled readers (Karbalaei, 2011).

Knowing that metacognitive is important strategy in reading comprehension, hence, the researcher is interested to know the use of college learners' metacognitive strategy in comprehending text.

METHOD

This study employed descriptive quantitative method to investigate metacognitive strategies employed by college EFL learners in reading comprehension and to identify the categories of metacognitive strategies are frequently employed by college EFL learners in reading comprehension. The participants of the study were forty three learners from third semester of English Department at Nusantara PGRI Kediri University. Data of the learners' metacognitive strategies in reading comprehension were measured by Questionnaire of metacognitive strategies developed on the basis of strategy taxonomy proposed by Oxford (1990).The data collection was carried out on November 2015 and they were asked to complete fifteen questionnaires related to metacognitive strategies. The guideline in interpreting the average of the result of the questionnaires can be seen in table 1.1.

Table 1. The guideline in interpreting the average of the result of the questionnaires

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

FINDINGS AND DISCUSSION

The result of this study shows that, as far as the strategy categories were concerned, one category was used in high frequency level, while the others were at a medium frequency level. Further analyses on the use of each of strategy category shows that the most frequently used is setting goal and objective with the average score of use being 3.5, the range of which was at a high level. As mentioned earlier, metacognitive strategy categories include such strategies as setting clear goal in learning to improve their English skills. The learners always set a goal before reading and pay attention to the book choice.

Among the strategy categories with a medium range of use, paying attention was the highest with a mean of 3.1. These strategies dealt with directed attention and selective attention.The learners said that they always pay attention to detail information during reading and focus on the content of the story.

Table 2. Description of the use of metacognitive strategies in reading comprehension

Strategy category	Average	Freq. of use
Overviewing and linking with already known material and paying attention	2.8	Medium
Paying attention	3.1	Medium
Finding out about language learning	2.7	Medium
Organizing	2.6	Medium
Setting goals and objective	3.5	High
Identifying the purpose of language task	3.0	Medium
Planning for a language task	2.5	Medium
Seeking practice opportunities	2.7	Medium
Self monitoring	3.0	Medium
Self evaluating	2.9	Medium

The moderately used strategies with a lower range of frequency of use were identifying the purpose of language task with the average of 3.0.This category of strategies deals with determining the task purpose. Learners showed that they have different purpose in reading such as skimming to get main idea, scanning to get particular information, and reading longer text for enjoyment. It is line with Oxford's (1990) explanation that the strategy of considering the purpose is an important one, because knowing the purpose of doing something enables learners to channel their energy in the right direction.

Overviewing and linking with the already known material and paying attention were the next moderately used strategy category with lower frequency of use. The learners' average score for the use of these strategies was 2.8. It is shown that learners used their background knowledge and experience to preview text to get general idea. Within these categories are strategies that concern with previewing with the basic principles and/ or material (including vocabulary) for an upcoming language activity, and linking these with what the learners already know (Oxford, 1990).

Then, finding out about language learning also turned out to be exercised at a lower range of frequency of use with the average of 2.7. This strategy deals with uncovering what is involved in language learning. It recommends the learners to enhance learning English frequently as well as to develop English ability. It suggest them to talk with the teacher or friends whenever they face problem in language learning.

Meanwhile, self-monitoring was also strategy with lower average of 3.0. The learners check their understanding after reading, make guesses about what will come next, and correct their mistake in comprehending text. Monitoring is a strategy that analyses information as a project progresses. The purpose of monitoring is to improve efficiency and effectiveness of a project or organization. Monitoring refers to personal conscious awareness of comprehension and text performance. The capability to engage in periodic self-control while reading is good example for monitoring (Ahmadi, et.al.: 2013).

Self-evaluation strategy was moderately used with the average of 2.9. This strategy involves checking or assessing their reading skill and comprehension to know their progress. Learners often assess their reading proficiency whether their reading proficiency improved or not. Evaluation is defined as appraising the conclusion and regulatory processes of an individual's learning. For example, evaluation involves re-evaluating personal's aims and conclusions. Many investigations indicate that metacognitive knowledge and regulatory skills such as planning are related to evaluation and is one of the most important factors that facilitates reading comprehension (Baker, 1989 in Ahmadi, et.al.,2013).

In addition, the moderately used strategies with a lower range of frequency of use was "organizing", with the average of 2.6. This strategy category includes a variety of tool, such as creating the best possible physical environment, scheduling, and keeping a language learning notebook. It is shown that learners often determine the place before reading, schedule their reading time, and take note for important phrase or vocabulary.

Moreover, seeking practice opportunities were also moderately used with lower frequency of use. The learners' average score for the use of these strategies was 2.7. In this strategy, language learners must seek out or create opportunities for practicing reading. It showed that the learners are often responsible for their opportunities to practice.

Finally, the strategies with the lowest frequency of use was planning for a language task, as the average was 2.5 . When learners have reading task, they recognize the words related to the text and guess what the text about. This strategy always involves identifying the general nature of the task, the specific requirements of task, the resources available within the learners, and the need for further aids (Oxford,1990).

CONCLUSIONS AND SUGGESTIONS

Reading is an active and interactive process to get or to understand ideas, which are symbolized by written or printed language as a piece of communication and uses background knowledge and experience to accomplish specific goals. In comprehending text, EFL learners of third semester of English Department at Nusantara PGRI Kediri University employed three set of metacognitive strategies, they are centering your learning, arranging and planning your learning, and evaluating your learning. Centering your learning consists of overviewing and linking with already known material and paying attention. Further, arranging and planning your learning contains finding out about language learning, organizing, setting goals and objective, identifying the purpose of language task, planning for a language task, and seeking practice opportunities. While evaluating your learning consists of self monitoring and self evaluating.

Further analysis showed that out of ten metacognitive strategies, the most strategy category used frequently was setting goal and objective. They set a goal and objective before reading. For example, when they want to read, what material they want to read, and how long they will finish reading (day, week, month). Thus, metacognitive strategies help learners to be consciously aware of what they have read.

It is recommended that the learners should be made aware of the necessity of learning strategies in reading comprehension. Thus, they need to be introduced to an instruction in the use of appropriate strategies and focus on the use of planning for a language task since these strategies were found to be used at the lowest intensity level.

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INTERNSHIP PROGRAM AS SERVICE LEARNING IN MUHAMMADIYAH UNIVERSITY OF MALANG

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Abstract: This study is aimed to examine service learning in Muhammadiyah University of Malang. Internship program, as a service learning program in the university, has been conducted to provide students with authentic learning, which enables them to involve themselves in the real life context. The study investigates the implementation of Internship program Phase 1 administered by Faculty of Teacher Training and Education, focusing on its strengths and weaknesses. In doing so, the study employed qualitative research method, involving students from English Department who have experienced Internship program Phase 1 managed by Faculty of Teacher Training and Education, Muhammadiyah University of Malang. The research revealed that although some weaknesses were found in the implementation of Internship program Phase 1, students showed positive attitude towards this service learning experience.

Keywords: *Internship, Service Learning*

INTRODUCTION

Service learning has been emphasized by higher education since 1990s (Carrington, 2011). Viewed as pedagogical and philosophical form of inquiry which combine community service activities with classroom instruction (Carrington, 2011), service learning challenge traditional modes of learning at university. The shift in gaining the knowledge and skill beyond the classroom empower the students with more opportunities to engage themselves with communities around them.

As one of popular private university in Indonesia, UMM provide the students with service learning in various ways. Internship program organized by Faculty of Teacher Training and Education is designed for students with different majors such as Mathematics Education, English Education, Civic Education, Biology Education and Primary School Teacher Education. Given that the students who participate in the program have different educational background, the faculty has to manage the program carefully to suit the students' need. Driscoll et al 1998 believed that in order to be successful, service learning demands a thorough planning, implementation, and evaluation (Ball & Geleta, 2005). Three aspects of service learning which consists of planning, implementation and evaluation needs to carefully examined as it indeed affects the students' learning outcomes. The internship program in FTTE as the service learning program in the university is conducted in three phase. In the first phase, the students are expected to observe school within a week so that they are familiar with the school and the class condition. Following that, in the second phase, students focus on the teaching and learning process in the class as the observer. Lastly, the third phase in the internship program is designed for the students to involve in the teaching and learning process occurs in the classroom within 4 weeks.

To have an effective service learning program, Chambers and Lavery (2012) identified four basic aspects. Firstly, students must be involved in meaningful program which meet the needs of the community. By doing this, students are able to have authentic learning experience in the real context. The second aspect of service learning emphasized on the learning objective and the practice, which needs to be suited. It means that the students' learning objectives in the program need to be achieved by their activities and participation. Considering the benefits of service learning, the study examined the implementation of Internship Program Phase I as service learning conducted in the Faculty of Teacher Training and Education UMM. The study, in addition, analyzed the strengths and weaknesses of the implementation from the students' perspective.

METHOD

Qualitative research is employed in this research. The study investigates strength and weaknesses of internship program managed by Faculty of teacher training and Education in UMM. In doing so, the study will limit on the first phase of the internship program. In addition, the study will only focus on the students from English Education department who have conducted the first phase of

Internship program in academic year 2014-2015. Descriptive study is applied as the research method in order to depict the strength and weaknesses of the first phase of Internship program.

Two research instruments were used in this present study. Firstly, questionnaire was employed in order to identify the area of strength and weaknesses. Secondly, interview was conducted as one of the instruments for the purpose to gain further information about strength and weaknesses in apprentice program they have experienced. Semi-structured interview was used in the study to have a clear description from research subjects.

FINDINGS AND DISCUSSION

Findings

The Strength of Apprentice Program Phase I

The strengths of the implementation of Apprentice Program Phase I are presented based on the elements involved, such as the program itself, supervisor, school, teacher and the faculty. In general, the program is regarded as a good program for three points. Firstly, all of the respondent mentioned that the program has enabled students to be a good teacher in the future. The students think that by having the Apprentice program particularly Phase I, they can have the opportunity to train themselves to be a teacher. Below is the respondent's answer:

"It trains us to be the teacher in the future"

Secondly, the program brings benefits to the students as it helps them to know the elements of school and the curriculum applied. Apprentice program Phase I enables the students to identify and understand elements of school such as teacher, students, headmaster, administrator, etc. In addition to that, the students are also able to understand the curriculum used in the learning process take place in the school. It can be identified from the following data:

"It is useful for us to know the elements of school, and understand the curriculum that is used".

In regards to this, the respondent mentioned that the Apprentice program improve their understanding about the students because it gives them opportunity to directly observe students and the school in a real situation. The statement is identified from the following data: "The program is really good because we learn how to observe the student's type and know more about the school."

Supervisor is the lecturer who is responsible to monitor the implementation of Apprentice Program Phase I. The role of supervisor benefits the students in three ways. Firstly, students are able get complete information regarding the program from the supervisor. Indeed, although they have understood the concept of Apprentice Program, in the process, they still find some problems that they later consult with the supervisor. Some students also points out that the supervisor have been very helpful. The statements are identified from the following data:

"The supervisor gives instruction more detail about the activity. He make(s) the student at ease when we get confused about the report."

Secondly, the supervisor monitors the progress of the program by coming to the school, building a personal relationship with students as well as with the teacher and principal. This indeed shows his or her support to the students who comes to the school for the service learning experience. The statements can be proven from the following information:

'My supervisor is very good. She gave more information about internship. She invited us in junior high school. She also gave consultation.'

The last role of the supervisors is the lecturers also assist the students in completing their reports. Since students are expected to finish their report after finishing the program, some of them are still confused about what to write and how to write their report. Supervisor gives them the information they need regarding this so that the students are able to submit the report based on the requirement. The following data indicates the statements: "The supervisor told me about unimportant sentences (in report), (as well as being) kind, discipline."

School is the agent in Apprentice Program. The study identified three important strengths of school in Apprentice Program Phase I. Firstly, students are provided with positive environment that support their learning experience. The positive atmosphere is built up from the nice students the school

have, the helpful teacher, and comfortable and clean environment. The following data indicates the statements:

"The environment is very good because the students there are friendly with internship students."

Secondly, the school also gives adequate support to the Apprentice program by providing the necessary facility such as suitable room for the students to gather with their fellows. The following data indicates the program:

"The school also gives us a suitable room while doing internship."

As the third strength, the schools have enabled students to study both academic and non-academic matter. In specific, certain school focuses on building their students' religious value. In addition to that, the school also focuses on the students' attitude. It can be indicated from the following data:

"The school was really good. In there, not only studied about academic and non-academic. Also, the school teach religion and attitude. Thus, this school had many achievement."

Based on the analysis, the research revealed four strengths of having teacher in the Apprentice program. Firstly, the teacher is helpful to the students as he or she provides information that the students need. In addition, the teacher also provide clear instruction or explanation about the school data. To prove the statement, see the data below:

"The teacher is kind, objective, (providing) clear instruction, friendly, descriptive."

As the second strength, the teacher supports the students in the classroom. Because in Apprentice Program Phase I the students observes teacher in the classroom, they gain the experience to learn from the real model. It indeed broaden their knowledge about classroom management and materials. The following data indicates the finding:

"They guide well about learning process in the classroom"

The third strength is teacher also motivates the students to be a good teacher in the future. This is essential because as pre-service teacher, the students are able to observe the real model of a teacher in the real context. The following data indicates the statements:

"My teacher in intership program really helped us become a good teacher for the next future. She also guided me to make a good report."

The fourth strength is in regards to the report. As the classroom teacher is one of important sources in the students' report, the role of teacher is the one who gives the information, clarifies the data, and correct the unvalid information written by the students. The following data indicates the statements:

"The teacher is very nice when the internship students want to ask about the report."

Faculty of Teacher Training and Education is the one who cater and manage Apprentice program for the students enrolled in Mathematics Education, English Education, Civic Education, Biology Education and Primary School Teacher Education. Based on the study, there is one strength of the Faculty of Teacher Training and Education in the Apprentice Program. In regards to this, the students benefit most from the unique learning experience. Respondents mentioned that they are happy to be provided with an opportunity to get the experience. Specifically, the students gives positive feedback as the program have broaden their knowledge and skill in peganogy. It can be indicated from the following data:

"It gives opportunity for being facilitator for students to get experience about internship."

The Weaknesses of Apprentice Program Phase I

In this section, the researcher presents weaknesses of Apprentice Program Phase I based on the elements involved, such as the program in general, supervisor, school, teacher, and the faculty.

Based on the analysis, the weakness occurred in three areas. The first weakness is in the time issue. Most of the respondents mentioned that the time is not right, as it was conducted during their semester break, which they expected to be more spent in their home. In addition to that, according to them, the program should have been conducted in the early of the semester break, rather than in the middle of it. The following data indicates the program:

“Bad time in holiday when ‘pembekalan magang’ (pre-internship)”

The second issue is considering the duration of the program, which is too short to be conducted in only one week. In this case, it is expected that the program can be lengthen into another week. The following data indicates the statements:

“The program is too short. We need more days, maybe one week more.”

The third weakness is regarding the announcement given to the students. According to the respondent, the announcement about the Apprentice Program Phase I was given in sudden, with only limited time for preparation. Indeed, as the announcement was given during the semester break when most of the students were enjoying their break in their hometown, some of them find it so irritating. It can be indicated from the following data:

“The announcement was given all of sudden so we couldn’t prepare well.”

Next, the researcher finds weakness of the Apprentice Program Phase I is regarding the report. Some of the respondents mentioned that they are confused with the report. They did not have a clear understanding about what they need to report about. . The statements are identified from the following data:

“Confused about the report”.

Following that, the fifth weakness revealed the students response to the report writing put them in the situation in which they were just focus on completing the report, merely pass and copy the information without properly comprehending them. It can be indicated from the following data:

“Additionally, the students just focus on report. They just come to school and make their report (copy paste from one to another). There is no continuant implementation.”

The last weakness of the Apprentice Program Phase I is on the implementation, which according to the respondent, is not clear. As the program required the students to observe the school with its culture, which they need to write the report about, the students were highly driven by their responsibility to complete the task. Rather than enjoying the program by doing service learning, the students were only focus on their report. Interestingly, some of the students do not know what they wanted to do at school. The following data indicates the statements:

“The implementation of this program (is)not clear. Because, most of students just come and make their proposal in the school and some students don’t know what they want to do.”

Apprentice program Phase I conducted in Faculty of Teacher Training and Education involves supervisors to ensure that the program runs well. In this section, the research presents the weaknesses of supervisor, which covers four areas.

The first weakness recognized in the research is regarding the supervisor’s limited time in giving adequate support to the students in the Apprentice program Phase I. As the supervisors are the selected lecturers who have some other responsibilities, it is challenging them to arrange time to meet the students individually. The statements are identified from the following data:

“Mr. DPM is too busy, so we really haard to meet him to ask something about the program.”

The second weakness of the supervisor is found in the communication with the students. Some of the respondents mentioned that it was hard to communicate with the supervisor, even via mobile phone by phone call or text. Indeed, based on the result of the interview, this is regarded as a challenge

for the students as there are some issues that they need to clarify or solved during the program regarding the school, their roles, or the report. It can be indicated from the following data:

"Not respect (did not reply sms and disnot answer calling"

The Third weakness of the supervisor still relates with their support to the students. As the one who monitor the Apprentice program Phase I, the supervisors are required to come to the school in order to monitor the program and to ensure that the program runs well. In accordance to that, the students expected the supervisors to visit them at school. However, some of the supervisors were not able to make this kind of visit due to their other duty. It can be indicated from the following data:

"Never checked the internship students in the school."

School plays important role in the Apprentice program Phase I. As the agent in the program, the school is the place for the students to experience service learning. In this section, there are two weaknesses that the research reveals. The first weakness is regarding the geographical location, which according to the students, is so far. Based on the interview, it took about an hour for some of them to get to the school, because of the distance. Some students who had the experience in their neighborhood, however, do not have any issue regarding this. The statements are identified from the following data:

"The location is too far, like from village to central city."

The second issue of Apprentice program Phase I regarding the school response of the students. According to the respondent, sometimes the school is not welcome, as they do not show their hospitality to the students. Indeed, it affects the students in their learning process. If the students got the school's hospitality, their performance in their program is likely to be better than those who do not. The statements are identified from the following data:

"Sometimes the school is not welcome."

Teacher plays significant role in Apprentice program Phase I. He or she is the one who share the knowledge and skill to the students. In this research, there is only one weakness found. The weakness is regarding their support as the one who deliver the information about school. In this case, some teachers gave unclear explanation about information for the students' report. Although the teacher has given the requested information to the students, he or she could not give adequate explanation about it. It can be indicated from the following data:

"Unclear explanation, she just copied the data to us without explanation."

The Faculty of Teacher Training and Education who administer Apprentice program Phase I is responsible in organizing the service learning for students. According to the respondents, there are three weaknesses regarding this. The first issue is in the matter of burden that the students feel. Some of the students mentioned that the faculty have put so many difficulties that they need to handle. The statements are identified from the following data:

"It gives so many difficulties to the students, always gives sudden announcement"

The second weakness is in the preparation stage, in which most of the students got confused of the program. They do not have a clear understanding towards the concept of Apprentice program Phase I because of insufficient preparation. This clearly has affected the students' understanding of the program and cause ineffective learning as they still confuse about what to do during the Apprentice program Phase I. "Less preparation, so when we do internship we have confusion"

The third weakness is regarding the annoouncement that, according to the respondents, was suddenly shared. The respondents further commented that the announcement was shared during the semester break, and this cause more even problems as most of the students were still having a holiday in their hometown. The statements are identified from the following data:

"It is too sudden to get the information and the application form of internship. So, some students felt uncomfortable."

Discussion

The findings reveal strengths and weaknesses of the Apprentice program Phase I. The strength and weaknesses are classified based on the elements involved such as supervisor, school, teacher, faculty and the program itself. In general, the program is regarded as a good program because it brings benefits to them as the opportunity to observe the school culture, the school elements such as the headmaster, administrator, teacher and the materials. This finding is in line with the purpose of the service leaning which stated by (Ball & Geleta, 2005). The objective of the program is to prepare the pre-service teacher to be a proficient skill and knowledge in their future classrooms. However, some weaknesses regarding the time, the management, and the task are revealed. In the issue of time, indeed service learning is regarded as time consuming program (Said, Ahmad, Hassan, & Awang, 2015), as the program may take a relatively long period to be executed. In addition, the task designed for the program is intended to prepare the students for the future classroom situation which covers instruction, concept, and skill (Bernadowski, Perry, & Greco, 2013).

The second element that is analyzed in the research is the supervisor. The respondents mentioned that the supervisors are helpful when the students still find difficulties in understanding the program and their tasks in Apprentice Program Phase I. Furthermore, they also see the advantage of having supervisor to monitor the program and ensure the implementation runs well. Indeed, they show their support to the students by visiting them at school. In addition to that, the supervisors also assist the students in completing their report required for Apprentice Program Phase I. These strengths are in line with the research conducted by Berdowski, Perry Greco (2012) who also revealed the support shown by the supervisor in the service learning program.

On the other hand, the research recognised the weaknesses of the supervisor in regards to their availability to have an intense communication with the students. The statement in fact confirmed the minimal outside intervention of the supervisor which is mentioned by Chambers & Lavery (2012).

Strengths of school as the agent in Apprentice Program Phase I exposes positive environment that support their learning experience. In addition, the schools have enabled students to study both academic and non-academic matter. Stenhouse & Jarret (2012) advocates the service learning as a method to improve the students' critical pedagogy. in general view, Moore & Sandholtz (1999 in Stenhouse & Jarret (2012) mentioned that the service learning experienced by students improve their academic and social skill performance.

However, the school which is the place for the students to experience service learning has weaknesses that the research reveals regarding the geographical location and hospitality. In regards to this, the varied situation occur in the authentic community exposed the students with differences which presents the real world context in service learning (Said, et al., 2015).

Teacher plays significant role in Apprentice program Phase I. She is regarded as helpful to the students as he or she provides information that the students need, supports the students in the classroom. In addition, she also motivates the students to be a good teacher in the future. Lastly, the research also identifies the significant teacher role as important sources in the students' report. The same reflections also identified in the work of Ball & Geleta (2005) who conducted research about service learning in teacher education.

However, the research revealed the weakness of the teacher, which according to the respondents, there are some teachers who gave unclear explanation about information for the students' report. The report indeed is one of the students' responsibility once they finish their service learning and return to the university (Bernadowski, et al., 2013)

Faculty of Teacher Training and Education is the one who cater and manage Apprentice program for the students , the students gives positive feedback as the program have broaden their knowledge and skill in pedagogy. In line with this, it is stated that service learning have proven to improve the students' knowledge and skill in the field context (Simons et al., 2012).

The first issue is in the matter of burden that the students feel. Some of the students mentioned that the faculty have put so many difficulties that they need to handle. The Third weakness is regarding the announcement that, according to the respondents, was suddenly shared. In this case, the time and schedule becomes the constraints of the students (Stenhouse & Jarret, 2012)

CONCLUSIONS AND SUGGESTIONS

In general, the program is regarded as a positive program because it brings benefits to students as the opportunity to observe the school culture, the school elements such as the headmaster, administrator, teacher and the materials. However, some weaknesses regarding the time, the management, and the task are revealed.

The second element that is analyzed in the research is the supervisor. The respondents mentioned that the supervisors are helpful when the students still find difficulties in understanding the program and their tasks in Apprentice Program Phase I. Furthermore, they also see the advantage of having supervisor to monitor the program and ensure the implementation runs well. Indeed, they show their support to the students by visiting them at school. In addition to that, the supervisors also assist the students in completing their report required for Apprentice Program Phase I. On the other hand, the research revealed the weaknesses of the supervisor regards to their availability to have an intense communication with the students.

Strengths of school as the agent in Apprentice Program Phase I exposes positive environment that support their learning experience. In addition, the schools have enabled students to study both academic and non-academic matter. However, the school which is the place for the students to experience service learning has weaknesses that the research reveals regarding the geographical location and hospitality.

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Faculty of Teacher Training and Education is the one who cater and manage Apprentice program for the students. In regards to this, the first issue is in the matter of burden that the students feel. Some of the students mentioned that the faculty have put so many difficulties that they need to handle. The Third weakness is regarding the announcement that, according to the respondents, was suddenly shared.

The research is conducted to highlight the strengths and weaknesses of Apprentice program Phase I. As the suggestions, it is recommended to conduct the similar research in phase II and III. In addition to that, it is also suggested to proposed research in more specific role in service learning, such as supervisor, school, the faculty, or the classroom teacher.

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THE ROLE OF CORRECTIVE FEEDBACK IN SPEAKING CLASSES

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Abstract: In learning process, corrective feedback is important, and it should be given carefully. This paper reports a study which investigated the use of different types of corrective feedback that the lecturer gave to the students during the conversation practice. The subjects of the study were pre-intermediate students and a lecturer teaching Speaking II. Data were collected and analysed using variety of qualitative techniques such as participant observations, field notes, and stimulated recall from audiotapes. The study showed that the lecturer provided three types of corrective feedback to the students. The research resulted in some interesting findings on the considerations and reasons why the lecturer used three of the seven types of corrective feedback.

Keywords: *Corrective Feedback, Speaking Class*

INTRODUCTION

It has been accepted that errors play an important role in the learning process. To language learners, language learning is not so much a question of acquiring a set of automatic habits, but rather a process of discovering the underlying rules, categories and systems of choice in the language by some sort of processing by the learner of the data of the language presented to him by the lecturer (Corder, 1973) in Zhu (2010). In order for this discovery to take place, learners have to go through several stages and processes. One of the most important factors included in almost all the stages and processes of language learning is error making. Dulay and Burt (1974) stated that error making is inevitable and that it would appear necessary and crucial to language learning. In fact, it is a clear sign to show that language learner actually develop and internalize the rules of the language.

In the classroom context, lecturers can gain much benefit from error analysis and description because errors provide them with feedback on the effectiveness of their teaching materials and their teaching techniques. In addition, errors enable lecturers to decide whether they can move on to the next item they have been teaching and they provide the information for designing an improved syllabus or a plan of improved teaching. Therefore, errors made by students are major elements in the feedback system of the process of language teaching and learning.

A classroom is not only a place to learn the rules of language. It is also a place where students can practice using the language in a supportive environment. As stated by Spada and Lightbown (2002) that the environment is crucial not only because it is the source of the linguistic stimuli that learners need in order to form associations between the words they hear and the objects and events they represent but also because it provides feedback on learners' performance.

The language of feedback refers to the responses given by the lecturer to what learners produce in the classroom. In its most narrow definition, this refers to lecturer response to error (Wajnryb, 1992: 49). According to Zamel (1981) in Wajnryb (1992: 50), the information component of lecturer feedback is crucial to the learners' learning process. Zamel adds that feedback is most effective when it points out critical features of the language, gives information that allows the students 'to discover by oneself' rules and principles of language, and reduces ambiguity of choice for the learner. Smith (1971) in Wajnryb (1992: 51) underlies the language of feedback is that the language learner is 'an active and selective information-gatherer who acquires and interprets new information on the basis of rules already stored in the brain.'

Feedback becomes one of lecturer's duties. It is part of the aspects of interaction in classroom (Chaudron, 1988: 132). It functions to tell the students whether they have correct or incorrect responses in using the target language and to give reinforcement for the students. Harmer (2002: 99) states that the lecturer should give feedback to correct students and also offer them an assessment of how well the students have done, whether during a drill or after a language production exercise.

Lecturers are often unsure of the right balance between positive feedback and corrective feedback, or "error correction." Rost's (2006) general rule of thumb is 75/25: 75% of feedback should be positive, and 25% should be corrective. This does not mean that corrective feedback is less important. It does mean that corrective feedback should be done very selectively. The three principles he advocates when giving corrective feedback are: 1) provide corrective feedback when it interferes with the

communicative goal of the speaker or listener. That's when it is most authentic; 2) give corrective feedback only at a time that the learners can pay attention to it and incorporate it. That's when it is most effective; 3) focus lecturer's corrective feedback on the linguistic targets of the class. That's when it is most clearly understood.

Giving corrective feedback is one of the key roles that lecturers play in speaking classroom. This is an important role and the way the lecturer handles it can have a strong influence on the learners' experience. In particular, the way lecturers respond to learners can have a powerful impact on learners' attitudes towards the subject. Besides, corrective feedback is needed to avoid fossilization. Based on the fact that corrective feedback is important and it is worth investigating, the researcher aims to conduct a research exploring corrective feedbacks on the students' spoken language.

All corrective feedback is classified either as explicit or implicit form (Ellis *et al* and Long) in Basiron (2008). Explicit corrective feedback tells overtly that an error has occurred whereas implicit feedback does not. Studies identified six different types of corrective feedback employed by language lecturers (Panova & Lyster, 2002) in Basiron (2008). Table shows the various types of corrective feedback:

Table 1: Various Types of Corrective Feedback

Corrective Feedback	Explanation
Explicit Correction	Clearly indicating that the students' utterance was incorrect, the lecturer provides the correct form. e.g. ... <i>the coyote, the bison and the cr...crane.</i> " "And the crane. We say crane."
Recast	Without directly indicating that the student's utterance was incorrect, the implicitly reformulates the student's error, or provides the correction. e.g. "Maple sap. Good."
Clarification request	By using phrases like "Excuse me?" or "I don't understand," the lecturer indicates that the messages has not been understood or that the student's utterance contained some kind of mistake and that a repetition or a reformulation is required. e.g. "Pardon?"
Metalinguistic clues	Without providing the correct form, the lecturer poses questions or provides comments or information related to the formation student's utterance. e.g. "Do we say it like that?", "Is it femininie?"
Elicitation	The lecturer directly elicits the correct form from the student by asking questions (e.g. "How do we say that in French?"), by pausing to allow the students to complete the lecturer utterance (e.g. "It's a...") or by asking student to reformulate the utterance (e.g. "Say that again." Elicitation questions differ from questions that are defined as metalinguistic clues in that they require more than a yes/no response.
Repetition	A lecturer repeats a student's incorrect utterance and raises her voice to highlight the error. e.g. "The giraffe?"

There are different types in giving corrective feedback toward students' errors, this study will use Lyster and Ranta (1997) model to identify lecturer's techniques in giving corrective feedback with some considerations. First, it has complete types catering explicit and implicit corrective feedback. Second, the explanation is clear to differentiate one type to another. After the study, the most frequently types used in the oral classroom will be found.

METHOD

The data were collected through observation that was done in three meetings to know the types of corrective feedbacks in the speaking class. The subjects of the study consist pre-intermediate students and one speaking II lecturer. The researcher conducted observation in two Speaking II classes by using tape recorder to record students and lecturer utterances, field notes were used to take notes classes situation, condition that possibly could not be captured by voice recorder. The observation was done during speaking class activity, but the data were taken from practice phase where the students practice their speaking and lecture corrects their error.

FINDINGS AND DISCUSSION

This study aimed at finding out the types of corrective feedback used by the lecturer in speaking class. The frequency of the occurrence of corrective feedback techniques used by the lecturer in Speaking II class varied. In order to make it clear, the frequency of each type is described in the table and diagram below:

Table 2: Frequency of Corrective Feedback Types

No.	Type of corrective feedback	Frequency / %
1	Explicit correction	13 / 65%
2	Recast	5 / 25%
3	Metalinguistic clues	2 / 10%
	Total	20

Table shows 20 corrective feedback varieties lecturer provided for the students. It was also found that the lecturer did not use all techniques of corrective feedback; she used three instead of six. Explicit correction reached the greatest number that is 13. Then it was followed by recast with 5 times execution, and metalinguistic clues accomplished 2 times execution. The finding shows imbalance use of corrective feedback. To know the reason why it happened, I interviewed the lecturer about her opinion about corrective feedback and the reason why she provided three types.

According to the lecturer, corrective feedback was important because it made lecturer notice how far the students comprehended the lecturer's explanation. It also became part of the lecturer's attention to students. Besides, providing corrective feedbacks could make students recognize whether they performed correct or incorrect sentences. That is why, according to the lecturer, she provided corrective feedback to the students' error even though not all errors were corrected. She concerned errors that would hinder communication or grammatically unaccepted. She also added that too many corrective feedbacks will make students afraid to speak. She explained that she provided corrective feedback after the students finished the dialogue if the form was making dialogue. And she provided corrective feedback right after her student produced error in the form of monologue because she was afraid she would forget if she waited until each student finished the whole monologue.

According to the data collected, lecturer combined three types of corrective feedback instead of six. Lecturer provided corrective feedback on explicit correction much higher than recast and metalinguistic clues, while the other three types were not used at all. It was known from the interview that the lecturer did not know that there are six types of corrective feedback; she even did not know the names of corrective feedback types she used during speaking class. It was because the issue regarding corrective feedbacks had never been discussed in the Department. And why the lecturer gave explicit correction, recast, and metalinguistic clues because the lecturer felt that inside her corrective feedback there should be an explanation about the error, so students knew the correct form of the sentence. Besides, it might be considered that by metalinguistic clues and recast, lecturer stimulated student's knowledge about a certain error and hoped students could correct their own errors. Lightbown and Spada (1994) in Jarkasi (2007) state the English classroom interaction will lead the students to do their best toward the target language. Along with these activities, lecturers are allowed, to indicate the students' errors of incorrectness of language output, which is technically known as corrective feedback. Nevertheless, according to the lecturer, the lecturer did not considerate students' response after given corrective feedback. It just naturally occurred following students' errors. Furthermore, previous study done by Lyster and Ranta (1997) found that explicit correction, recast, and clarification were most commonly used, metalinguistic clues and elicitation were mostly effective at eliciting uptake, and repetition often co-occurred with explicit correction. It means, the finding of this study is still in line with the previous study.

CONCLUSIONS AND SUGGESTIONS

It is concluded that the types of corrective feedback used by the lecturer are three from six types; those are 13 explicit corrections, 5 recasts, and 2 metalinguistic clues. This study suggests that providing corrective feedbacks in speaking class is necessary especially for the beginner level because they still had no competence to self-correction. The use of each type of corrective feedback should be proportional

in accordance with the phase of language learning and the background of the students. Therefore, giving corrective feedback is lecturer's mission to recognize their students' need and decide which type of corrective feedback that should be provided properly in speaking class. For further researcher, conducting research dealing corrective feedback in the sake of comparing two or more types corrective feedbacks to find out the effectiveness of a certain corrective feedback type or taking higher level of students as the subjects will be advantageous.

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THE JAVANESE STUDENTS' UNDERSTANDING TOWARD TEFL AND ITS CULTURE

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Abstract: Language and culture are inseparable and they shape each other (Trosborg, 2010). Learning English as Foreign Language (EFL) is not only learning grammar, vocabulary, and pronunciation, but also learning its culture, such as songs, films, food, buildings, and specific circumstances. This paper focuses on how Javanese EFL young learners are introduced to foreign culture and made them to learn it at home through media and in social situations. The approach used in this study is quantitative approach involving 15 students in Central Java as participants. The data were collected through questionnaire. The researcher gathered and analyzed the responses from each participant. The analysis helped in identifying some possible ways of teaching foreign culture to Javanese learners. The result of the research shows that the students still lack understanding of foreign culture taught by their teacher. It is recommended that English teachers explore many skills and approaches of teaching foreign culture especially to young learners and improve their methods of teaching EFL which involve cultural content knowledge.

Keywords: language, culture, foreign culture, Javanese learners

INTRODUCTION

Learning English is not only learning linguistic aspects; structure, vocabulary, pronunciation, spelling, and language skills; listening, speaking, reading, and writing but also learning its culture. Language and culture are always together and they shape each other (Trosborg, 2010, p. 2) since language is a culture element which is used to preserve the culture existence. In other word, humans have ability to create and use language in learning their culture.

To introduce foreign culture is recommended to English Foreign Language (EFL) learners who are focusing on the development of communication in target language. In Javanese context, this is extremely crucial since its culture has wide "gap" with English culture in which the difference can cause the misinterpretation in intercultural communication, for example; asking one's age is culturally common in Javanese culture to make closeness. Conversely, this is impolite in foreign culture, English, because it is too private that it is better to avoid.

Understanding foreign culture has probably been untouched in learning English at schools whereas this is extremely vital to avoid the failure and breakdown of communication. Consequently, the ability to communicate in English does not mean the ability to speak fluently only but also, the more important thing, the ability to understand and to be aware of foreign culture. This becomes more significant notion in intercultural communication more and more. In line with this point of view, Krasnick (1995) predicted by the year 2020, the problem of English (as a grammatical code) will lessen, while of intercultural communication competence will arise.

The studies related to language and culture as well as some techniques and methods used have been done. Deneme, Ada, and Uzun (2011), for example, found that the students learn foreign culture through their parents, family members and relatives, television programs, and computers as the most effective factors in children's foreign culture acquisition besides friends, school, real life experiences, books, newspapers, magazines, games and songs. Following López and Méndez (2004) recommended that in teaching foreign language education during the stages of young learners, it is important to present the language integrated with other subjects, like culture in order to see target language as something natural and normal.

In Indonesia especially Javanese setting, different culture may cause some difficulties and problems how Javanese learners acquire their English. Since Javanese culture is greatly different from Western country, English speaking country. Some ceremonies, foreign festival, and days that Western people have, for example, sound strange to Javanese children.

The findings of the studies reviewed above indicate that the integration of teaching foreign language of young learners with other subjects; like culture is not yet conclusive. Thus, further investigation on the matter need to be carried out. It is for these purposes that present study was carried

out. The paper is to investigate to what extent Javanese EFL learners understand and know about foreign culture and how they acquire this knowledge. The study is very crucial because even though they have learned foreign language, English, for several years, they know and understand very little in its culture even in quite simple level.

Culture

In order to provide an explanation of the relevance between language and culture, it is first necessary to explore culture. In the simplest way, culture "is defined as shared way of seeing, thinking, and doing" (Thompson, 2003, p. 15). Similarly, Brown (2000, p. 176) states that "Culture is a way of life. It is the context within which we exist, think, feel, and relate to others. It is the 'glue' that binds a group of people together for some people". It means culture is to socialize and is transmitted from one generation to another one. In broad sense, Tomalin and Stempleski (1993, pp. 6-7) define that culture "includes culturally-influenced beliefs and perceptions, especially as expressed through language as well as through cultural behaviors that affect acceptability in the host community". Therefore, it can be identified as identity which is inseparable from cultural communities as long as its people live and preserve the culture. The idea indicates that teaching-learning a language is also teaching-learning about its native speaker's cultures (Sukarno, 2012). For this reason, language can play significant role to keep the culture; hence, there is close relationship between language and culture.

Culture and Language

Language is often regarded as product of culture since the formation of culture is shaped by the dominant language. It should be noted that "a language is a part of culture and a culture is a part of a language. The two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture" (Brown, 2000, p. 177). Language as symbol is employed by culture to preserve, reject other culture or even support it. By language people can present belief, experience, knowledge, and perception. For this reason, people recognize and differentiate each other's identity from the use of the language.

Understanding the relevance between language and culture is quite crucial in learning as language is not only about structural but also communicative and social function. Learning a language means learning its culture. Tomalin and Stempleski (1993, p. 105) point out "that communication, language, and culture cannot be separated. Successful cross-cultural communication demands cultural and linguistic fluency". In short, to communicate well in foreign language means actually trying to understand the thought of foreign people which is very much influenced by their culture (Sadtono, 2003). For this reason, it is required to have the competence in communication for young EFL learners, of course, in accordance with their competence.

The ability to understand and communicate with other people from different culture is really needed. For some experts, this capacity that enables people to convey and interpret messages and to negotiate meanings interpersonally within specific contexts is called communicative competence as proposed by a sociolinguist Dell Hymes in Brown (2000, p. 246). Other term which is used to described this phenomenon also presented by Tomalin and Stempleski (1993, p. 5) with the concept of cultural awareness "sensitivity to the impact of culturally-induced behavior on language use and communication". In line with this concept, Cakir (2006) points out that communicative competence thus includes communicating not only in local culture but also cross-culturally, and while doing so, one meets inevitably with factors of cultural differences. If not so, communication falls into failure, or breakdown communication will occur then miscommunication and misinterpretation happens.

In Javanese setting, the ability of understanding foreign culture in teaching- learning foreign language does not mean that young EFL learners comprehend all the elements of culture which cover customs, belief, arts, and attitudes, but merely a very little piece of the elements in accordance with context and situation. Therefore, this is a basic foundation to learn more for the next level.

METHOD

The aim of the research is to investigate to what extent Javanese EFL learners understand and know about foreign culture and how they acquire this knowledge about foreign culture through some media and in social situations. Method of the research was conducted in quantitative (calculating the number of the data) approach research.

The participants are 25 students at Islamic junior high school students (MTs) in Jepara Central Java, aged 11 to 13. They are all Javanese students. They were given questionnaires and insisted to answer them based on their knowledge and experience. The questionnaire of the research consists of

five parts, each of which is divided into two sub-parts, objects and how the participants have learned them. The questionnaire results were recorded using Microsoft Excel 2010.

In the questionnaire, the knowledge of the participants on foreign culture containing; a. children songs, b. animated and cartoon film, c. foods and beverages, d. festivals and important days, e. famous buildings or places were checked. The results were subsequently collected, calculated in the percentage then analyzed.

FINDINGS AND DISCUSSION

Data Analysis

The results of questionnaires were collected and analyzed. To make clear of identifying the results, the data will be accompanied by the graph including their interpretation below. The data in figure 1 show us that more than a half of the participants are familiar with Happy birthday, and Twinkle-Twinkle (71.4 – 98%) while Alphabet song is known by some (42.8%). The rest of the songs sound strange to the students. This indicates that they are unfamiliar with the foreign children songs but some of the songs which they know due to their popularity.

Most of the participants know these songs from TV and friends, only few know these from parents, and school. Television is still interesting as the first medium of communication to acquire information of the songs. Meanwhile, school as formal institution, parents, and books cause very little effect for the participants.

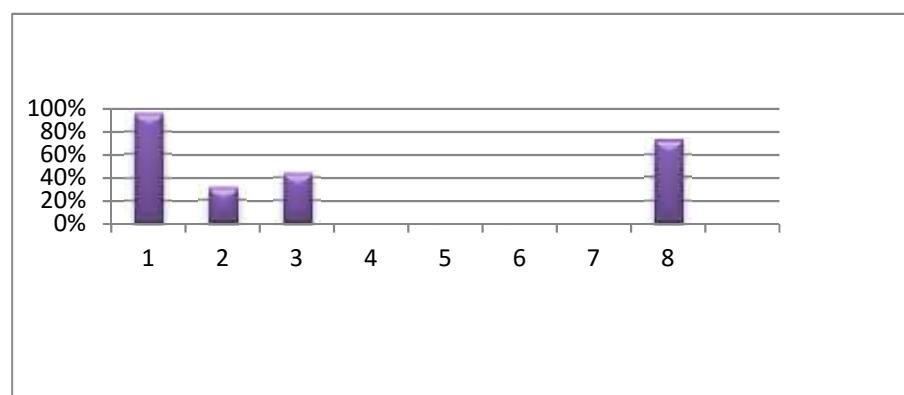


Figure 1. Students' Understanding of Children Songs

In figure 2, animated and cartoon films are interesting entertainment for the children, participants; therefore, most of them like the film provided. Most of the participants, more than half are familiar with the films; Batman, Harry Potter, Superman, and Car (57.1%), while Tinker Bell is 71.4%. The data also show that Madagascar (42.8%), Ninja Turtles (28.5%), and Shrek (14.2%) are recognized by a lot of the students. It indicates that the watching films still become exciting hobby for the participants. All participants know the films from TV besides also getting from the book and video game

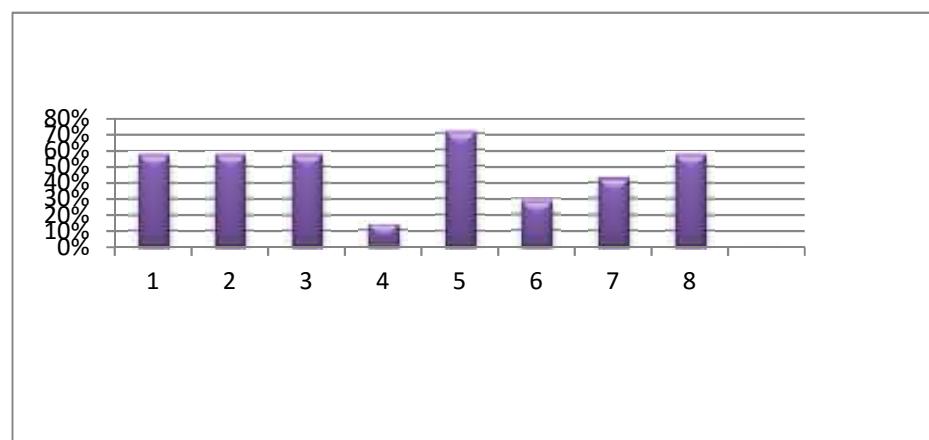


Figure 2. Students' Understanding of Cartoon and Animated Films for Children

Figure 1

1. Happy birthday
2. Jingle Bells
3. Alphabet
4. Brother John
5. Christmas Tree
6. Five Little Monkeys
7. Head and Shoulders
8. Twinkle Twinkle

1. Batman
2. Harry Potter
3. Superman
4. Shrek
5. Tinker Bells
6. Ninja Turtles
7. Madagascar
8. Car

Based on the data in Figure 3, hamburger and pizza are food that more than half of the participants recognize, even ever to have tasted (71.4% - 85.7%). The rest know hot dog and spaghetti (42.8%), nugget and sandwich (28.5%), and only espresso (14.8%). Media they got information are TV, friends and book, and the last, only few of them got from parents and school.

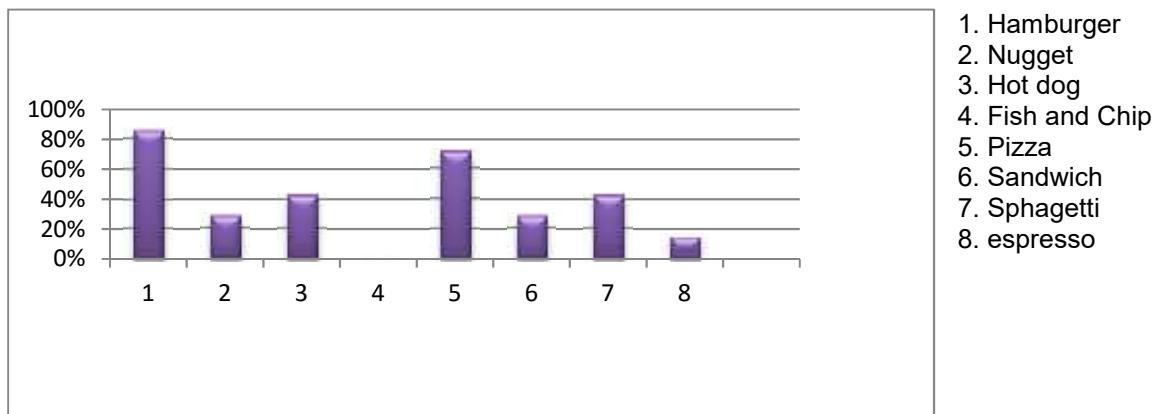


Figure 3. Students' Understanding of Food and Beverages

Figure 4 illustrates data collected from question if they know foreign festival and days. As it is clear on the graph, Valentine Day is recognized by almost participants (85.7%), while Christmas (57.1%) and the rest know Halloween (42.8%). It can be understood that these foreign days and festivals are totally well known for many participants but the others are quite strange for them. Television is still effective and efficient way to get information for most of the participants about the festivals besides friends.

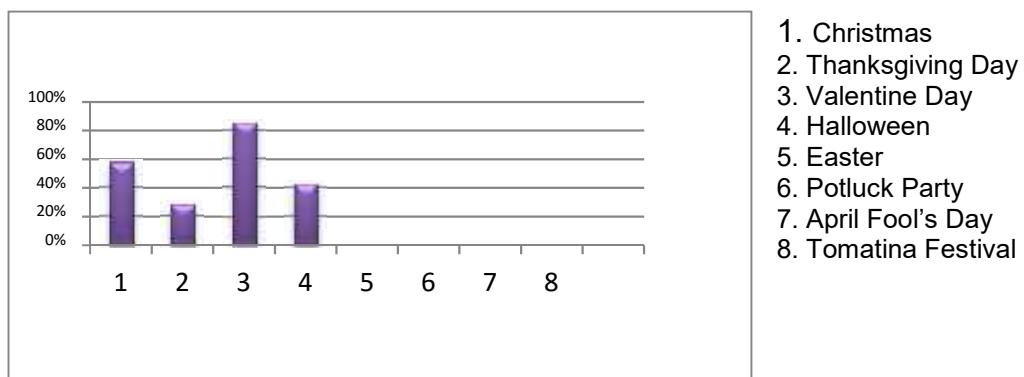


Figure 4. Students' Understanding of Foreign Festivals and Days

However, Figure 5 illustrates students' understanding of famous building and places. The statue of Liberty is extremely popular to most of the students (85.7%) but they know nothing about other places and buildings. The other buildings and place are unfamiliar with all participants.

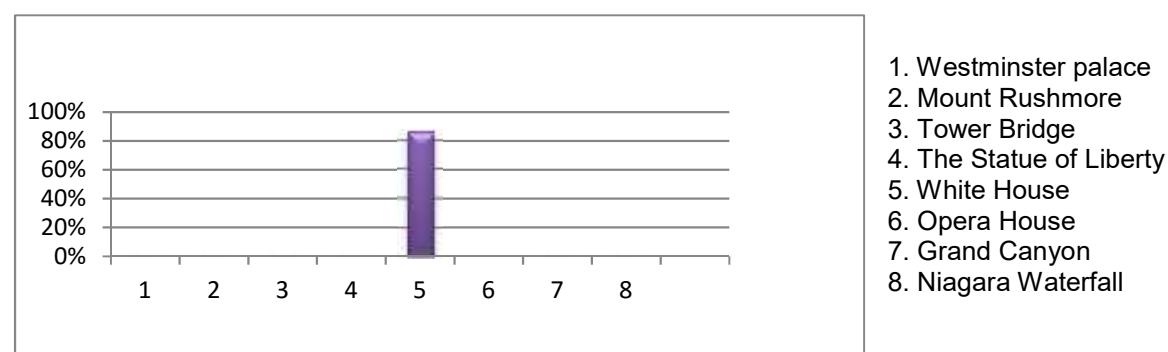


Figure 5. Students' Understanding of Famous Building and Places

As illustrated in Figure 6, most of the participants acquire knowledge of foreign culture from TV (50%), while from friends 22%, and computer 14%. Following they got the knowledge from books 12%, newspaper and magazine, games, and songs respectively contribute the average of 2% from the participants in acquiring the knowledge about foreign culture in the research.

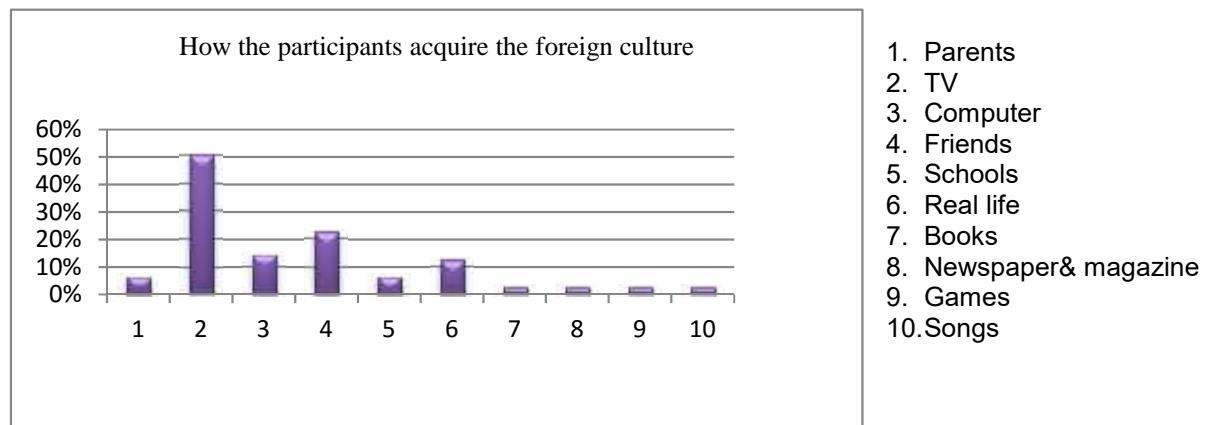


Figure 6. Students' Ways to Acquire Knowledge

Generally speaking, the present study confirms that the culture issue in language teaching has become crucial attention and numerous research works have been carried out on this issue. For this study, the findings show that the students are familiar with the most popular song only like Happy birthday, Twinkle-Twinkle, and Alphabet. Foreign films like Batman, Harry Potter, Superman, and Car as the most favorite ones among the students, while Tinker Bell, Madagaskar, Ninja Turtles, and Shrek are less favorite. Even though most of the students live in the village they recognize some important days such as Valentine Day, Christmas, and Halloween. The research also shows that the statue of Liberty is extremely popular to most of the students.

Consistent with other study, the study revealed that television still becomes a favorite device providing the cultural information as explained by Deneme et al. (2011). Friends and computer are significant ways in children's foreign culture acquisition. Books, newspaper or magazine, games, and songs respectively contribute the average to the participants in acquiring the knowledge about foreign culture in the research.

It can be seen from the research that most of participants got cultural information by watching TV, playing video games, computer, or gadget and from their friends who watched or played them. By considering the bad effect of the technology devices, the research determined technology has the positive effect for Javanese EFL young learners. The role of parents in guiding their children becomes more and more significant.

While providing a great deal of cultural knowledge to children according to the research, the technology devices open the possibilities to be used as a means of cultural education since cultural education in terms of teaching and learning English at schools may be untouched and insufficient. This understanding is extremely vital to avoid the failure and breakdown of communication. Consequently, the ability to communicate in English does not mean the ability to speak fluently only but also the more important thing is the ability to understand and to be aware of foreign culture.

CONCLUSIONS AND SUGGESTIONS

Language and culture cannot be separated and they link to each other. So, learning English as Foreign Language (EFL) is not only learning grammar, vocabulary, and pronunciation, but also learning its culture; such as song, film, food, building, and specific circumstances.

To introduce foreign culture in teaching and learning foreign language is so significant for Javanese EFL young learners that they can communicate fluently to avoid communication breakdown. In addition, the materials in cultural education are insufficient even untouched at schools. Javanese EFL learners acquired cultural information through technology and friends rather than from book at school or teacher.

The present research is conducted for low level, young learners, and in limited time and scope; it only covers some elements of culture. For that reason, the research recommends that the research concerning with students' understanding about foreign culture requires further research with more time, broader scope and higher level. In term of teaching learning process, English teachers still need to

explore many skills and approaches of teaching foreign culture especially to young learners and to improve methods of teaching EFL both English as foreign language and foreign culture.

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THE POTENTIALS AND CHALLENGES OF POWER STRATEGY COMBINED WITH ANIMATED FILM IN TEACHING WRITING

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Abstract: Writing skill plays an important role in EFL students' life. However, teaching writing for EFL students is a challenge not only because the students are generally weak in writing, but also because they have difficulties in organizing their ideas in a piece of paper. Therefore, it needs appropriate strategies and also media in teaching writing to overcome these problems. The combination of the two terms will help the students to be independent writers. POWER is a strategy which requires the students to organize their writing well through a writing process. This strategy stands for Prepare, Organize, Write, Edit and Rewrite. Animated films can also be supplementary media to engage students' motivation before they begin to write. This paper aims to discuss the potentials and challenges of POWER strategy combined with animated films in improving EFL students' ability in writing. By knowing the potentials and challenges of this strategy, it is expected that teachers can consider the implementation of this strategy to improve students' ability in writing.

Keywords: *POWER strategy, animated film, students' ability in writing*

INTRODUCTION

Writing is a skill frequently used to study a language in any kinds of activity (listening, reading, and speaking). The acquiring of writing skill plays an important role in our life because it is always used for communication (Hyland, 2003). However, writing seems the most difficult for EFL learners to learn and develop on it. Because in writing, the clarity of ideas is emphasized. In this case, to communicate ideas effectively, all aspect of language such as grammar, vocabulary, content, language use and mechanism must be used in correct or effective ways as well. In the line with the statement above, according to Richards (1992:100) "learning to write well is a difficult and lengthy process, because it induces anxiety and frustration for many learners". The difficulties are not merely caused by the students themselves but they can be caused by inappropriate strategy and media in teaching. So, those problems may cause many students less motivated to write in English. Furthermore, regarding language learning strategy particularly for writing skill, it is necessary to apply the appropriate strategy and media in teaching and learning process. Hismaniglu (2000) said that "language learning strategy gives teachers valuable clues how their students assess the situation, plan and select appropriate skill as to understand, learn and remember new input presented in language learning". The importance of learning strategy can help the learners to be more autonomous in learning process.

Concerning in writing strategy, there are several strategies that can be applied in teaching and learning process. One of them is POWER strategy. The implementation of this strategy can be combined with interesting media. Therefore, this paper is going to discuss the use of POWER strategy combined with animated film in improving students' ability in writing.

Teaching Writing in EFL Context

In English as Foreign Language context of teaching and learning, the purpose of teaching writing is to get students to have ability in producing many kinds of written text (Ur, 1996:162). Similar to this, Gabrielatos (2002) also suggests that "the current practice of teaching writing in EFL context is to ask student explicitly to produce a specific text type (genre)". In relation to the statement above, it can be said that in teaching writing skill in ESL/EFL context, it is appropriate to instruct the students to put their attention on recognizing and then producing a type of text (genre). Here genre is a kind of text type which is characterized by its social function or in what it is used, its schematic structure of the text structure and its language features. There are many kinds of text type to be taught to students like narrative, recount (personal and factual recount), descriptive, or argumentative. These are becoming a topic in teaching writing (Grabe & Kaplan, 1996).

However, writing is a difficult skill for students and not to mention the EFL learner, even those who learn English as their second language (ESL) and also feel it very difficult and complex. Moreover, to produce a coherent, wide range, and clear ideas of piece of writing are something that both native and non-native speaker of a language never master (Nunan, 1995:271). Related to this, Hyland suggest that

academic writing requires conscious effort, much practice, and experience. Simply, she says that it must be practiced and learned through experience, thus the writing instruction (teacher) has to take into account both strategy to develop and development of language skill when working with their student (2003:1). Therefore, a strategy that can help EFL students to perform and develop writing skill is absolutely important.

POWER Strategy

POWER strategy is one of the strategy in teaching writing can be helpful to the students in increasing their ability to write (Isaacson:1996; Hall:1997; Lessard-Clouston:1997). POWER stands for Prepare, Organize, Write, Edit, and Rewrite. This acronym guides students through the writing process along with the Think and Edit Sheet, which help students to get their thoughts on paper for any writing assignment. Isaacson (1996: p.43-49) defines some steps in writing by applying POWER strategy. It can be defined as follows: In "prepare" activity, the students will do some activities as prewriting with the following planning; first, students write about the topic. Isaac soon (1996) recommends the teacher assigns the topic. At this stage, the writer needs to gather all the information. Brainstorm and list all the ideas that have been known about the topic. Making a list of topics for which they need to write it. Students "organize" the information and grouping other ideas that they will use and also numbering those ideas in an effective order. The step for "organize" as follow: (a) review notes of the ideas, (b) organize these in an outline using the main ideas of the paper as the major heading, (c) arrange each the planning stage under each of the main idea and (d) go back and make an outline of major headings, subheadings, and details.

The stages for "write" as follow: (a) making the outline as a guide for writing the paper, (b) write complete sentences or paragraph based on your topic, (c) pay attention to mistakes at this stage. Make sure that the writers include all the ideas and state clearly and in order. Students "edit" their work using edit think sheet. In this step, the writer and his or her peer/partner exchange their writing and they can edit it and giving comment on the writing. The stages for "Edit" as follow: (a) check all spelling, capitalization, punctuation, order of words, and grammar, (b) check whether the ideas are well stated, (c) it may be helpful to read the paper aloud as a way of checking for errors. After these steps above, the student writer is well on his way to "rewriting" his/her paragraph. The most important in this last section is the writer has to pay attention on revising product the paper and reread it one last time before turning it in.

There are several potential advantages of applying this strategy. Firstly, this strategy involved the process writing through observational, self-observational, and the writing product. Secondly, the POWER strategy focuses more on the various classroom activities. This is believed to promote the development of skilled language use and number of interesting classroom. This also encourages collaborative between student to student as a way of enhancing motivation and developing positive attitude towards writing. Thirdly, the students can develop their writing practice independently so that it will produce the regulated learners (independent students). However, if the students do not have background knowledge about something that they are going to write, it is difficult for them to construct their idea in a piece of writing. This becomes the challenges of this strategy. Therefore, it is necessary to combined with other media as resource to enrich their ideas, information or things that related to material to be written.

The use of Animated Film in teaching writing

Media plays important roles in the language learning since it's purpose to facilitate communication and learning (Smaldino:2008). Commonly, media can be divided into three types. They are visual media, audio media, and audio visual. Among various types, students will get much benefit from audio visual because it provides students with moving pictures and sound which enable them to understand more the information delivered. The authenticity of the audiovisual media becomes the consideration that educators need to concern when applying it into the classroom. By using authentic audiovisual media, teacher can engage students in both entertaining and motivating learning atmosphere. In other words, authentic audiovisual media can create the teaching and learning process to be more communicative and meaningful.

Video such as animated film is a kind of media that is usually used in the classroom. According to Heinich, et al (1993) animated film has difference types of purpose, there are : active viewing, vocabulary, grammar, pronunciations, listening and speaking skill, reading and writing skill, cross-cultural concern, and testing. Teaching with video can be exciting. Similiar to this, according to Harmer (2001) film is one of the visual media that can be used to create situation for writing class in which the students have big enthusiasm in learning the process of writing. For that reason, animation film is a medium that can be used to increase students' motivation in learning writing (Hennessey, 1995). Animation film is expected to be effective media for teaching narrative writing because Based on Wright (1976) animation

video or film contain some elements of narrative such as, characters, dialogues, plots, and climax therefore the students can understand the generic structure of narrative text because it shows real images and simple story or plot. There are some strengths of using animated film in teaching and learning process. Mayer & Moreno (2002) stated that the use animation videos or films in pre writing activity, students can explore the structural devices of the story (plotlines, character development, setting, and theme). It can be used as invaluable sources that could support children with contextualization in the language classroom (Brewster et al., 2002). Moreover, using animated film can be an entertaining and motivating tool also for learners with different skill level. Feger & Thomas (2011) proposed that animated films constitute a unique teaching resource because the visualization creates, strong and lasting imagines concepts. So, animated film is a media in teaching which also provides the learners with real-life language input.

From the statement above we can say that animation film is good media in teaching writing in order to improve student's narrative writing ability. Related to the use of animated film in teaching writing, there are some researchers has conducted the study about that. Sanjaya, et al (2013) conducted a research regarding the use of animated film in teaching writing. He found that there were significant improvements in students' narrative writing ability. Moreover, Yatimah (2014) also carried out a research related to the use of animated film in teaching English. The research was conducted at SMP N 03 Salatiga in the academic year 2013/2014. The result of her research showed that using animation film medium is effective to improve students" writing skill.

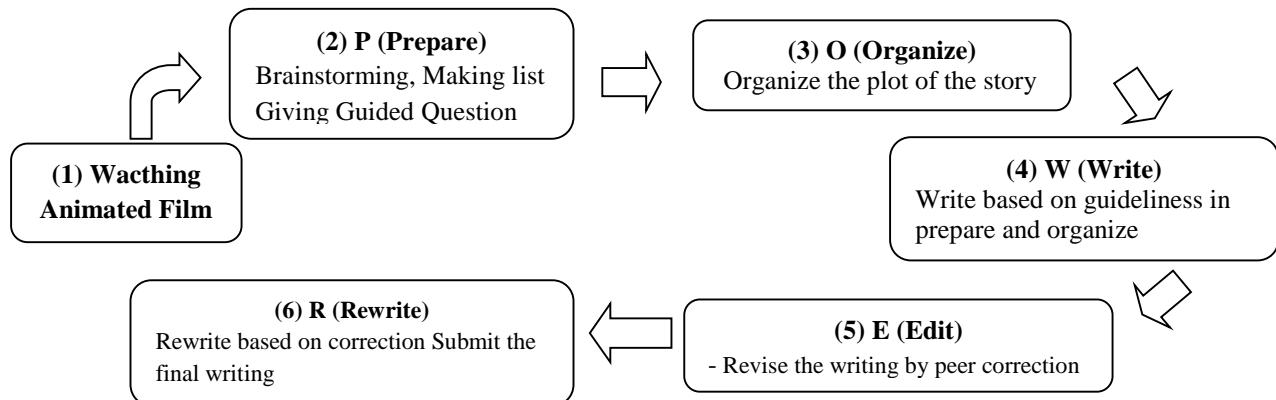
Combining POWER Strategy with Animated Film in Teaching Writing

The implementation of POWER strategy in teaching writing has been conducted by some researcher. The following explanation is some previous study related to the research in writing using POWER strategy. First, Airasian (2000) conducted an quasi experimental reserach to investigate whether POWER strategy has significant effect or not. The result of his study showed that there was significant different achievement after taught using POWER strategy in pre test and post test. Second, Christopher (2003) also conducted the same design, that was quasi experimenat. The result showed that There was improvement of students writing ability after applying this strategy . It compared the score in post test between experimental and control class. Third, Daniel (2003) also carried out research dealing with the use of POWER strategy in teaching writing. He used Classroom Action Research (CAR) with the subject consist of 35 students. The result showed that Prepare, Organize, Write, Edit, Rewrite (POWER) Strategy can improve the students' achievement in writing descriptive text.

Concerning the use of POWER strategy, it is necessary to be applied in teaching writing because it has some strengths. First, it help the students to keep details in sequential order. According to Smith (2003:20) stated that before students start to write something, there must be a preparation. A good preparation will serve the student to develop what they want to write in their draft of narration such as telling who, what, when, where and why. Second, it can help the writer to organize the ideas during the process of writing because POWER strategy has some stages that makes the writer easy to follow the steps in writing a text. Third, it can improve the writing quality. It means that the writer has more time to examine or recheck his/her piece of writing in term of the use correct grammar, the choice of word, punctuation, mechanism, etc. To monitor these aspects, it can be done by the writer itself or from his/her peer (Harris, et al : 2006).

Animated film can be a good way to teach writing with specific genre such as descriptive, narrative, procedure, report and recount text. It can be also a useful tool when teaching vocabulary. It can be also used for teaching grammar since students may have different opinions about learning grammar (Rusunen, 2011). Movies provide the learners with real-life language input, which may be difficult to receive otherwise in a non-English-speaking environment. The reason why it needs to be combined POWER strategy with animated film due to some consideration. First, before the students start to write something, it is better they have background knowledge about that. It can done by observing something for example by watching animated film. Second, animated film is a kind of visual media that can bring good effect in developing students' writing ability in their composition. Third, the teacher can encourage the students to use language in term of the level of reproduction and manipulation based on what they have observed in relating with the activities or events in animated film (Fisher, 2004, Berk : 2009).

In teaching writing, the use POWER strategy combined with animated film can be done by some procedures as follow :



In teaching writing, teacher should also consider that “writing is the thinking process that go on during writing” (Crowhurst, 1988) as cited in Imran (2010:15). Nunan (1995:103) states that collaborative writing was essentially a social process through which writers looked for areas of shared understanding. This concept may appear in POWER strategy combined with animated film. Although the POWER strategy combined with animated film is a writing process in its entirety with all pieces of writing, students should be given a rationale for using the process and should be shown how a writer can craft a composition. Teacher begins to give instruction by showing the modeling of the genre (kind of text) for example narrative text.

CONCLUSIONS AND SUGGESTIONS

The purpose of using media in teaching writing as a tool to help and motivate the students in getting idea, information and linguistic features (new vocabulary and grammar). Animated film is one of audio visual that can use as source in teaching english especially for writing. It will provide the learners with real-life language input. The presence of media in classroom should be given with the appropriate strategy or technique. POWER strategy can be applied in teaching writing to the students with different level. Some previous studies have shown that the implementation of this strategy could enhance the students' ability in writing. Even though, it has strengtheness and weaknesses, we can apply it by combining with media such as animated film.

It is expected that by combining POWER strategy and animated film, it can be helpful for teacher and students to reduce some problems in writing. Therefore, the writer suggests that the implementation of POWER strategy combined with animated film should be applied in the classroom since the students have difficulties in getting ideas and information about the topic. And also the teacher must be pay attention use of animated film in order it is suitable with the level of the students and the teaching materials. The writer also suggests that the use of POWER strategy can be combined with other media such as realia, documentary film, or pictures series.

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THE ROLE OF PRIOR KNOWLEDGE OF VOCABULARY IN READING SKILL

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Abstract: Vocabulary is one of the important parts in language learning. It also happens in learning English language. The vocabulary mastery will be affected by the learner's prior knowledge. It helps learners to improve their vocabulary as well as connect their knowledge to the words that they encounter while reading. Reading is one of the skills that the learners should develop. By having prior knowledge of vocabulary, learners are helped in understanding the content of reading texts. This article aims to give conceptual description about the role of prior knowledge of vocabulary in reading skill based on the result of the previous studies. The result of the studies indicates that prior vocabulary knowledge may have a large impact on the amount of vocabulary learning. It is suggested that teachers should encourage the learners to use their prior knowledge of vocabulary in reading to help them understand the content of reading texts.

Keywords: *Prior Knowledge, Vocabulary, Reading Comprehension*

INTRODUCTION

Prior knowledge is importance in improving students' knowledge in the teaching and learning process. It helps students to connect their knowledge about something related to the topic being discussed. It also assists them in understanding what they want to learn. By understanding what they will learn, the lesson can arguably be understood easily. Moreover, the teaching and learning process will flow smoothly.

Webb and Chang (2015), through their article entitled "How Does Prior Word Knowledge Affect Vocabulary Learning Progress in an Extensive Reading Program?", stated that many researchers believe that vocabulary learning is a gradual process with an incremental gain in word knowledge occurring through repeated encounters with unknown or partially known word. Webb and Chang (2015) further concluded that that prior L2 vocabulary knowledge may have large effect on the amount of vocabulary learned through extensive reading and the progress that is made at subsequent levels. According to Stahl, Hare and Gregory (1991) in a study entitled "Defining the Role of Prior Knowledge and Vocabulary in Reading Comprehension: the Retiring of Number 41", prior topic knowledge influenced whether subjects produced a gist statement in their recall and how well they recalled numbers relevant to Seaver's career.

In addition, in a study entitled "The Role of Background Knowledge in Enhancing Reading Comprehension", Alfaki and Siddiek (2013) found that previewing a text through THIEVES as a prior knowledge activator facilitates a better comprehension. In other words, there is a positive correlation between previewing a text through TIEVES as pre reading activity and better reading comprehension. In line with the abovementioned study, Hullman (2013) in her article entitled "How Prior Knowledge Affects the Processing of Visualized Data" mentioned that the description of how one's such prior knowledge affects visualization, perception and interpretation.

Moreover, Cubukcu (2008) in the study entitled "Enhancing Vocabulary Development and Reading Comprehension through Metacognitive Strategy" found that the impact of the metacognitive strategy training is important in developing vocabulary and bettering reading comprehension skill. However, Chou (2011) in a study entitled "The Effect of Vocabulary Knowledge and Background Knowledge on Reading Comprehension of Taiwanese EFL Students" found that participants who received a list of vocabulary to study performed significantly better on the reading comprehension test than those who relied on their background knowledge.

Sidek and Rahim (2015) in a study entitled "The Role of Vocabulary Knowledge in Reading Comprehension: A Cross-Linguistic Study" proved that readers' level of vocabulary knowledge is one of the element that plays an impacting role in determining reading comprehension performance in that language.

Learning Vocabulary Through Reading

Extensive reading has been promoted as a means to increase the amount of L2 input and incidental vocabulary learning gains. The students must attain a certain level of vocabulary knowledge in

order to understand the written and spoken forms of the target language. Nation (2001) as cited in Szeto (2007) estimates that 15-20,000 words are needed for reading with a minimum disturbance.

There are several reasons why a more robust vocabulary learning rate has been demonstrated in the extensive reading studies. They are as follow:

1. Unknown and partially known words may be encountered between texts, with later encounters consolidating previously gained knowledge.
2. Delayed post tests were not administered to measure durable learning in the three extensive reading studies. Immediate post tests may not provide an accurate measurement of vocabulary learning because vocabulary knowledge is liable to decay over time.
3. It is important to note that the vocabulary learning gains made through the extensive reading studies may not be strictly incidental because there was potential for learners in these studies to gain knowledge words through dictionary lookups and discussion and writing related to their reading.

Prior knowledge may come from experience or from reading. When a reader activates his or her prior knowledge, he or she is linking what he and she already knows to what he or she is currently reading. A text does not carry all meaning by itself. The readers bring information, knowledge, emotion, and culture – that is schemata, to the printed word (Brown & Lee, 2015).

Prior knowledge is necessary to retain information from a text. Activating prior knowledge before reading helps students get ready to read and open to new information. It focuses students' reading and helps them read for a purpose. Before reading, the necessity to have a purpose to certain subject put the students to be really into their own reading experiences.

Background Knowledge Strategies

According to Campbell (2003), there are eight strategies to activate students' background knowledge as listed below.

1. The known and the unknown
It is the strategy applied by informing students the topic they are about to study. To elicit their prior knowledge, teachers should ask open-ended questions on the related concept.
2. Things I know, think I know, want to know
It is to brainstorm what they think they know and want to know about the topic by constructing a chart and dividing it into three sections (*a*) *What I Know*, (*b*) *What I Think I Know*, and (*c*) *What I Want or Need to Know* (*K/T/WTK*)
3. What I know, want to know, and learned
It is similar to the one above but different in the way that it records the entire process of learning from prior knowledge to the overall class activities.
4. Getting organized graphically
It is to activate students' prior knowledge through simple graphic organizers. Graphic organizers are diagrams that visually display the relationships among ideas.
5. Visual sequencing
It is to access students' background knowledge by visually reviewing the steps of a lesson, a sequence of events, or a cyclical process. At the beginning of a study unit, students are asked to identify an object, a procedure, or a critical event and to specify its steps or stages—how one event leads to the next—and final outcomes. As they progress, students can review and revise the earlier assumptions as well as elaborate each component of a sequence or cycle.
6. Visualizing cause and effect
It is to ask students to explain their assumptions about the causes and effects of particular event. Later, as they study the phenomena, they can compare and contrast their previous assumptions to what has been learned. It is helpful when analyzing a social phenomenon, historical event, or scientific process.
7. Seeing similarities and differences
It is to observe similarities and differences among concepts to sharpen students' understanding. Students' prior knowledge can be compared and contrasted with new concepts. Graphic forms such as Venn diagrams and visual analogies can effectively bridge prior and new knowledge. Teachers can present, or ask students to identify, similarities and differences using examples.
8. The whole pie
It is to give students benefits from being introduced to the big-picture concept of what they are studying. Once this is made explicit, they can identify the major and minor components of the overall concept they already know and fill in the rest as they proceed. Teachers can pose questions to elicit

prior knowledge that include; what is the concept we are considering? what are its main parts? And what are some of its subparts?

FINDINGS AND DISCUSSION

Below is the description of the findings and discussion of the paper that mainly include *vocabulary and development* and *reading comprehension strategies*.

Vocabulary Development

Reading depends primarily on vocabulary knowledge and vice versa. The more students read, the better their vocabulary becomes. It works the same way in the sense that the more vocabulary they know, the better they can read. To motivate students, it is important to explain the usefulness of mastering the high frequency words and how that will improve reading comprehension. In addition to direct instruction, the teacher can do a lot to enhance vocabulary building. They can teach students to:

1. Study and learn word effectively
2. Choose new words they want to learn
3. Use a dictionary
4. Keep a vocabulary notebook- with sentences, syllable break downs and definitions
5. Make use word study cards
6. Review their word study cards- alone, with partner, and in class
7. Use web pages to find out more about words and collocation from concordances.

Furthermore, the lists below are suggestions for teachers in enhancing students' vocabulary:

- a. Students do not need to write down every new word or phrase—only the ones they find them useful and necessary to know.
- b. Students should attempt to guess the meaning of the new word before looking it up. They can use the surrounding context by rereading the sentences before and after the unknown word.
- c. Students can arrange vocabulary entries in various ways, such as providing English definitions, illustrating the meaning through sentences either from the text or a dictionary, or creating a semantic web.
- d. Students should be discouraged from collecting single words; people rarely speak by using only separate words, but instead use phrases, word combinations, and even whole sentences (e.g. What brings you here? or Hold your horses!).
- e. Students are encouraged to know that their vocabulary entries are more successful if they make use of the new words in subsequent written tasks.

In addition the aforementioned strategies, the following is the other strategies suggested by Brown and Lee (2015) that is used as the guidelines for the communicative treatment of vocabulary instruction.

- a. Teachers are to allocate specific class time to vocabulary learning that is important for students to meet the target word several times to gain necessary knowledge.
- b. Teachers are to help students to learn vocabulary in context. It is students who can benefit from attending to vocabulary within a communicative framework. Students will associate new word with a meaningful context to which they apply.
- c. Teachers are to engage in 'unplanned' vocabulary teaching by encouraging the students to use synonymous words.
- d. Teachers are to encourage students to develop word-learning strategies. Having the urge to use vocabulary notebooks and to review them daily is for students to identify their learning goals. The fact that increasing vocabulary size will influence the degree that they can understand and use the language may motivate them to be determined to expand their vocabulary notebooks.

Reading Comprehension Strategy

Reading skills are the cognitive processes that a reader uses in making sense of a text. For fluent readers, most of the reading skills are employed unconsciously and automatically. When confronted with a challenging text, fluent readers apply these skills consciously and strategically in order to comprehend. As Brown and Lee (2015) pointed out, learning a new thinking process is best accompanied when the learner is consciously aware of the process and an approach to teaching reading skills should take that into account. In fact, the more students talk about their thinking processes, the more they learn.

Reading is a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have intended. The reader does this by comparing information in the text to his or her background knowledge and prior experience. According to nclrc.org, there some strategies that can help students read more quickly and effectively as the followings:

- a. *Previewing*: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection
- b. *Predicting*: using knowledge of the subject matter to make predictions on the content and vocabulary and checking comprehension by using knowledge of the text type and purpose to make predictions about discourse structure and using knowledge about the author to make predictions about writing style, vocabulary, and content
- c. *Skimming and scanning*: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions
- d. *Guessing from context*: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up
- e. *Paraphrasing*: stopping at the end of a section to check comprehension by restating the information and ideas in the text

According to Brown and Lee (2015), there are ten strategies of reading comprehension that can be applied as classroom technique listed below:

1. Identifying the purpose of reading
It is important to set the purpose what students are going to read, so they can select important and unimportant reading material.
2. Using graphemic rules and patterns to aid the bottom up decoding process
It helps students find the hints and explanations about certain English rules and peculiarities.
3. Using efficient silent reading techniques to improve fluency
It helps students to read faster.
4. Skimming the text to find main ideas
It helps students predict the purpose of the text, the main topic, or message and possibly some of the developing or supporting ideas.
5. Scanning the text for specific information
It helps students extract specific information without reading through the whole text.
6. Using semantic mapping or clustering
It helps students understand some basic point and order of ideas within the text.
7. Guessing for uncertainty
It helps students guess the meaning of a word, grammatical relationship, inferences, implicit meaning, core content message, culture reference and discourse relationship. It will also encourage them to use effective strategies to fill the gap.
8. Analyzing vocabulary
Teachers are to recognize the word that can help students to know the word itself.
9. Distinguishing between literal and implied meanings
Not all words within the text can be extracted their literal meaning, thus sometimes students should know the implied meaning.
10. Capitalizing on discourse markers to process relationship
A clear comprehension on the discourse markers can enhance students reading efficiency.

CONCLUSIONS AND SUGGESTIONS

This paper is intended to give additional information about the prior knowledge of vocabulary in reading comprehension. In developing vocabulary embedded in a reading comprehension activity, prior knowledge is strongly needed. It helps the students gain better understanding to the text itself. Some previous studies have suggested that prior knowledge can help student develop their vocabulary. There are some strategies which can be applied to support the improvement of students' reading comprehension. Finally, the paper concludes that prior knowledge is helpful in reading comprehension. It is expected to suggest teachers to increase students' vocabulary through prior knowledge activation by implementing the aforementioned strategies in reading comprehension.

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HOW LISTENING SKILL SHOULD BE TAUGHT TO MALE STUDENTS

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Abstract: A great number of research has shown that female students always outshine by the male students in terms of their achievement in learning every skill in second language. This is not a stereotype but is supported by scientific evidence. Contrary to popular belief, a research carried out by D Ravikumar and Dr. V. Anitha Devi in an article entitled "Do boys listen better than girls? A brief experiment" shows us that male students outperform female students in listening skill. Each student has different learning style, if a teacher uses proper learning strategies to teach their students it is not impossible that male students learn as well as female students. Furthermore, the writer said that biologically male students and female students use different part of the brain to process language. In line with this research another study has proven that gender does have effects on language learning styles but no effect on language learning strategies (Chayata Viriya et al., 2014). This study suggested that teachers be equipped with numerous learning strategies in their class that meet students' learning style, so that male students will have similar achievements as female students.

Keywords: Gender; Learning Style; Learning Strategy, Listening Skill

INTRODUCTION

A stereotype about female learner are better than male learner has been a moot issue in second language learning. Ravikumar & Devi (2014) article entitled Do Boys Listen Better Than Girls? A Brief Experiment is used as the main reference in this chapter. Their article is interesting since most of previous studies have established male learner under female learner superiority, their article propose a qualitative research on listening ability between male and female learners. They stated that in all the grades and groups, male learner performed much better than girls in the Listening skill tests. There is a considerable gap between the scores of boys and girls. To minimize any sampling error. Five tests were given. But all the result were consistently similar. Boys repeatedly scored more than girls.

This paper is going to discuss what teachers can do to improve male students' listening skill, what strategies are best for male students in teaching listening.

FINDINGS AND DISCUSSION

Gender Differences in Language Learning

There are many aspects that affected to language learning, one of the factors that caught the attention is gender differences. Male and female learn differently from each other (Ebel, 1999, Cavanaugh, 2002 as cited in Tatarinceva, 2009).

As for learning style and gender, Mulalic et al. (2009) examine the learning style of students, and the differences in their learning style according to their gender and ethnicity. There was a significant difference in learning style between male and female students regarding auditory and kinesthetic learning styles. The mean score for the male was higher in both cases, which means that male students favored kinesthetic and auditory leaning when compared with the female counterparts. From this finding we can conclude that in certain skill male students perform better than female students, the question is what kind of teaching strategies do the teacher can utilize in classroom to improve male students' listening skill?

One of the most interesting questions is how these two notions – languages and gender – are bound with each other. The distinction between sex and gender is a frequent topic for debates within research and epistemology.

How far is gender affected to language learning? Ravikumar & Devi's article proposed that there has been no research attempted on why this is so. Maybe boys develop an interest in studies quite late or they mature biologically much later than girls. The moot question is this: Do boys get bad grades because they are boys? Very often, they seem distracted and uninterested in class. However, boys from a very young age are interested in, and seem to comprehend, relatively complicated issues. For instance UFOs, Unexplained Phenomena and Events, Aliens, Bugattis, Lamborghinis, Koenigseggs, Batman, Ironman, Spiderman and so on, are obsessions of this author's seven year old son. But, inexplicably, they do not get good grades with the same ease in school. Can boys who fluently recite information about every player in the English Premier League or Indian Premier League be branded as dunces because they are not able to memorize a few lines from the Shakespeare canon or any other prescribed lesson? Do the

lessons prove uninteresting for boys because the choice of lessons is not gender specific? Should our course content be completely revised in order to make boy students listen better in the language classes? Interestingly, boys and girls use different parts of the brain to process language. Biologically there are differences between boys and girls in the two hemispheres of the brain. In boys, accurate performance depended -- when *reading* words -- on how hard visual areas of the brain worked. In *hearing* words, boys' performance depended on how hard auditory areas of the brain worked. Boys showed the sensory approach, so they "might be more effectively evaluated on knowledge gained from lectures via oral tests and on knowledge gained by reading via written tests.

The Importance of Teaching Listening

Listening is one of receptive skills besides reading. Listening is important because it occupies a big chunk of the time we spend communicating in the language. Think about the times you spend listening to others speak or listening to songs, news, lectures, YouTube, etc. Recent advances in technology have served to raise the profile of the listening skill in language teaching. Provides input that can be very significant for second language acquisition in general and for the development of the speaking skill in particular. Promotes non-linear processing of language and encourages learners to develop "holistic" strategies to texts.

As language teachers, we need to think of how we can incorporate listening into our teaching and provide opportunities both inside and outside the classroom for our students to be exposed to significant listening input. However, this represents a challenge as we shall see in the following section.

Although it continues to be ignored in second language acquisition theory and research, at least in teaching it now plays a much more prominent role. University entrance exams, school leaving and other examinations have begun to include a listening component, acknowledging that listening proficiency is an important aspect of second language proficiency, and if it isn't tested, teachers won't pay attention to it."

Students' Problem in Listening

There are many factors that caused students experience difficulties in listening class, in Ravikumar & Devi's article stated that in the absence of appropriate resources and under constant pressure to complete the syllabus in time for the examination, many teacher resort to the lecture method. This result is monologues, and inevitably, the facilitator becomes the orator. Likewise in the classroom, listening skill plays a major role. Due to financial constraint. The students are made to sit quietly in tightly packed classrooms. Discussions among friend, and in certain cases, asking questions of the teacher, are considered wrong behavior, this situation seems identical with most schools in our country, thought our government has increased Education budget in APBN, still most of our school lack of facilities.

Suggestions to Improve Male Students' Listening Skill

After we analyzed what factors were affected to students' listening skill, then the main proposal is how to create a conducive environment for the learners to improve students' listening skill, each and every school should be equipped with the language laboratory or listening device at minimum, furthermore the policy maker in Education should aware that listening is one of four basic skills in learning language so they will pay more attention to enriched curriculum with more listening activity, another suggestion to improve male students' listening skills is by choosing material and activity that suitable and attractive for male learners.

There are a lot of activities in teaching listening which are more interesting to male students, so they can achieve better, Artze-Vega (2012) propose seven things that teacher can do to encourage active listening:

1. Get to know students—and let them get to know you

Students are more likely to listen to instructors who have taken the time to get to know them as individuals. They're also more likely to listen to someone they view as three-dimensional—as opposed to a talking head. Make a concerted effort to learn their names, hobbies, and interests, and help them see that you are a warm-blooded and even (gasp!) fallible person.

2. Talk less

Regardless of your class size, remember that your ultimate goal is for students to learn, and that listening to you talk about something in no way ensures they learned it. If and when you find it necessary to lecture, make it a mini-lecture on a crucial/complex matter or a longer lecture punctuated by individual, pair, or group work—i.e., opportunities for active learning.

3. Let others do the talking

Listening to each other grapple with issues, think through problems, and share viewpoints can be just as (if not more) illuminating for students as hearing you do it. A guest speaker and carefully-selected video or audio clip are other good alternatives.

4. Hold them accountable for listening:

If you truly want your students to listen, you'll have to give them good reasons to do so. At the very least, you should avoid giving them reasons not to listen. Providing access to detailed PowerPoint slides, for instance, discourages listening and note-taking because the slides seem so clear and comprehensive. If you, instead, provide only skeletal/outline versions of your slides, students have to listen to fill in the gaps. Impromptu activities and questions based on what was just said can also hold students accountable for listening.

5. Model good listening behavior:

Too often, we start to formulate our next statement while students are talking and don't listen as intently as we should. To enhance your own listening skills, consider trying what the counseling profession calls "restatement." Basically, you would paraphrase your students' responses to convey that you are genuinely listening and to make sure you understood them correctly. You could also ask them to restate each other's or one of your points.

6. Let them help each other listen:

Inevitably, students will miss something important now and again. Instead of letting this upset you, consider allocating a couple of minutes for what's often called a "note-check." Students compare notes with 1 or 2 students sitting near them and fill in any major gaps they missed.

7. Keep 'em on their toes:

Nothing encourages drifting off into one's imagination, falling asleep, or inattention more than monotony. If students realize that at any moment you could call on them or ask them to work on an exercise, they are much more likely to stay attentive.

Another proposal on how to make male students become more active in their listening class is proposed by Joyce (2014): Learning to listen to each other more carefully can build their ability and confidence in real-life situations, in which they will need to focus on both listening and speaking. The following activities are a fun way of getting students to concentrate more and to remember information.

Dual dictation

Ask students to get into pairs to write a dialogue. When student A is speaking, student B should write down what they are saying and vice versa. When they have finished the conversation, they should check what each other has written and put the two sides of the conversation together. You could then ask students to perform their dialogues again to the rest of the class, or to swap with other pairs. This activity works best if you give students a theme or role-play, e.g.

- A conversation between friends about holidays
- An argument between siblings
- An interview with a famous person
- A scene from a film

Class memory quiz

Ask one student at a time to go to the front of the class. Ask the rest of the class to ask them any questions they like (as long as they are not too personal!), e.g.

- What is your favourite colour/food/band?
- What did you have for lunch?
- Which country would you most like to visit?

Try to make a note of some of the answers. When all of the students (or half of the students, if you have a large group) have been interviewed, explain that you are going to hold a quiz about the class. Get the students into small teams and ask them to put their hand up if they know the answer to a question, e.g.

- Which student likes Oasis?
- What is Marie's favourite food?
- Which two students would like to be famous actors?

Award a point to the first team to answer correctly. This game can be a lot of fun, and encourages students to listen to each other.

Listen for lies

Divide the class into two teams A and B. Ask one student at a time to come to the front of the class and read aloud a passage which you have chosen, e.g. a story or newspaper article. Then ask them to read it aloud again, but to make some changes. Each time a lie (or change) is read out, the students must stand up. The first team to stand up gets a point. This game requires students to listen carefully and encourages them to remember important information and details.

Aforementioned activities are able to turn listening class' atmosphere more challenging, motivating, minimizing stress levels, increasing concentration for male students, thus they will achieve maximum performance.

CONCLUSIONS AND SUGGESTIONS

Ravikumar & Anitha (2014) article proposed a well-designed classroom and selected media for listening class. Their research has proven that male students' able to achieved score better than female students', we can forge what they have done to maximize our male students' achievement, the absence of language laboratory in our school should not delimit teacher's creativity to increase our students' achievement. We can obtain materials for our listening class from many resources especially from the internet since the use of internet has been expanded in all areas of our country.

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ENHANCING THE STUDENTS' MOTIVATION IN LEARNING ENGLISH THROUGH YOUTUBE

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Abstract: Over the last ten years, enrollment of students fromnon-English department in private English courses has increased. The reasons to take additional English courses are to support their study in higher education or to get scholarship to study abroad. For effective learning, educators need to encourage learners' motivation. This paper briefly proposes YouTube as a media in English learning, especially for speaking and listening skill because it may have the potential to improve students' 4 elements of motivation: attention, relevance, confidence, and satisfaction.

Keywords: Motivation, YouTube, English Learning

INTRODUCTION

Nowadays, English course becomes a primary necessity for most of non-English department students. The students realize that English is really important to support their study so they join general English class, TOEFL class, or IELTS class in an informal education. Furthermore, each of those classes has some levels that have to be passed by having placement test at the first time. Then they will get in the course for about 2 and a half months consisting of 20 meetings. There will be a progress test in the middle of the course and a final test in the last meeting. Referring to the result of both of the tests, the students can continue their course to the next level.

The materials given to the students are based on the syllabus provided by the institution, but sometimes the teachers are allowed to develop that syllabus conditionally. Although there is a text book to be used for teaching and learning process, the teachers may use another media in their class since every classroom is equipped with a set of sophisticated tool, including internet access. It is closely related to our daily life and really helpful for us to access many kinds of social media that allow people to create, share, and exchange information.

According to Nielsen (2016), Internet users continue to spend more time with social media sites than any other type of site. At the same time, the total time spent on social media in the U.S. across PC and mobile devices increased by 99 percent to 121 billion minutes in July 2012 compared to 66 billion minutes in July 2011. For content contributors, the benefits of participating in social media have gone beyond simply social sharing to building reputation and bringing in career opportunities and monetary income (Tang, Gu, and Whinston, 2012).

The number of hours people spend watching videos on YouTube has increased by 60% y/y, the fastest growth seen in 2 years (<https://socialmediaforlearning.com/2015/12/13/using-youtube-in-learning-and-teaching/>). It means that YouTube becomes more popular in recent years and has close relation with people around the world. It may be people's favourite site among other social media for its features.

From the background as explained above, the writer proposes one of the social media, YouTube, to enhance the students' motivation in teaching and learning process, since motivation is the first case that has to be owned by the students.

MOTIVATION

In teaching and learning process, a motivation is a case that can not be separated from the students. It can be internal and external motivation. The internal motivation establishes from the students self. The external motivation can be obtained from the teacher. Teevan (1967) defined that "The broad construct which psychologist has populated to account for the activation of behavior is motivation (p: 31)". In brief, motivation can be a basic foundation for the students to be interested in the English class.

Motivation is very important for supporting the student achievement. Therefore, teachers have to build the student motivation especially in the classroom. Coleman pointed that "The importance of motivation among creative thinkers in terms of their willingness to work hard and long (1960: 392)". When the students get motivation, they will encourage for appreciating the teaching and learning process.

Motivation plays an important role in learning achievement. Motivation, argued by Wlodkowsky (1990), is a condition causing a certain attitude and giving direction and endurance to that attitude, such as: 1. instrumental motivation, 2. social motivation, 3. achievement motivation, 4. intrinsic motivation.

Instrumental motivation means that the students will be interested because of a gift or punishment. Social motivation is done as an assignment or requirements to achieve something. Motivation for achievement means as a motivation to pass a grade or achieve a high score. Intrinsic motivation comes because of the students' desire. Brophy adds that motives are relatively general needs or desires that energize people to initiate purposeful action sequences (2010:4).

Motivation is another affective variable that must be considered, but it is so central and has research foundations such decent universal to be included in a separate category here. As a versatile term most often used to describe the success or failure in almost any complex work, motivation is the main star in second language learning around the world (Douglas, 2008: 183).

Keller in Sugihartono, et al (2007) developed a set of principles of motivation that can be applied to the learning process that is referred to as a model ARCS. In this model there are four categories of motivational conditions that must be considered teacher for the learning process is doing interesting, meaningful, and to challenge students. These four are:

a. Attention

Students attention stems from curiosity. Therefore, this curiosity should receive a stimulus so that the students always pay attention to the subject matter presented by the teachers. So that the students are interested and pay attention to the subject matter presented, the teacher can convey the materials using various methods, always encourage the involvement of students in the learning process, and use many life-experienced examples in daily life to clarify the concept.

b. Relevance

Relevance suggests a link between the subject matter to the needs and conditions of the students. The student motivation will be maintained if the students consider what they have learned meet personal needs or beneficial and in accordance with values that they believed in.

c. Confidence

Feeling competent or capable is the potential to interact positively with the environment. Bandura (1977) developed the concept by proposing the concept of self-efficacy. The concept relates to a personal belief that he has the ability to perform a task that is a prerequisite for success. High self-efficacy will further encourage and motivate students to learn to persevere in achieving maximum learning. To maintain the confidence of students, the teachers can prepare learning activities, so it is easy to understand, organize learning activities into smaller parts, raise hopes for success with the stated requirements to succeed, and give constructive feedback during the teaching and learning process.

d. Satisfaction

The success in achieving the objectives will produce satisfaction, and the students will be more motivated to achieve similar goals. Satisfaction in achieving goals is affected by the consequences that are acceptable, both from within and from outside the student. To increase and maintain the students motivation, the teachers can provide reinforcement in the form of praise, giving a chance, and so forth.

YOUTUBE

There is an increasing trend towards using various social media both from a personal computer and mobile phone. Social media is more popular for the easy accessibility. The social media involved in this paper is YouTube. It has some primary features such as sharing, conversations, group, and reputation. Even a social media has some bad effects and contents, the teacher can filter the contents by using the appropriate keywords to browse the materials needed.

YouTube is the most frequently used social media tool in the classroom because the students can watch videos, answer questions, and discuss content, especially the content that relates to the materials given by the teacher. Additionally, the students can create videos to share with others. Sherer and Shea (2011) stated that YouTube increased participation, personalization (customization), and productivity. YouTube also has some others advantages for example it can improve the students' digital skills and provide opportunity for peer learning and problem solving. Erick et al. (2012) found that videos kept students' attention, improved their interest in the subject, and clarified course materials. Moreover, the students reported that the videos helped them remind information and visualize real world implementation of course theories.

In this case, YouTube is being used in English learning for the purpose of convenient communication with other students and potentially with others outside the class such as students of the same materials and moreover subject experts. This social media is that appropriate to be used for local teachers in the purpose of teaching pronunciation. It's better to learn correct pronunciation with the native by listening to the audio in YouTube.

To get started using social media in teaching, these considerations may help the teacher to decide:

- J Do you wish to help students with their writing or reflection?

- | Do you wish to help students discover and discuss the very latest in breaking news and issues?
- | Do you wish to help students share articles and discuss it?

ENGLISH LEARNING

Based on my experience teaching in an English Course, YouTube is a media which is applicable to be used General English classes. Generally, in English teaching and learning, there are 4 skills namely listening, speaking, reading, and writing. All those skills have to be taught to the students in a course. Although, they can not be implemented in one meeting, they can be done during the course. Every skill has different methods and tools used in the classroom. The tools or facilities also depend on the institution. It is common that nowadays every institution has sophisticated tools, including internet connection.

Within this paper, the skills taught using YouTube are only listening and speaking. Listening on YouTube can be an alternative instead of using an audio recording provided by the institution. The students were so excited when the teacher uses something they like to be used in an English learning. They really want to know what they can do with YouTube. So far, they use it only as entertaining media.

The first step is the teacher should think about is the materials. Actually, the textbook is still used to introduce the material for every meeting. It is also completed with some exercises. Based on the syllabus, one unit of the textbook is used for one meeting, but it is possible for the teacher to make an improvement. It depends on the students' ability. Most of the teacher have prepared another worksheet with same materials on the syllabus for that meeting, so the teacher does not have to go to the next unit to spend the time left.

The other worksheet can be an exercise, a game, a quiz, or another activity. Those activity have to be supported with tools. The easiest tool that can be found is social media, YouTube. Having finished doing exercises from the textbook, the teacher browses YouTube with certain keywords. So, the teacher is the determiner to choose the video on YouTube. Before watching the video, the teacher gives a short explanation to the students about what they have to do.

This is a brief experience that the teacher have done. The material is about present perfect tense. The students learnt about the formula for positive, negative, and interrogative sentence from the textbook. Then, they practiced it by doing the exercises. As an additional activity, the teacher opened YouTube site and asked the students about some popular songs. The teacher decided the song that they will listen to and asked the students to listen carefully and wrote some of the verbs using present perfect tense in the lyrics of the song.

Finally, after the students listened to the songs, they had to speak what they have heard and made another sentence using that verb(s). So, they did not only practice the reading and writing skill, but also listening and speaking. YouTube is really helpful to integrate all skills of English learning in a course.

Besides that, based on the observation, other advantage can be found by experiencing YouTube is that the students paid much attention to the teacher and materials given. They were excited and got high motivation to learn English by using a media that closes to their daily life. So, the elements of motivation also can be gathered in that course; the students get motivation, they get the relevance between the materials and their needs, they feel confidence because of them, and finally they get satisfaction in the learning process.

The other observations were also conducted in other classes of General English. Those classes were in doing different materials, so the teacher only had to find another video such as cooking videos, short movies, and speech. In these classes, the teacher asked the students to listen, make summary, and present the content of the video using their own words. The result of this observation is similar with the previous class. The students looked so excited and paid much attention to their assignment.

The second technique to obtain the data is conducting an informal interview. The interview was done in the classroom, accidentally while the students were doing their tasks. Some simple questions for example "do you know YouTube?", "do you like it?", "what do you usually watch on YouTube?", "what song do you want to listen?", and other questions related to the materials given.

CONCLUSIONS AND SUGGESTIONS

To sum up, this paper briefly proposes YouTube as a media in English learning since it can help the teacher to develop materials and to get the students into a fun activity. However, the teacher has to think about some considerations stated to avoid bad situation in the classroom. This social media is really helpful for local teacher, especially for speaking and listening skill. The experience showed that YouTube may bring out students motivation that consists of 4 elements of motivation: attention, relevance, confidence, and satisfaction.

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TEACHERS' STRATEGIES IN TEACHING EFL LEARNERS READING SKILL

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Abstract: Reading awareness in Indonesia has decreased nowadays in the era of high-end technology. The growth of social media affects young generation's reading skill because they prefer to read short messages. They are not used to read long texts; consequently their reading comprehension is poor. This situation requires reading teachers to think of how to plan an interesting lesson and teach reading comprehension which, at the same time, suits the learners' ability and help them overcome their difficulties. In spite of a variety of teacher's strategies published in journals; this paper will see it from other perspectives. Therefore, this study aims to describe teachers' strategies in teaching reading to the English as Foreign Language (EFL) learners. The strategies can also be the answers for the learners to solve their reading obstacles. The study is a descriptive analysis using interview as the instrument.

Keywords: Teachers' Strategies, EFL Learners, Reading Skill

INTRODUCTION

One of the most serious matters in teaching any language skill is the teaching of reading which is complex. Some apparent variables, such as proficiency, age, first language (L1)/second language (L2) relations, motivation, cognitive processing, teachers, curriculum and materials resources, instructional setting, and institutional factors all affect the success of reading instruction (Grabe, 2004). The major aspects in L2 reading instruction are the contextual bounding, the learner needs, and the language proficiency levels. Nevertheless, the most essential one is the comprehension strategy instruction.

National Reading Panel (NRP) (2000) reports the convincing finding that the explicit instruction in comprehension strategies can improve learners' reading comprehension. NRP emphasizes the importance of comprehension strategy instruction by explaining that the idea behind an explicit instruction of the text comprehension is that comprehension can be improved by teaching learners to use specific cognitive strategies or to reason strategically when they encounter barriers to comprehension during the reading processes (National Reading Panel, 2000, in Ness, 2009). There are eight reading comprehension strategies according to NRP (2000) in Ness (2009) including (1) comprehension monitoring where the reader tries to understand the text during reading and deals with problems in comprehending it, (2) cooperative learning in which readers discuss together the context of reading, (3) graphic and semantic organizer where it allows the reader to summarize the text graphically for the meanings and the relationships of the ideas that inspire the words in the text, (4) story structure in which the reader is asked to raise and answer W5 (who, what, where, when, and why) questions about the plot and maps out the timeline, characters, and events in stories, (5) question answer strategy that most teachers do and use in which the reader answers questions given by the teacher and gets feedback on the correctness, (6) question generation in which the reader asks himself or herself W5H questions, (7) summarization where the reader tries to mention and describe the main ideas of the text into a coherent whole, and (8) multiple strategy instruction in which the reader uses several interaction procedures with the teacher over the text.

In addition, in recent years, many studies have shown that reading skill can be taught to learners, and when it is taught, teachers' strategies help improve learner performance on tests of comprehension and recall (Carrell, 1985; Brown & Palinscar, 1989; Carrell, Pharis, & Liberto, 1989; Pearson & Fielding, 1991). Pressley (1998) in Barry (2002) found that teachers were conscious of the comprehension strategies in the research literature and selected strategies and methods that made the most sense to them. Teachers explained the strategies to the learners, presented how to use them, and facilitated the learners in applying these strategies as part of in-school practice. Those strategies have been conducted and researched (Anderson, 1992; Brown, Presley, Van Meter, & Schuder, 1996; Collins, 1991).

In order to encounter the requirements of learners within the 21st century, the development of effective instruction for teaching reading comprehension and reading strategy use has been attempted by teachers. The purpose of this article is therefore, to describe teachers' strategies in teaching reading skill to EFL learners and the solutions to overcome their reading obstacles.

Teachers' Strategies in Teaching Reading Skill

It is useful for language teachers of reading skill to understand the overarching key of comprehension: teaching learners to the understanding of a text at the structural and organizational level. Besides understanding the text itself, learners are taught to get familiar with how to learn from a textbook or a reading material. When they can understand structures, meaning of chapter titles, section headings and subheadings, vocabularies in bold, figures, captions, and keys, they are much easier to retrieve the information from a text.

Furthermore, the capability to understanding the text enables learners to easily get into the overall processes of reading comprehension. Since reading comprehension is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language, the learners need to use their strategies in all reading phases. There are three reading phases, i.e., pre-reading, whilst-reading, and post-reading. Each phase has its own strategies and power to lead the learners into the comprehension process. To guide the learners' comprehension, teachers must plan certain strategic planning.

The strategies in whilst-reading phase focus on active engagement with the text so that the learners can think and discuss together all throughout the reading process. The strategies stimulate learners' knowledge on the topic of the reading passage as well as main ideas and their supporting details in each paragraph. These strategies activate learners' understanding into the reading process while they are reading the text. Motivating these strategies, even in the middle of reading process, could enhance the learners' reading comprehension.

To design the whilst-reading strategies, reading teachers have to expose themselves with lots of texts and reading materials to equip them in designing an English teaching material and by referring to the learners' needs. The teachers can read any texts from any resources, such as books, magazines-reader's digest, tabloids, newspapers, and novels, comics, and children short stories. By reading as many resources, teachers can improve their awareness towards all texts they have read and then, later on, those texts can offer ideas to teachers in planning and preparing their teaching materials in accordance with the learners' needs.

In planning and preparing teaching materials, teachers should state their purposes of teaching reading. From six fundamentals purposes of reading –to grasp the message, to find important details, to answer a specific question, to evaluate what s/he is reading, to apply what s/he is reading, and to be entertained– the teachers have almost all purposes to come up with clear steps of material design and to write it out. This enables the teachers to clarify what and how much to deal with and to fit into the time available. In conclusion, the first step the reading teachers should do is to read as many texts as possible and afterward to note down the plan for the purpose of preparing the teaching materials which could be derived from what they have read.

In the last 10 years, the research literature on L2 reading instruction and strategies has examined how research supports effective reading-instruction practices, and how teaching, materials development, and curriculum design could be adapted to become more effective (Grabe, 2004). These are the component abilities of learners that need to be developed for effective reading comprehension: ensuring word recognition fluency, emphasizing vocabulary learning and creating a vocabulary-rich environment, activating background knowledge in appropriate ways, ensuring effective language knowledge and general comprehension skills, teaching structures and discourse organization, promoting the strategic reader rather than teaching individual strategies, building reading fluency and rate, promoting extensive reading, developing intrinsic motivation for reading, and planning a coherent curriculum for learner learning (Ibid). Many of these implications are considered as an effective reading curriculum. Nevertheless, the choices of which abilities to finally be emphasized depend on the local contexts and goals, and the relevance and persuasiveness of supporting research (Grabe, 2004).

EFL Learners' Reading Ability

Reading is the process of acquiring experiences on the text that allows readers to discover, comprehend, and clarify the thoughts of written messages. The development of thinking skills is required. When the learners read, the process of generating ideas is developed through many kinds of strategies, such as meta-cognitive strategies of self-planning, monitoring, and evaluating one's own reading processes (Anderson, 1999, 2004); coordinating the use of multiple strategies while learners are reading (Grabe, 2004); and, the strategies on pre-reading, whilst-reading, post-reading, and follow-up reading (Eskey, 2005).

In the teaching of reading to EFL learners, Brown (1994) proposes ten strategies for teaching reading comprehension and skills. The first strategy is to identify the purpose of reading. Learners are dragged to be efficient readers who know their purpose in reading something. The second strategy is to

use the rules and patterns to aid in bottom-up decoding. EFL learners make the correspondences between spoken and written English. They learn to be familiar with oral language and hence with the spelling conventions. The third strategy is to use efficient silent reading techniques to improve fluency. Learners manage to finish their reading comprehension activity by allocating whatever time they need in order to complete the material. The fourth is to skim the text for main ideas. EFL learners are able to predict the purpose of the passage, the main topic, and the supporting ideas. The fifth strategy is to scan the text for specific information. Learners extract specific information without reading through the whole text. The sixth strategy is to use semantic mapping or clustering. EFL learners draw a semantic map of a passage in order to make hierarchy to a passage. The seventh strategy is to guess when you are not certain. Learners utilize all their skills to guess and attempt to use whatever clues are available to them. The eighth strategy is to analyze vocabulary. Learners can analyze the words by looking for prefixes, suffixes, familiar roots, grammatical contexts, and look at the semantic context (topic) for clues. The ninth strategy is to distinguish between literal and implied meanings. Learners acquire the application of top-down processing skills. The last, the tenth strategy is to capitalize on discourse markers to process relationships. EFL learners can mark the signal relationship among ideas through phrases, clauses, and sentences.

METHOD

Subjects

Two reading teachers were involved in this study. The first reading teacher is a senior reading teacher at a School of Foreign Language and Literature (*Sekolah Tinggi Ilmu Bahasa dan Sastra/STIBA*) ‘SatyaWidya’ Surabaya, East Java. She is the coordinator of reading curriculum at STIBA. She is an expert in designing the curriculum of reading subjects. At the moment this research was conducted, she was teaching Reading 2 to the second semester learners in STIBA. The first teacher then is called as Teacher A. The second teacher is a reading teacher at a School of Teacher Training Education (*Sekolah Tinggi Keguruan dan Ilmu Pendidikan/STKIP*) PGRI Buduran, Sidoarjo, East Java. At the time this research raised, she was teaching Reading 4 to the 4th semester learners. The second teacher then is called as Teacher B.

Instrument

This study used a list of interview questions. Interview can also be used to collect data on factual information as well as information on people’s attitude (Latief, 2013). Eleven questions were used to explore the teachers’ strategies in teaching reading skill to the EFL learners and to know the solutions in overcoming their learners’ obstacles in reading. The first four questions ask about the materials the teachers use and the reasons behind them. The second two questions ask more about the learners’ actions towards the materials given. The next three questions ask about teachers’ strategies in teaching reading skill. And the last two questions are about EFL learners’ effort in solving their difficulties in comprehending a reading text.

Procedures

The interview is planned and structured carefully from defining the objectives, developing questions, validating the questions, selecting the subjects, interviewing, and analyzing (Latief, 2013). At the beginning, the interview aims at identifying the problems faced by the learners in learning reading comprehension from the teachers’ point of views. Hence, the questions are then developed in digging up the strategies used by the reading teachers in teaching. Moreover, the questions are addressed to know the learners’ reading obstacles. The interview questions developed were then validated to experts to help improve the quality of the questions. Next, after the subjects to be interviewed were selected, the interview was scheduled. The interview sessions were held successfully by using an application of voice recorder in a smartphone. The last procedure is analyzing the interview answers.

FINDINGS AND DISCUSSION

From the first four questions regarding to the materials the two teachers used and the reasons for choosing them several findings are discovered. First, the teachers noticed the learners’ level of difficulties. Second, they match the materials with the purpose of teaching reading. Teacher A chooses INSIGHTS as the reading material because the contents of the passages and also the exercises are in the pre-intermediate level of difficulties. The needs to enhance the learners’ vocabulary are also presented step by step. Teacher B uses TOEFL passages from Longman book as the reading materials because they present clear main ideas to be found and discussed. In understanding the main idea of each paragraph, the learners found a difficulty only in the first and second meetings. Furthermore, from

the third meeting, the learners get easier and easier to identify and comprehend the topics, the main ideas, and the content of the reading.

From the second two questions concerning the learners' actions towards the materials used several findings were discovered. The students have difficulties in reading long sentences. It includes the situation where they are reluctant to give more answers, they do not have enough vocabulary, and they have lack of attention to the people, things, or what happens around them. These difficulties arise in EFL learners because they do not like to read, they do not have reading habit, and they prefer reading short messages. It is common for them to ask unfamiliar vocabularies to their teachers while in fact teachers feel that they are not walking dictionaries.

Teachers' strategies in teaching reading skill are the findings from the next three questions asked to. The first strategy is peer learning model called cooperative learning. The learners work in pairs or in a small group of three to four to answer and discuss what the reading instruction tasks are. Teacher A and B do the same. They even have the same handling groups, i.e., in every meeting, the peers always change. The second strategy is self-dictionary. The EFL learners have to make their own dictionary by preparing a book with four columns of parts of speech, i.e. verb, noun, adjective, and adverb. When they find difficult words from the passage, they can discuss with their peers and find the meaning together, then, write on their self-dictionary. In relation to the use of dictionary, both teachers assign the EFL learners to bring English to English dictionary, not an IDR 5.000-dictionary sold in a bus station. By having English to English dictionary, the learners are encouraged to enrich their vocabularies. The third strategy is presentation. After discussing the reading text and finding the main ideas and supporting details, the learners present their answers to another pair, group, or in front of the class. This can urge the learners to give expressions and opinions towards what they understand. The teachers become facilitators of the discussion. The fourth strategy is finding another reading passage from the Internet which is related to the reading passage discussed in class or the main reading material. The EFL learners must search, read, and summarize what the new reading passage is about and what the connecting message shared between both texts is. This strategy sometimes becomes a follow-up strategy activity done outside the class meeting or as homework.

Finally, from the last two questions regarding to EFL learners' effort in solving their difficulties in comprehending the reading text, other several findings are discovered. The students read all the reading passages directly without knowing the meaning of the vocabulary one by one. The learners start reading the questions first and then read the passage. Because of the sophisticated era of technology, the learners can use English to English online dictionary to understand the difficult words in the text.

CONCLUSIONS AND SUGGESTIONS

To encourage learners of EFL to read English passages, teachers need creativity to design the reading comprehension class to be more challenging. Some strategies can be used by reading teachers to enhance the learners' reading ability and skill. Some of the strategies are peer learning model, self-dictionary, presentation, and summarizing the related reading passage from the Internet. Through this study, the learners are suggested to keep on reading when they find difficult words that they do not understand. EFL learners must accustom themselves to continuous reading from the popular books they like to the academic ones. Their self-dictionary which is supported by online English to English dictionary needs to be reviewed and learned daily. Thus, the EFL learners' words recognition improves and affects their reading comprehension abilities.

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CLASSROOM MANAGEMENT: TEACHERS' AND STUDENTS' PERCEPTION

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Abstract: Teachers play important roles in learning. They are educationally prepared to control the curriculum and the classroom management. The way teachers create learning environment is influential to motivate students in learning English as foreign language. With the four skills (listening, speaking, reading and writing) that need to be mastered, the teacher has determined a set of goals and methods to enable the students to master the language. However, some problems remain in terms of having students with varied levels of mastery when the learning activities and tasks made are according to students' needs and learning styles. One could say that perhaps the teacher's perception of what is taking place in the classroom differs from the students'. Thus, this paper investigates what goes wrong in the classroom by studying the student's perception and the teacher's perception in English language learning. To gain robust data, the study will be conducted on the basis of survey on the students' perceptions and teacher's perception in terms of their expectations and their opinions in English language classroom management.

Keywords: Classroom Management, Students' Perceptions, Teacher's Perception

INTRODUCTION

With the number of years of learning English and with the set of curriculum in Senior high school, one may assume that the senior high school students have mastered certain level of English. Based on that teacher who is assigned to teach in the classroom usually well planned and know the direction which they are headed with set of objectives that the students need to meet. Though plans are carefully made and followed carefully, what takes place in the class is beyond the teacher's perception and expectation. Teachers can formulate misconception about their students' abilities if they fail to account for developmental factors which may be operating. This misconception can create mismatch between what the students are able to do and teach expectation. Because of these in appropriate classroom management may be applied. For example, material that presented in not comprehends way. It may make students bored which could lead the students misbehavior or inconvenient learning atmosphere.

According to the literature, a well-managed classroom gives every student the chance to have one of the best learning experiences of his or her life (Wong & Wong, 2005). Classroom management became an area of interest as researchers connected positive student behavior with fewer disruptions and more engagement in learning to the techniques used by the teacher (Evertson, 1985; Evertson, Emmer, Sanford, & Clement, 1983).

The way teachers conduct the classroom matters has a deep influence upon their own teaching and learning of the students, because classroom is a place where the closest interaction between the students and the teachers takes place (Muhammad and Ismail, 2001). Effective classroom management decides the effectiveness of teachers teaching quality and students learning. Effective teachers create a sound, supportive and friendly environment in classrooms where students feel safe, respected, cared and secured. For this purpose effective teachers create conditions of cooperation, discipline and responsibility both for themselves and for their students (Riaz, 2009). Teachers are the ultimate decider of the classroom atmosphere. Their role is crucial in influencing the behaviors of students. Teachers who plan practically are able to overcome many classroom problems such as disruptions, deviant behavior or misbehaviors of students. In this regard the nature of teacher plays a vital role, for example, different teachers have different ways of instinctively managing the classroom environment and patterns of setting up classroom that best fits their purpose (Aly, 2007). Managing a classroom is the ultimate responsibility of a teacher. The way a teacher manages the classroom will change the thinking of the students towards learning.

Classroom management refers to all those essential activities which are highly necessary not only to create but also to maintain a supportive and orderly atmosphere. It includes planning and preparation of teaching and learning materials, organization of the materials, decoration of the classroom, creation of expectation and establishment and enforcement of rules and routines in the classroom (Tan, Parsons, Hinson and Sardo-Brown, 2003).

In accordance to that Wright explain understanding classroom management begins with an investigation of the observable events and activities of any classroom. He explains that to make a good classroom management we should pay attention to:

-) The use of classroom space: the teachers and the students are in the same place as the same group. The way teacher arrange the seats, make use space in classroom so the students can move, get the comfortable access to learning.
-) The use of time: Teacher should manage the time well. As a teacher we need to make a calculation of how much time does it take to learn one lesson, how much time to make learning activities, make a group and other so that the learning process can go well.
-) Learning and teaching activity: the way teacher handles the material, choose the right material, and conduct the learning activities.
-) Communication / interaction: There are various types of communication between the teacher and the students, and among the students during the course of the activities. A good communication can lead to a good learning process.
-) Atmosphere: is about the social nature of each classroom, and gain a sense of the relative closeness of the teacher/ student relationship.. Whether the students are happy, bored or excited in any of the classes. It is a sign of our knowledge of the emotional dimension of classroom activity. How to create atmosphere which comfortable for learning.
-) Artifact : refer to various artifacts in these classrooms – furniture such as a black-board, teachers' table and students' desks, paper material such as teachers' notes and books, equipment like 'teaching aids', writing implements.

Froyen, & Iverson's (in Grapragasem : 2015) state there are four main components of classroom management, i.e., content management, conduct management, covenant management and time management. Content management is related to teachers managing the space, materials, equipment, and the movement of people and lessons that make up a curriculum or program of studies. Froyen and Iverson also quote the other authors Kounin places a special emphasis on instructional management skills, sequencing and integrating additional instructional activities, and dealing with instruction-related discipline problems.

Conduct management refers to the set of procedural skills that teachers employ in their attempt to address and resolve discipline problems in the classroom. Conduct management refers to acknowledging responsible behavior, correcting irresponsible and inappropriate behavior, ignoring, proximity control, gentle verbal reprimands, delaying, preferential seating, time-owed, time-out, notification of parents/guardians, written behavioral contracts, setting limits outside the classroom, and reinforcement systems.

Covenant management focuses on the classroom group as a social system that has its own features and teachers have to take into account when managing interpersonal relationships in the classroom. Covenant management is about how the teachers and the students building the relationship and interact in classroom.

Classroom management is a complex exercise in the process of education. It demands talent, skills, energy and ability from teachers to manage classrooms because it directly deals with the behaviors of learners. Human behavior is the most complex phenomenon. Teachers with highly practical vision, strategies, skills and knowledge can manage classroom effectively (Tan, Parsons, Hinson, and Sardo-Brown, 2003). The term classroom management refers to all those decisions that teachers take to facilitate the learning process and tp provide the students maximum opportunity for learning (Krause, Bochner, and Duchesne, 2003). In words of Berliner (1988) classroom management includes all those essential activities which are important to maintain an environment which generates necessary and positive conditions for learning. To achieve this purpose, teachers may plan rationally for their lessons, prepare teaching and learning materials more judiciously, organize the content, decorate classroom and establish daily routines. The basic purpose of classroom management according to Froyen and Iverson (1999) aims to encourage students towards learning and to promote their positive behaviors. These writers further argue that positive classroom management contributes to enhanced academic achievements of students, increased teacher efficacy, improved students behavior and teachers teaching. Feldman (1997) considers classroom management not only related to management of students' behavior but also to lesson planning of teacher, organizing of the materials, controlling of behaviors, goal based learning process, supportive atmosphere and maintaining a highly effective teaching and learning experiences within classrooms.

According to Ostrosky, Jung, Hemmeter and Thomas (2008) in the development of a positive classroom environment a teacher plays a highly important role. Teachers can create such conditions inside the classrooms where students feel safe and learn how to work together effectively as individuals. Here, the role of the teachers is to maximize learning and minimize disruptions by fostering among students attitudes of trust, tolerance, acceptance and cooperation. In this regard Canter and Canter. (2001) argue that there are two goals of classroom management, first, to create and maintain a highly supportive learning environment and second, to promote a safe classroom community so that students' interest, motivation and involvement in the learning process is maintained. And third, is to students are allowed to establish relationships openly and to set targets for themselves. This situation will enable to discuss their needs with teachers without and also feel comfortable to intellectual risks. For this purpose teachers can establish rules and routines. Additionally, Edwards (2004) has found that rules and routines provide students with structure to work in organization and interact with each other fairly. The class rules and routines must be mentioned both verbally and in written form. Examples should be shared wherever necessary by the teachers through modeling during teaching and learning.

Many researches have focused on the classroom management of the teacher practices. This paper try to propose that the management of classrooms should be viewed as being bidirectional influenced. That is, students influence teachers' classroom management behaviors, as well as, teachers influence students' behaviors just like what has been proposed by Allen (1983). Allen in his paper stated that the theoretical framework for viewing classroom management from the students' perspective is based on symbolic interaction theory (Becker,1968; Blumer,1962; Hargreaves,1972; Mead,1934; Shibusani,1962; Woods,1980). In brief, this theoretical viewpoint assumes that in the interaction between two groups, in this case students as the manager and teachers as the managers, individual and a group perspective based on the culture of, their group. Thus, behaviors in the classroom are based on the norms of the student/youth culture (Becker,1961; Block,1981; Calvrcrt,1975; Coleman,1961; Cusick,1973; Everhart,1976; Foster,1974; Jackson,1968; Meyenn,1980; Werthman,1963) and behaviors are based on the norms of the teacher/adult culture (Jackson,1968; Lortie,1975; Schiechty,1976; Waller,1932). Understanding the way in students' culture manifests itself in the classroom through the strategies and goals of their classroom agenda should provide a deeper student-teacher interaction and classroom management.

Students often make decisions of what they do in class based on their perception of whether or not the teacher cares about them (Weinstein, Tomlinson-Clarke and Curran, 2004). Students are more likely to succeed if they feel connected to school and a positive, respectful relationship with teachers helps create such an environment. We believe that by understanding and see the perception of the teachers and students in the classroom will create a good learning environment. And this will impact the students' ability to meet the teacher expectation.

METHOD

One hundred and sixty five students from SMAN 1 Kraksaan and MAN 1 Kota Probolinggo were involved in this study. The reason for selecting is because of the accessibility. The researchers are the English teachers there, thus there is an opportunity to access the students easily and comfortably. The respondents were from tenth and eleventh grade students. And also two teachers from both schools were involved in this study.

The questionnaire was administered to both teachers and the students. There are 35 questionnaires for the teachers and the students. This study focuses on both teacher and students perception of classroom management. Basically they were asked about how the classroom is managed by the teacher. The following is the variables that were assed using likert scale for the student's questionnaire ranging from *always* to *never*:

-) Content management: There are fifteen items related to this variable. It is related to learning activities in the classroom. How the teachers teach the objectives, explain the grading system and instructional activities.
-) Conduct management: There are five items in this scale. It refers to how the teachers deal with the rules, discipline, and reinforcement of the students.
-) Covenant management: This scale focus on the interaction of the teachers and students. There are thirteen items related.
-) Time management: Two items are administered to know about time management in the class.

FINDINGS AND DISCUSSION

Students' and Teachers' Perception of Content Management

The respondents were asked fourteen items on the content management. The focus on this study is how the teaching and learning activities occur. Table 1 shows the respondents' clear responses to instrumental orientation. There three important keys related to the content management responses. The first one is related to how the materials carry out in the classroom context. It shows that there is no big difference between the teachers and the students' perception. 75% of the teachers and 71.5% of the students perceive that teacher professionally know the content that they're teaching. 50% of the teachers and 44.9% of the students also have same opinion that the materials are presented in variety of ways. And if there were difficulties in understanding most of the teachers (50%) always explained another way. Unfortunately only 30.3% of the students who we assume get this treatment. And in the end of the lesson 75% of the teachers often give time to summarize what has been learned. But there were 23 % of the students who have the different perception.

The second important key of the content management is the instructional activities in class. Both percentage of the teachers and students related to teachers' instruction and students understanding are the same 75% and 36.4%. The only difference is on the way teachers explain the task clearly. Most of the teachers (75 %) believe that they have explained the task clearly but only 38.8% students who felt the same.

The objectives and the assessment is the other important thing in content management. At the beginning of the lesson usually the teachers will explain the objectives, the expectation and the grading system. From the table, it indicates that most of the teachers always gave the explanation. Yet there were only 35.8 % of the students who admit that the teacher explain objectives and grading system often. Most of the students and teacher think the same way that they often experienced variety of ways to measure what has been learned as indicates in the table respectively 50% of teachers and 41.2% of students. But there were big difference on the way teacher informed of students' progress. 75 % teachers believe that they have provided information of students' progress but only 15% of the students who believe so. Most of the students (32.1%) feel that the teacher always set the high standard and expectation but only some of the teachers who did so. As well as the thinking abilities, 66.1 % of the students feel that the teachers always wanted to improve their thinking ability. And not so much difference, 75% the teacher often want the students to explain their thinking abilities.

Table 1: Students' and Teacher's Perception on Content Management

Statement	Percentage											
	Always		Very often		Sometimes		Rarely		Never		Not answer	
	Ts	Ss	Ts	Ss	Ts	Ss	Ts	Ss	Ts	Ss	Ts	Ss
S7	75	36.4	25	30.9	0	24.2	0	7.88	0	0.61	0	0
S8	75	36.4	25	32.1	0	22.4	0	7.88	0	0	0	1.21
S9	50	29.7	25	30.3	25	27.9	0	10.3	0	1.82	0	0
S10	0	23	75	20.6	25	32.1	0	20	0	4.24	0	0
S11	25	40.0	25	28.4	50	21.8	0	8.48	0	0.61	0	0.61
S15	25	66.1	75	25.5	0	6.06	0	2.42	0	0	0	0
S16	25	24.2	75	27.3	0	35.8	0	10.3	0	2.42	0	0
S17	75	32.1	25	35.8	0	18.8	0	9.7	0	2.42	0	1.21
S18	75	38.8	25	37.6	0	18.8	0	4.85	0	0	0	0
S19	50	32.1	50	24.9	0	29.1	0	9.09	0	4.24	0	0.61
S20	50	26.1	50	22.4	0	33.3	0	12.7	0	4.85	0	0.61
S22	75	71.5	25	19.4	0	7.27	0	1.21	0	0	0	0
S23	50	44.9	50	30.3	0	20	0	4.85	0	0	0	0
S24	50	33.3	50	41.2	0	17	0	6.06	0	2.42	0	0
S25	75	15.2	25	15.8	0	38.8	0	17.6	0	12.7	0	0

Students' and Teachers' Perception of Conduct Management

There are five items of conduct management in this study. In regard to the use of rules in the classroom, it shows that most of the students (49.1%) think that the teacher always implement the rules fairly and 37% of the students also believe that it enforce consistently. And in term of the misbehavior happened in the class 50% of teachers believe that it can disturb the learning process. Meanwhile only 17.6% of students think that any misbehavior will slow down the learning activities. Related to how the teachers manage the class so that there won't be any distraction, 50 % of teachers have managed very often and 32.12% of the students are having the same thought. The conduct management is also about how the students deal with the mistakes. 59.39 of the students believe that they have learnt to correct mistakes. But most of the teachers didn't always correct the mistakes only 25% of the teacher who did it.

Table 2: Students' and Teachers' Perception of Conduct Management

Statement	Percentage											
	Always		Very often		Sometimes		Rarely		Never		Not answer	
	Ts	Ss	Ts	Ss	Ts	Ss	Ts	Ss	Ts	Ss	Ts	Ss
S5	0	49.1	75	20.00	25	23.64	0	5.45	0	1.82	0	0.00
S6	50	17.6	25	25.45	25	30.30	0	21.21	0	4.85	0	0.61
S14	25	59.39	50	21.82	25	11.52	0	6.67	0	0.00	0	0.61
S28	25	18.18	75	32.12	0	27.88	0	12.73	0	7.273	0	1.818
S30	0	37	75	34.6	25	21.8	0	6.67	0	0	0	0

Students' and Teachers' Perception of Covenant Management

There are thirteen items of covenant management in this study. This part will focus on how the teachers' students' interaction build. It show from the table most teacher often makes students feel the caring environment (75%) and 47.88 % of the students feel that way too. 44.85 students also feels that their teacher are approachable and helpful. There were 55.15% of the students who always feel that teachers appreciate and know that they are doing their best. Teachers also very often give the students choice, collaborate and participate within the school setting. The study show that most of the students and teacher are always, very often practiced a positive environment. It also shows that teacher sometimes communicate with the parents.

Table 3: Students' and Teachers' Perception of Covenant Management

Statement	Percentage											
	Always		Very often		Sometimes		Rarely		Never		Not answer	
	Ts	Ss	Ts	Ss	Ts	Ss	Ts	Ss	Ts	Ss	Ts	Ss
S1	0	47.88	75	17.58	25	20	0	12.73	0	0.606	0	1.212
S2	25	65.45	50	23.64	25	4.848	0	6.061	0	0	0	0
S3	25	44.85	25	33.33	50	14.55	0	7.273	0	0	0	0
S12	25	55.15	50	24.24	25	15.15	0	4.848	0	0.606	0	0
S13	25	37.58	50	28.48	25	21.21	0	8.485	0	3.636	0	0.606
S26	0	26.06	50	32.12	50	30.3	0	10.3	0	1.212	0	0
S27	0	26.06	75	38.18	25	22.42	0	9.091	0	3.636	0	0.606
S29	75	49.09	25	32.12	0	13.33	0	4.242	0	0.606	0	0.606
S31	50	41.82	50	36.36	0	14.55	0	5.455	0	1.212	0	0.606
S32	25	32.73	75	32.12	0	24.85	0	7.879	0	1.212	0	1.212
S33	50	12.12	0	14.55	0	26.67	25	24.24	25	21.21	0	1.212
S34	0	38.18	50	27.88	25	16.97	0	12.12	0	4.242	25	0.606
S35	25	35.15	75	33.94	0	20	0	9.697	0	1.212	0	0

Students' and Teachers' Perception of Time Management

There are two items related to time management in this study. 50% of the teachers sure that they very often make the class busy and doesn't waste time. But 62.42% of students thought that they waste the time. But 35.76 students still believe that teachers always use the time effectively.

Table 4: Students' and Teachers' Perception of Time Management

Statement	Percentage											
	Always		Very often		Sometimes		Rarely		Never		Not answer	
	Ts	Ss	Ts	Ss	Ts	Ss	Ts	Ss	Ts	Ss	Ts	Ss
S4	25	9.09	50	19.39	25	62.42	0.00	5.45	0.00	2.42	0.00	1.21
S21	25	35.76	75.00	32.12	0.00	23.03	0.00	8.48	0.00	0.00	0.00	0.61

CONCLUSIONS AND SUGGESTIONS

From the finding, there are variables that show the different perception of the teachers and the students in classroom management. In the content management the difference is on the expectation, the process of learning and the assessment. The students very often feel that the teacher sets up the high expectation for them. Though students clearly understand what to teach and able to give well instruction, but most of the students experienced the interesting and relevant class not too often. In regard to assessment student think that the teachers need to give them their progress report.

The conduct management show that both teachers and students makes and maintain classroom with rules fairly and consistent, and only with small disruption. But the big difference is only on correcting the mistakes. Most students think that they learn to correct mistakes

There is no much different in covenant management. Most of the teacher and the students have good rapport. They build positive emotion that would create meaningful learning. As well as in time management, good teacher managed the time well. Most of the students think they waste the time.

The findings show that there are several different of teachers' expectation and student perceptions. Our expectation may not be successful because the students perceived differently of our classroom practice or management. It is expected that by this study we know what the students perceive and expect from teacher. So that it will make them easier to learn. Since this study did not involve in-depth interview, future research is suggested to do depth interview with more variables.

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APPENDIX I: STUDENT'S QUESTIONNAIRE

Instruction: read the statement carefully and give a tick (✓) to the statement according to your choice

AL : Always

SM : Sometimes

N : Never

VO : Very often

RA : Rarely

NO	STATEMENT	AL	VO	SM	RA	NE
1	My teacher made me feel that he / she cares about me.					
2	My teacher encouraged me to do my best.					
3	My teacher was helpful when I asked a question					
4	Our class stays busy and does not waste time.					
5	My teacher uses fair rules					
6	Delinquency of my classmates slow down the learning process					
7	My classmates and I know what we have to do and learn.					
8	My teacher checked to make sure we understand what he instructed					
9	My teacher explained any other way if I do not understand anything.					
10	My teacher gives time to summarize what we learn every day					
11	My teacher helped me when I needed it or do not understand something.					
12	My teacher appreciate our efforts in learning					
13	My teachers know when I am working hard and I am doing my best					
14	We learn to correct our mistakes					
15	My teacher wanted us to improve our thinking abilities.					
16	My teacher wanted me to explain my thinking.					
17	My teacher clearly explains the objectives, requirements and grading system of the course					
18	My teacher explains the task clearly.					
19	My teachers set high standards and expectations for everyone.					
20	My teacher makes the class interesting and relevant.					
21	My teachers use class time effectively.					
22	My teacher knows the subject matter.					
23	My teacher presents the material in a variety of ways (hands-on, group, written, verbal, etc.).					
24	My teacher gives a variety of ways to measure what has been learned (tests, projects, discussions, etc.).					
25	My teacher keeps me informed of my progress.					
26	My teacher is approachable and willing to help me.					
27	My teachers encourage and accept different opinions.					
28	My teachers manage classes that allow me to work and study with few distractions.					
29	My teacher has the respect of the students.					
30	My teachers enforce the rules fairly and consistently.					
31	My teachers encourage collaboration and participation.					
32	My teacher gives an opportunity to the student's choice.					
33	Teacher I communicate with my parents.					
34	My teacher is involved and supportive of students within the school setting.					
35	My teacher encouraged me to think for my selves.					

APPENDIX II: TEACHER' QUESTIONAIRE

Instruction: read the statement carefully and give a tick (✓) to the statement according to your choice

AL : Always

SM : Sometimes

N : Never

VO : Very often

RA : Rarely

NO	STATEMENT	AL	VO	SM	RA	NE
1	I care of my students					
2	I encouraged my students to do the best					
3	I was helpful when I was asked a question					
4	Our class stays busy and does not waste time.					
5	I uses fair rules					
6	Delinquency of my students slow down the learning process					
7	I make sure that the students know what we have to do and learn.					
8	I make sure we understand what I instructed					
9	I explained any other way if my students do not understand anything.					
10	I give my students time to summarize what we learn every day					
11	I helped when students needed or do not understand something.					
12	I appreciate our efforts in learning					
13	I know when I my students working hard and I am doing my best					
14	We learn to correct our mistakes					
15	I wanted my students to improve our thinking abilities.					
16	I wanted my students to explain their thinking.					
17	I clearly explains the objectives, requirements and grading system of the course					
18	I explain the task clearly.					
19	I set high standards and expectations for everyone.					
20	I make the class interesting and relevant.					
21	I use class time effectively.					
22	I know the subject matter.					
23	I present the material in a variety of ways (hands-on, group, written, verbal, etc.).					
24	I give a variety of ways to measure what has been learned (tests, projects, discussions, etc.).					
25	I keep my students informed of their progress.					
26	I am approachable and willing to help					
27	I encourage and accept different opinions.					
28	I manage classes that allow me to work and study with few distractions.					
29	I respect of the students.					
30	I enforce the rules fairly and consistently.					
31	I encourage collaboration and participation.					
32	I give an opportunity to the student's choice.					
33	I communicate with my students' parents.					
34	I involved and supportive of students within the school setting.					
35	I encouraged my students to think for themselves.					

INSTAGRAM: SOCIAL MEDIA AS AN INSTRUCTIONAL TOOL TO TEACH WRITING IN LARGE CLASSES

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Abstract: The use of social media has given a strong influence for communication nowadays. College students have great interest in social media. They always access various kinds of social media every day. The growing development of social media has been powerful to encourage college students to use social media as a learning tool. Instagram is one of the most popular social media among teenagers that enables them to share and exchange information through photos or videos. Some studies indicate that students are encouraged to write when they engage their personal interest in writing activity; hence using Instagram can be a creative way to improve students' writing and engagement since they often post, share, and write their activities on Instagram. Instagram also enables teachers to give feedback through comment column, especially considering teaching writing in large classes seems challenging for some teachers. Additionally, it gives some contributions to social interactions among students as well as to communications between teachers and students. Finally, this paper will present some writing activities using Instagram as an instructional tool to attract students' interest and build ideas in large classes.

Keywords: *Instagram, writing, large classes*

INTRODUCTION

Writing is one of English skills which must be mastered by university students. It helps them share ideas, express opinion, persuade others, and describe something to support their study. Writing also plays an important role to help learners to learn language. Through writing, learners can learn many vocabularies about some fields and structures to compose English sentences.

It is already known that students nowadays are enjoying to deliver their ideas in the social media, but the condition will be contradictory different when the teacher asked them to write in a piece of paper. They think that writing in a piece of paper is uninteresting, monotonous, and boring.

The growth of social media has transformed the ways in which the internet is experienced by most users. Social media applications therefore allow users to converse and interact with each other; to create, edit and share new forms of textual, visual and audio content; and to categorize, label and recommend existing forms of content. It will be a powerful tool to involve and attract students' interest. Hence, social media can be used as an instructional tool in the field of education.

STUDENTS' PROBLEM IN WRITING IN HIGHER EDUCATION

Writing is a difficult skill for many college students because the writers must balance multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling and mechanics. Writing tasks can be developed in a creative way when students' concerns and interests are acknowledged, when they are given many opportunities to write. It is believed that the students will be interested in writing when they are encouraged to become participants in the process of writing. Therefore, writing tasks should motivate and keep them interested. It is much more difficult for students to write about something they have no interest in. Teacher can allow students to choose their own topics and that when students are allowed this freedom, their work is more successful. Similarly, Hudelson (1989) in Thomsan (2003:25) found out that the quality of writing was better when students were allowed to make decisions about their topics. To sum up, students' engagement is the key to write better in higher education.

Nowadays, writing is also a key to success in colleges and universities. Huy (2015) states that most contexts of life (schools, workplaces, and communities) call for some levels of writing skill. Each context makes overlap, but not identical, as well as demands proficient writers to flexibly adapt their writing to the context in which it takes place. Otherwise, most colleges or universities require their students to get foreign language certificates for graduated qualification, and writing is indispensable in these exams. Good at writing can help students get a good job. At present, many foreign companies need people with a high writing skills level to help them make contracts or documents in English.

Writing is one of ways to transmit thoughts or ideas to the other people. Learners' experiences have shown that they often feel weak in expressing their ideas into written mode. Many learners say that writing assignments given by the teacher in the class sometimes make them bored. This situation results in a declining interest in the part of the learners to actively participate in the learning process, especially in classes which are relatively big in number. It also results in the understanding of the topic being taught or discussed was less or unsatisfactory. To motivate the participation of the learners and to enhance the learners understanding of the topic being taught, in this case, the use of Instagram to teach writing can be an alternative.

SOCIAL MEDIA IN EDUCATION

Social media has become increasingly popular as a communication tool. People can post some pictures to share information and communicate with others. One of the newest social media tools available to brands is Instagram, a mobile app allowing users to capture and share images and videos with followers (Instagram, 2015). Officially launched in October 2010, Instagram gained 1 million users within its first month, and the app had 300 million active monthly users by April 2015 (Costill, 2014; Instagram, 2015). Instagram posts were divided into the categories of textual elements of captions and visual elements of pictures and videos.

Social media also positively impacts on the students' reflection upon their language learning (Hung, 2011), fosters extensive language practice and supports autonomous language learning (Sun, 2009). In addition, social media is quite popular among students, thereby igniting interest, motivation, and enjoyment of learning (Shih, 2010, 2011).

Considering people use social media to interact with others, exchange and share information, it can also be successfully used in the field of education. College students have great interests in using social media. Instagram is the most used social network by college students. They spend much time to post and share their daily life and interests in social media.

The research conducted by Piotrowski (2015) concludes that the vast majority of some studies find very positive attitudes and outcomes on the implementation of social media for instructional purposes. The positive aspects of online communities offer the youths the ease to utilize them for academic assistances and supports (Lusk, 2010). Due to the ability of social media to enhance connections by making them easily accessible, social media can yield many benefits for the youngster, including providing a virtual space for them to explore their interests or problems with similar individuals, academic supports, while strengthening online communication skills and knowledge.

Interactive and mobile technologies, under the domain of Web 2.0 communications, span a wide variety of mediums such as blogs, wikis, social networking, and virtual worlds (Moran & Tinti-Kane, 2012). The unique attributes represented across all social media forums are encompassed by the following functional features: communication, collaboration, community, creativity, and convergence (see Friedman & Friedman, 2013). At the same time, aggregate findings indicate that Web 2.0 technologies can enhance college students' engagement, academic performance, and faculty-student interaction, as well as foster administrative communication with students (Collis & Moonen, 2008; Hemmi et al., 2009; Hrastinski & Aghaee, 2012; Junco et al., 2011; Mazman & Usluel, 2010).

Social media applications are seen to be open rather than closed, bottom-up rather than top-down. Social media users go online to share and rate mash-up and remix, friend and trend. Amidst these technological developments, many higher education institutions (and educators) now find themselves expected to catch up with this world of social media applications and social media users. The positive aspect of online communities is that youths can utilize them for academic assistance and support (Lusk, 2010). Due to the ability of social media to enhance connections by making them easily accessible, social media can yield many benefits for the young, including providing a virtual space for them to explore their interests or problems with similar individuals, academic supports, while strengthening online communication skills and knowledge.

WRITING USING INSTAGRAM IN LARGE CLASS

As writing in large classes is a challenge for most English teachers in terms of insufficient time to give feedbacks, interaction with students, as well as classroom management, a number of studies find out the solutions to address the problems. One of suggested solutions is to engage the use of virtual learning environment. Social media as an online medium is proposed as an effective way to be implemented in the large class setting for writing. Kilickaya & Seferoglu (2013) points out that integrating technology into large English classrooms assists the students to enhance their skills at listening, writing, and grammar, by employing online materials. Furthermore, Harris & Stevenson (2016) suggest that the employment of high- technology options such as videos or social media allows the students to meet the ease with

expanding the ideas on storytelling process. Hence, Instagram as well-known social media among virtual users is deliberated successful and appealing to use in teaching writing particularly to tackle the challenges in large class size. Here are some ways that Instagram can be integrated into lesson plans and classroom life for college students.

- **Post daily activities**

Posting a picture of daily routines and activities can be interesting for students. They can share what they usually do every day or at the weekend. It will be helpful to encourage them to decide which picture of theirs that will be posted.

- **Describe people and favourite things**

College students will always be excited with love, friendship, and family. Asking them to describe their best friend or inspiring person will attract their interest to compose descriptive texts. They will have many things to write about because they are already familiar with the people they describe. They will know better to describe the object in details when it is close with their life.

- **Sharing experience**

Every student must have many exciting experiences or memorable stories in their daily life, for instance, when they were children or when are travelling with family or friends. The teacher may ask the students to throw back in the past and write their experiences. They can choose their best picture to represent their story. It will be fun because the students can share their own story that can dig their emotion and memory.

- **Share reading recommendations**

Not all students get really excited about reading. However, they can be stimulated to recall some books that they ever read. First of all, get them interested by showing your interest. Share books that you've enjoyed (that are appropriate, of course!), books that are relevant to class material you've discussed, stories that have been popular with other groups of students, articles of interest, and more. Then, ask them to share their favorite book or interesting books that remind them about something.

- **Act as photojournalists at a campus.**

Teacher can ask the students for paying attention at the campus or events by encouraging them to act as official photojournalists. For an extra challenge, have students written articles to accompany their images. These can include interviews and even video coverage.

THE IMPLEMENTATION OF INSTAGRAM TO TEACH WRITING IN LARGE CLASSES

Instagram can be used in a variety of ways to support writing process as students develop their writing skills in various genres. Although Instagram is a naturally motivating tool and many young learners are familiar with using information technology, it is important for teachers to be active facilitators when the Instagram is used for language learning. Since the Instagram is multilingual, an obvious issue is how to make sure that students use English for their online tasks.

Photos found on Instagram can also be used to inspire creativity, having students choose a photo and then write a short story or poem based on what they see. Using Instagram's search features, students can also search for photos by hashtags and find photos to help them learn more about a particular topic or to use it as part of a report or research project.

As Instagram are easy to create and maintain, there are some beneficial uses of Instagram that can facilitate the students in writing process:

1. encourage students to be more prolific writers;
2. make writing easier to share;
3. support group works, feedbacks, and collaborations;
4. provide opportunities to write outside of class;
5. can link to related texts and multimedia;
6. provide students with a sense of authorship; and
7. can be used in various ways by the instructor.
8. are easy to set up and posts are simple to comment on.

Learning does not always require books or other text-based documents. Students can learn and express themselves in many ways, including through visual images. Instagram gives students accesses to thousands of photographs every day and allows them to add their own photographs to the mix. By

taking and responding to photographs, students learn to communicate in a different way and have the opportunity to boost their critical thinking and creative skills. Teachers can also get in on the Instagram action, using the photographs to share all of the great things they are doing in the classroom and glean ideas from other teachers.

Following is the example of writing tasks for composing descriptive text. The most important factor in writing exercises is that students need to be personally involved in order to make the learning experience of great value. It illustrates how to combine the process approach to writing with the multimodal features of Instagram. However, first of all, the students should have Instagram application on their phone. So, they can post the picture related to the text through Instagram

Step 1: Topic selection.

The curricular guidelines of the course required students to write a text, one of them is descriptive texts. The topic is about culinary. It is well known that Indonesian people are great food travelers. The trend nowadays is many college students post some foods or drink on social media but they only give simple information about the items in Indonesia. They often hang out with their friends in a café and try some interesting unique foods in menu lists then share with others. Therefore, the activities can appeal students' motivation and quickly activate their abundant background knowledge of the subject. They can try to compose a descriptive text about the food or drinks that they post using English. Another alternative issue is about travelling to compose recount text. Travelling to some places seems adventurous in adolescence. It will attract their interest to write the places they visited to share with others on Instagram.

Step 2: Pre-writing activities

For purposes of developing an interesting topic related to culinary, an example of descriptive text is created. Eventually, the teacher can encourage students to search on their own for additional information on the internet; however, it is always important to teach students to judge the authenticity and reliability of the material they find on the Internet.

Step 3: Drafting

At this point students were ready to begin drafting for their text. To help students write the text, the teacher should provide guidelines on how to write the structures of the text. Helpful instructional material about all types of genres is available from the online writing centers of various educational institutions. This information also makes the assignment more authentic because students feel that they are obtaining guidelines from the same sources used. The teacher can post the material on Instagram with provided link.

Step 4: Peer review or teacher feedback

After composing their draft, the students formed pairs and exchanged papers for peer revision. Peer correction is important to get feedbacks or inputs from audiences and make the students learn to accept constructive criticism. The power of peer feedbacks undeniably helps students to improve their writing. However, it also helps to foster a culture of writing accountability amongst peers. Peers now feel the need to write, comment and improve in order for them to share their work with their peers.

Step 5: Revising

After writing their draft and obtaining feedbacks from their peers, students are now ready to write their text. In this stage, teacher must guide the students to revise their writing with some guidelines such as organizations and mechanics.

Step 6: Sharing the written production on Instagram

As a final step, students prepared to publish their writing on Instagram. The teacher can give feedbacks in column below the caption to make the students write better for the next writing. In addition, the students can write some hashtags to connect with other users so their posts can be seen and commented by many audiences. Be sure to use hashtags for each specific assignment or project so that they are easily searched and found by everyone in the class, for example, #ESLculinary, #ESLtravelling or #ms.ivoneclass.

CONCLUSIONS AND SUGGESTIONS

It can be said that Instagram is an effective tool to improve the writing skill of the students. It is good places to store assignments and projects. All the writing works may become community properties in which students can go back and mine it for ideas that they can use in their compositions.

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THE USE OF YOUTUBE VIDEO AND PROCESS APPROACH TO ENHANCE STUDENTS' WRITING ABILITY

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Abstract: This study aims to enhance students' writing ability by implementing YouTube video through process approach. YouTube video is chosen since it is one of the technological improvements which provide interesting pictures, colors, and sound. To achieve this objective, the researcher conducted classroom action research. This study was applied in two cycles, each of which consists of four phases: planning, implementing, observing, and reflecting. The subjects of this study are the ninth grade students of SMP Negeri 2 Kawunganten, Cilacap, Central Java. The results reveal that teaching writing using YouTube video through process approach could improve students' writing ability. YouTube video also motivates the students to learn writing. It is expected that this study could provide an inspiration for teaching writing using YouTube video. The researcher also proposes some recommendations for future research in order to enhance students' writing ability.

Keywords: *YouTube Video, Media, Process Approach, Writing*

INTRODUCTION

In the context of English as a Foreign Language (EFL), writing, in addition to listening, speaking, and reading, is one of language skills considered important in language mastery. According to Nunan (1991), written language serves a range of functions in everyday life such as in public signs, product labels, manuals, magazines, books, and film subtitles. In addition, by using written language we are able to convey messages to the readers across places and time (Brown: 2007).

Although writing is important, but most of the students claimed that writing is a difficult skill to be mastered (Pratiwi, 2011; Sudaryo, 2013; Ulfah, 2015). According to them, learning to write well is a difficult problem for the students. The students often felt confused and it made them had low involvement in teaching and learning process of writing. This statement is supported by Richards and Renandya (2002) who point out that the difficulties in writing is because of the difficulties in generating, organizing, and translating ideas into readable text. The other difficulty in writing is caused by the criteria of a good writing product as it is stated by Jacobs et al. (1981) and Brown (2007): content, organization, vocabulary, grammar (language use), and mechanics.

The same phenomena also experienced by the researcher as an English teacher in SMP N 2 Kawunganten when she conducted her preliminary study on September 17th -19th, 2015. The researcher found that the ninth grade students confronted some problems related to writing procedure text activities. Most of the students in this class failed in achieving minimum passing grade and their mean score was considered poor. The researcher also found that the students' involvement was low in the teaching and learning process of writing. These findings were supported from their answer on the questionnaires; they said that most of them did not like writing and they claimed that writing was difficult. Most of them also said that they seldom got good score in writing and their teacher rarely used instructional media in teaching.

Considering students' problems in writing, the researcher interviewed the senior English teacher in her school to reveal some reasons behind these problems. From the interview, it was found that the monotonous activities and the absence of interesting instructional media became the main cause of the students' writing problem. It means that the presence of interesting media is a must. Among various types of media, from the preliminary study, the students stated that most of them like video as the media. This statement is supported by Cahyono, Hidayati, Zen. (2014) who points out that videos are learning media which are rich with images, sounds, and texts in which the students can take advantages due to its various themes and contents. The development of Information and Technology, especially the development of internet, gives great benefit to English language teaching and learning (Chee & Wong, 2003). YouTube is one of internet applications which has huge number of videos. There were some research dealing with the use of YouTube video to improve students' writing ability. Pratiwi (2011) and Micholis (2013) conducted their research by using YouTube video. Their findings showed that YouTube

video can solve students' problem in writing a certain type of text and improve the students' ability in writing.

Instructional media will be more effective if they are combined with the appropriate teaching strategy. Regarding that a good writing product can be mastered through practice (Langan: 2010), the researcher decided to applied process approach. This point suggests that the model of writing as a process is the most appropriate one in teaching writing. As a process, writing consists of some stages. Harmer (2004) states that the process of writing has four stages: planning, drafting, editing, and final version. A research which was conducted by Sudaryo (2013) and Wibowo (2013) gave empirical evidence that process approach is a good strategy to solve students' writing problem and to enhance students' writing achievement, too.

Based on the above consideration, the researcher selected YouTube video and process approach to enhance students' writing ability through classroom action research. In the next section, the method of this study will be explained. Furthermore, it will be followed by findings and discussion of this study. Finally, this article outlines conclusions and recommendations for future practice and research on the teaching and learning of writing.

METHODS

The design of this study was Classroom Action Research (CAR) since it connected with the classroom setting and intended to solve the classroom's problem (Burns, 2010). In implementing this CAR, the researcher applied Kemmis and Mc Taggart model as stated in Latief (2015). This model consisted of four steps which took the spiral of planning, acting, observing, and reflecting. It was preceded by preliminary study. This study was conducted in two cycles since it did not meet the criteria of success in the first cycle. The researcher acted as the teacher herself and asked a senior English teacher of the school as a collaborator in conducting this study.

This study was conducted at the first semester of academic year 2015/2016 in SMP N 2 Kawunganten, Cilacap, Central Java. The researcher chose class IX-F as the subject of the research since they had the lowest writing test score at the preliminary study. The research subjects of this study consisted of 34 students; 14 males and 20 females

FINDINGS AND DISCUSSION

The researcher started the preliminary study by administering a writing test to all of six classes of ninth grade students of SMP N 2 Kawunganten and observing the teaching and learning process. From this writing test, it was known that IX-F students had the lowest score compared to the other five classes. Their writing products revealed that they had poor organization, insufficient content, incorrect grammar, lack vocabulary, and inappropriate mechanics. Only 4 students (11.76%) successfully passed the minimum passing grade, the rest 30 students (88.24%) failed. Their mean score of writing test was considered poor, 62.26.

After that, the researcher gave those IX-F students questionnaires to know their perception toward teaching and learning process of writing. From this questionnaire, it was known that 18 students (52.94%) did not like writing activity and 31 students (91.18%) thought that writing was a difficult skill. Most of them also said that they seldom got good score in writing (19 students or 55.88% of them) and their teacher rarely used instructional media in teaching (according to 28 students or 82.35% of them). The last result of this questionnaire was that 2 students (5.88%) chose cassettes, 10 students (29.41%) chose pictures, and the rest 22 students (64.71%) chose videos as their favourite instructional media in learning. The findings on preliminary study were also supported by the findings from the researcher's observation on teaching and learning process of writing which indicated that students' involvement was poor (33.33%).

Cycle 1

In **Planning** stage, the researcher and the collaborator discussed the findings of the preliminary study to find an appropriate strategy to solve students' problems in writing. The researcher considered to implement YouTube video in teaching writing through process approach by regarding their benefit. The researcher prepared the teaching scenario, instructional media (YouTube videos), instruments, handouts, worksheets, and the criteria of success. The criteria of success, data sources, and instruments of this study can be seen in the following table:

Table 1: The Criteria of Success, Data Source, and Instruments

No	The Criteria of Success	Data Sources	Instruments
1	80% of students can achieve the minimum passing grade (70) and the rest of the students can achieve	Students' writing product score	Writing Test

	fair level of writing		
2	At least 80% of students involved actively during the teaching and learning process of writing	Students' involvement	Observation Checklist
		Students' behaviour	Field Notes
		Students' perception	Questionnaire

In **Implementing** stage, the researcher implemented the teaching scenario in class IX-F in three meetings which consisted of 2 x 40 minutes in each meeting. The collaborator helped the researcher by observing the implementation and recorded the data in the observation checklist and field notes. The implementation of YouTube video combined with process approach was conducted on September 21st and 24th 2016. This implementation was divided into 4 (four) main steps in every meeting of planning, drafting, revising, and editing. In *planning*, the students watched the video of how to make something. In *drafting*, the students answered some questions related to the text, discussed the text, and made a draft of procedure text. In *revising*, the students conducted peer correction and revised their writing product. After that, the students edited their texts in *editing* stage. Meanwhile, the last meeting on September 28th 2016 was used for writing test individually. Finally, the researcher distributed a questionnaire to know students' perception about the implementation of YouTube video and process approach in teaching and learning of writing procedure texts.

The students' writing products were assessed by using analytical scoring rubric which was adapted from Jacobs et al. (1981). This scoring rubric ranged the students' final writing products score from 37 to 100. After that, the results of the students' writing score were converted into a writing level from very poor to very good. Meanwhile, the students' involvement were assessed by using observation checklists and supported by field notes. The observation checklists recorded students' participation through a series of activity in teaching and learning process of writing. The findings from the observation checklists showed the number of the students who did the activity and the findings were categorized from very poor to very good.

In **Observing** stage, the researcher and the collaborator observed the results of the implementation of YouTube videos combined with Process Approach by collecting the data from the writing test, observation checklists, field notes, and questionnaires. From the writing test, it was discovered that 64.71% of the students achieved the minimum passing grade and their mean score was 70.97. In addition, it was found from the observation checklists that the students' involvement was good in which 72.50% of the students involved in the activities. There were some notes in the field notes, either positive and negative ones. The negative notes from the first cycle were about the segmentation of video and the lack of teacher's control on revising stage. Meanwhile, from the questionnaire it was found that most of the students were interested in writing using YouTube video although they still had any difficulties in language use and mechanics.

In **Reflecting** stage, all the data which were obtained from writing test, observation checklists, and field notes were analyzed by considering the criteria of success. By comparing the results of students' writing score (64.71% achievement of minimum passing grade) and their involvement (72.50%), it revealed that the research findings in cycle 1 had not met the criteria of success (80% for students' achievement and 80% for students' involvement). Therefore, the researcher and the collaborator decided to continue the research to the second cycle as explained below.

Cycle 2

In **Planning** stage, the researcher prepared the revised teaching scenario, instructional media, handouts, worksheets, and instruments to be implemented in cycle 2 by considering the findings from the first cycle. The same criteria of success was still employed in this second cycle.

In **Implementing** stage, the researcher conducted the second cycle in three meetings on October 1st, 5th, and 8th 2016. The implementation of this cycle was conducted in the fourth and fifth meeting. In the last meeting, the students were asked to do the writing test and to fill the questionnaire.

In **Observing** stage of the second cycle, it was found that 28 students (82.35%) had achieved the passing grade and the rest of them, 5 students (17.65%) achieved the fair level of writing. Their mean score became 76.06 in this second cycle. The observation checklists shown that the students' involvement was 82.5%. In line with those findings, from the questionnaire it was discovered that most of the students were interested and they said that writing was not difficult anymore.

In **Reflecting** stage, the researcher and the collaborator analyzed the findings of the second cycle. From the data collected, it can be seen that the results of the second cycle had met all of the criteria of success. Thus, the researcher and the collaborator decided to stop the research.

DISCUSSION

According to the findings from preliminary study, cycle 1, and cycle 2, it can be seen that the students' writing ability and the students' involvement in the teaching and learning process were improved.

The improvement of students' writing ability can be seen as follows.

Table 2: Students' Writing Ability Improvement

No	Indicator	Preliminary Study	Cycle 1	Cycle 2
1	Students' percentage who achieved \geq passing grade (70.00)	11.76%	64.71%	82.35%
2	Students' mean score of writing procedure texts	62.26	70.97	76.06

In addition, the improvement of students' involvement in the teaching and learning process of writing can be seen in the following table:

Table 3: Students' Involvement Improvement

Indicator	Preliminary Study	Cycle 1	Cycle 2
Students' involvement in the teaching and learning process of writing	33.33%	72.50%	82.50%

The findings of this study showed that the implementation of YouTube video and process approach could improve students' writing ability and students' involvement in the teaching and learning process. YouTube video helped the students in writing procedure text, in the terms of content, organization, vocabulary, language use, and mechanics. Meanwhile, process approach gave students learning writing experiences through planning, drafting, revising, and editing. The main role of YouTube video here was acted as the brainstorming starter in planning stage of students' writing process.

CONCLUSIONS AND SUGGESTIONS

The implementation of YouTube video and process approach can enhance students' writing ability in writing procedure texts. It also improves students' involvement in teaching and learning of writing. The results of the second cycle revealed that they had met all of the criteria of success. The procedures were: the students were asked to watch a YouTube video of procedure text. After that, the students answered the guided questions and found out the nouns, noun phrases, action verbs and temporal conjunctions from the video. Furthermore, the students made a draft of procedure texts using the procedure scaffold and then corrected their drafts in pairs. After getting peer-correction, the students revised theirs and finally, they edited theirs into final writing products.

It is suggested to other English teachers to take this finding as the consideration in improving students' writing ability. They are also suggested to be selective in choosing the appropriate YouTube videos in the terms of clarity and the length of the videos. It is also necessary for the teachers to guide and give feedback to the students. Meanwhile, the findings of this research can be used for future researchers as a reference to conduct further research using different instructional media or strategies in different text types and level of education to enhance students' writing ability.

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FVR (FREE VOLUNTARY READING): A BRIDGE TO IMPROVE STUDENTS' READING COMPREHENSION IN CLIL CONTEXT

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Abstract: Considering the role of English as a language for International communication, learners are expected to master English skills including listening, speaking, reading and writing. For the success of the teaching and learning of English, teachers as facilitators need to be motivated to find out suitable techniques and implement them in their English teaching. Among the four skills, reading has a significant role in providing comprehensible input for learners. Reading is an activity of understanding written texts or passages. It is a complex skill and more complicated if the teacher does not know well what to teach and how to teach reading in the classroom. One of the techniques recommended in teaching reading is FVR (Free Voluntary Reading). This technique is one of the ideas to enhance the learners' ability in reading comprehension in CLIL context. This paper aims at discussing FVR and its classroom implementation more detail. This is expected to benefit English teachers and broaden teachers' and learners' knowledge about the teaching and learning reading comprehension in CLIL context.

Keywords: *FVR, reading comprehension, CLIL*

INTRODUCTION

Reading comes as the bridge of receptive skill in learning language because reading is an activity to get information from certain linguistic forms of a language (Harmer, 2007). Realizing the essential skill in enhancing learners' performance in all language skills as stated above, reading is a language skill that is important to master, so it has got much more attention. Reading is also fundamental skill that develops faster than speaking and that often influences the development of listening and writing of L2. Some important roles of reading for ELL are as a basic aspect of language learning, increasing more knowledge or information, accelerating oral communication, supporting speaking, listening and writing skills. By stressing the role of comprehensible input in second language acquisition, most researchers have given a major boost to reading. Therefore, reading is highly valued skill in language acquisition.

Considering the importance of reading as a comprehensible input for the learners (Troike, 2006), it is important to note that teaching reading is not only to emphasize the product of comprehension but also the process of teaching reading comprehension in the classroom. English language learners in EFL context in Indonesia do not have much exposure to foreign language use. Therefore, reading English texts plays a vital role for Indonesian learners to improve their English skills as a whole. Furthermore, reading is one of the most important activities in learners' daily life. Without reading, they would not be able to acquire knowledge to improve their intelligent. Through reading, people presumably become experts in their fields.

Reading is also very important not only for academic purposes but also for pleasure; moreover, it becomes the basic background in the teaching of other language skills. By reading, learners learn to get the meaning of written texts by processing the information in the texts and relate them with their prior knowledge. Also, learners can improve their cognitive skills and learning process as well as broaden their individual knowledge through the reading activities (Harmer, 2007).

The aim of teaching reading comprehension is to gain learners' understanding of what the text is, rather than only to get the meaning of words and sentences. Therefore, teaching reading comprehension is such a complex interactive process of constructing information embedded within the text. From this theoretical background, the teaching and learning process focuses on how to connect language and thinking because reading comprehension is a complex cognitive activity that needs an active thinking process to construct the meaning of sentences and overall understanding of the text at the same time. It means that the teacher has to emphasize the learners' ability to decode and comprehend the text from its contextual cues.

In addition, reading is an essential skill for learners. The purpose of teaching reading in CLIL context is to develop learners' interest and attitudes, and to dig up knowledge of the language and learning of content. It is underlined that understanding the content of the text goes hand in hand with the

learners' language competence. Another crucial point is that the learners' language ability can only be improved by content learning after they understand and follow a certain stage or technique. Thus, the first thing to set up is to measure the learners' English proficiency level in order to be able to suit the reading materials in terms of both content and language.

There are some factors of why reading is more difficult to learn rather than other skills. The first factor may come from the lack of interaction between the readers and the text because of topic unfamiliarity and language complexity. This particular factor can be overcome by the teachers' creativity to provide a various genres of texts with a rich of context, content, vocabularies and structural features. The other factor to mention is that most students are passive readers and unmotivated learners. To overcome this problem, teachers can modify the learning activity and how such learning experiences happen enjoyably to encourage the reading comprehension activity (Harmer, 2001). The last point shows how the success of teaching reading comprehension surely depends on the teachers' knowledge and competence and their ability to develop an appropriate task and technique (Dubin & Bycina, 1991). It can be noted that the teaching of reading comprehension must consider the text, the task, the technique, the reader characteristics and the purpose of activity.

Most researchers state that teaching English through an appropriate technique can facilitate learners' learning process, especially in reading classes. They also believe that using appropriate technique can foster students' autonomous learning especially for students who perform less on learning process in classroom and become inactive students (Dornyei, 2001). On the other hand, it is difficult for learners to write when they have less experience reading text.

Writing this paper, the writers propose *FVR* (Free Voluntary Reading) as one of the teaching techniques that can be conducted formally in classroom teaching and learning process as well as informally at home or after school. It is found that *FVR* can support reading comprehension, writing, grammar, vocabulary improvement (Herrel & Jordan, 2012).

Reading activities can be viewed from the perspective of the students' learning experiences and the teachers' instruction that can support *FVR* in reading instruction. Reading activities can be divided into three phases: prereading, whilst reading, and post reading. On the other hand, it is important that learners' independent learning starts from planning, then monitoring during whilst reading activity, and the evaluating activity that concludes the learning process (Harmer, 2001).

FINDINGS AND DISCUSSION

FVR (Free Voluntary Reading)

FVR is a powerful way of encouraging students in reading English text. It is effective for English language learners because it gives the power in exposing English reading and reducing learners' anxiety (Herrel & Jordan, 2012). The basic steps in implementing *FVR* are as follows:

1. Identify the independent reading levels of students.

The teacher indentifies the students' level of proficiency for teachers to be able to select appropriate texts or passages.

2. Explain the reading activities to the students.

Introduce the *FVR* in the context of improving students' vocabulary, spelling, writing and grammar. The students freely choose the text or passage that they want to read. They can take them home to read or read them during free time in classrooms. Before reading the text or passage, the teachers explain the instruction on how to find the information given from the text. Some reading activities that students can do to comprehend the text are as follows:

2.1 Previewing Text

Using several pre-reading strategies help students activate their background knowledge and connect it to the text being discussed. Predicting is also a previewing strategy. The students can predict what a text may be about based on textual clues and their own experiences. This previewing activity helps students set a goal for reading and focus their thinking (Klatzky, 1980).

2.2 Self Questioning

Students are asked about what they like to know more, what predictions they can make, if a particular detail is important, how something compares to their experiences, what they think the writer means, and so on. As students respond, they are connecting with the text and checking their understanding by using essential instruction for successful readers (Harmer, 2001).

2.3 Making Connection

Students relate the text they read to their personal experiences (text to self) to get information from other text (text to text), and to information about the world (text to world) in order to enhance understanding of self, text, and life. They will be able to make text to text, text to self and text to world connections to help them comprehend text. Carrel (1985) outlines several points on how to construct these connections as the followings.

-) Can the student communicate the relationship between what has been read to personal experiences (text to self), to information from other texts (text to text), and to information about the world (text to world)? (what)
-) Can the student communicate the connections that are made before, during and after reading? (when)
-) Can the student communicate the situation where making meaningful connections leads to deeper understanding of self, text, and life? (why)
-) Can the student communicate the connections that are made by reacting to the stimuli from the text and incorporating it with previous knowledge from text, personal experience or world knowledge to build, change or reviseunderstanding? (how)
-) Can the student make a variety of meaningful connections?

2.4 Visualizing

Visual representations in the text help students see the information again. A graphic “representation” allows them to see relationships, understand organization, connect ideas, and make abstract ideas concrete. Also, they are directly taught to represent their thinking and comprehension through a variety of visual organizers (Carnine & Silbert, 1990). The example of visual representation is as follows:

- comparative organizer
- sequential organizer
- diagram
- cause/effect organizer

2.5 Summarizing

Summarizing is a difficult task. Students must read the text, identify important and unimportant ideas, and synthesize the important ideas to create a new text that stands for the original. This skill needs to be practiced, as students increasingly encounter complex and complicated texts (Ur, 2000).

3. Discuss the text in groups

After such reading comprehension activity is implemented, teachers group the class into small groups by referring to the same text or passage. Students in group discuss together the information given in the text or passage. Then, each group presents the core idea of the text to other groups. They can use visual representation or summary result. At last, the teacher gives feedback to the students.

CONCLUSIONS AND SUGGESTIONS

FVR is an alternative technique that can influence the students' improvement in reading comprehension and help English students with both high level and low level of proficiency to develop literacy. From the explanation above, we can conclude that reading comprehension is very important in students' life, especially to comprehend a text. Reading comprehension through FVR is a conscious process to accelerate learning that can also be implemented in reading not only a relatively short text but also a book. Other issues to address is that the future teaching and learning of reading should concern on integrating intensive and extensive reading as well integrating EFL reading to other language skills to meet the challenge of global communication.

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ENHANCING STUDENTS' WRITING SKILL USING PROJECT-BASED LEARNING (PBL)

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Abstract: Writing is one of the activities that sometimes discourage some students as it involves some linguistic features like diction, grammar, and punctuation. In addition, it also requires the students' sufficient knowledge on the topic that s/he writes so that s/he can explore it systematically and interestingly. To be able to write well, students have to practice write regularly and put aside all the fears that will create writing block. Since writing cannot be separated from a good reading skill, students also have to read extensively to improve their reading comprehension and intensively to improve their understanding on specific issues. This research attempted to examine the effect of PBL method on students' writing skill. The treatment was conducted by sending the students to some recreational areas in Banyumas area. The respondents involved in this research were the second semester students of Jenderal Soedirman University majoring in English. The data of the research were collected through tests comprising pre-test and post-test, questionnaire, interview, and field observation. The results of the research showed that the method could provide the students with the psychological and academic advantages. It made the students happier in doing the task as they experienced fun things in the locations. Furthermore, it was also effective in improving students' writing skill and productivity.

Keywords: writing, PBL, advantages, productivity

INTRODUCTION

Learning method is a vital element in learning process. Effective learning method will result in learning outcomes that are in line with the target determined by an institution. There are various methods that have been applied in foreign language learning in Indonesia. One of the most widely used is the classical method in which teachers and students are in the classroom with the teacher as the instructor. The technique frequently used in classical method is lecture, accompanied by other activities such as training, presentation or evaluation. These techniques are suitable when applied in some circumstances. However, they give less optimal result especially in the verbal language learning. This is because in every language learning, learners are required to master the formula not only theoretically but also practically.

One of the methods worth applying in language learning particularly in writing is project-based learning (PBL). According to Richards and Schmidt in Aziez (2015), PBL is a teaching and learning activity that focuses on accomplishing tasks and most activities are normally performed outside the classroom. Projects can be defined as a complex task, based on questions or problems that require students to become designers, problem solvers, decision makers, or researchers. Furthermore, Becket in Budi (2015) defines a project as a long-term activity (a few weeks), which involves a number of tasks both individuals and groups, such as developing plans and formulation of the problem, and to implement the plan through empirical research or documents involving the collection, analysis and report of the data either orally or in writing.

One of the benefits of learning with this method is that the students have the opportunity to conduct and apply their knowledge naturally and produce results that are authentic or presentation (Thomas& Krauss in Aziez, 2015).

PBL method comprises three phases of activity. The first is the planning phase. In this phase, students and teachers discuss the content and scope of activity and their needs. The second is implementation in which the students perform their duties outside the classroom (such as conducting interviews and collecting information). The last step is reviewing and monitoring. In this stage, the students make presentations based on the results of their activities and the teacher gives evaluation or feedback.

METHOD

The method employed in this study is descriptive qualitative method. Data were collected from tests which consist of pre-test and post-test aimed at measuring the efficacy of the method, questionnaire, and interview. There were 40 respondents classified into control and experimental groups and they were second semester students of English Department of Jenderal Soedirman University.

FINDINGS AND DISCUSSIONS

The data in this part fall into three categories namely the results of the tests, questionnaire, and interview.

The Test Results

The test results are presented into table 1 and 2 showing the result of pre-test and post-test of both control and experimental groups.

Table 1: The Results of Pre-Test and Post-Test of Control Group

Students	Pre-test	Post-test
X1	65	65
X2	70	70
X3	75	75
X4	60	65
X5	60	70
X6	75	75
X7	80	80
X8	85	85
X9	75	75
X10	60	60
X11	60	60
X12	80	80
X13	65	70
X14	65	65
X15	70	70
X16	70	70
X17	70	70
X18	65	65
X19	70	70
X20	75	80

Table 2: The Results of Pre-Test and Post-Test of Experimental Group

Students	Pre-test	Post-test
X1	75	80
X2	70	75
X3	70	70
X4	85	85
X5	75	75
X6	75	75
X7	80	85
X8	75	80
X9	70	75
X10	65	70
X11	80	80
X12	75	80
X13	60	70
X14	65	70
X15	70	75
X16	60	60
X17	60	65
X18	70	70
X19	75	80
X20	80	85

The test results show that students who belong to experimental group could improve their writing skills slightly. There are 13 out of 20 students or 65% of the total participants who performed better in the post test. This is because after the students wrote the reports, the researchers gave feedback to the

research participants with respect to their grammar, diction, and punctuation. It is different from the control group who did not get any special treatment from the researchers. Some grammatical errors made by the students are like:

1. S + V Agreement
When **I am** in senior high school,
2. Incorrect part of speech
Before **enter** the waterfall area,
3. Incorrect relative pronoun
It is a beautiful place because there are many trees **who** grow up....
4. Missing verb
It high enough because it is like a hill

The Results of Questionnaire

The closed questionnaire consists of five statements and the students had to choose one of the five responses i.e. SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, and SD=Strongly Disagree.

Table 3: The Students' Responses

No	Statement	SA	A	N	D	SD
1.	This method can improve my motivation in learning English.	3	9	5	3	0
2.	I am more motivated to improve my writing skill.	2	13	2	2	1
3.	The method creates a new atmosphere in learning English skills.	5	12	3	0	0
4.	I learn many things from the method.	2	11	6	1	0
5.	This method is worth applying in all levels of English learning (elementary school to university).	2	14	4	0	0

The students were enthusiastic when they got the information that they were going to visit tourist resorts in Banyumas Regency namely Baturraden and Watumeja (a newly established tourist resort). They were chosen because most of them were not from Banyumas and they had never been there. Another reason was they were not far away from campus. Visiting those places was like an entertainment for them amid their busy schedule let alone they did not have to spend any money. They were happier after noticing that during the tour they would be accompanied by a native speaker from America named Glenn A. Mc. Grew II. They had a high motivation in doing the activity since they could enjoy the natural beauty and meet a native speaker.

After each visit, they had to write the reports of the location and handed them in to the research team and after that the researchers gave them the feedback. They were so cooperative and responsive that after obtaining the feedback, they revised their work and resubmitted it to the researchers.

Studying outside the classroom provided them with a new atmosphere since they were not stuck in the classroom. They could take some fresh air and made themselves more comfortable and relaxed while enjoying the beautiful scenery in the locations. Exploring the nature accompanied with the use of English could imbue a positive response toward English learning method meaning that learning English can be done through a fun and relaxed way that lead to their higher passion and engagement with the language. Another message of the method is even if the core activity of learning takes place in the classroom, there is a high possibility that it is conducted outside the classroom to interrupt the boredom. This positive interruption can shape students' endless motivation as well as lifetime learning spirit. In addition, it can also make them autonomous learners full with initiatives.

Through the method, the students did not only develop their hard skill (writing skill) but also their soft skills—nontechnical skills having a strong connection with positive values. This method taught them to be discipline, punctual, and cooperative. The first skill was indicated by submitting the work after the project was over. Most of them obeyed all the rules like making the reports after the visit and consulting the reports with the researchers. To be punctual here is related to the timetable for doing the activity.

They had to be on time at campus before going to the location. Only 3 of 20 participants did not come on time. The third skill can be seen when one of the students was exhausted. Seeing this condition, the other students attempted to help her by giving food and also carrying her.

The majority of respondents agreed that this method is worth applying in all levels of English learning. The application of the method in tertiary level or higher education can make them have a positive response toward English learning. It means that they think learning English is fun and will be more fun if it is done in group and outside the classroom.

The Results of Interview

The followings are the samples of students' responses to the interview:

"This method have influence toward my writing skill because it make me write anything about the topic that I understand about so I can use the words that not really hard use the words that I want also"

"Because we really know about this place, so we can write easily. It makes me like writing, because I can enjoy it."

"It makes me more understand about what are my fault in grammar and increase my vocabulary."

"By doing this method, we can practice to write and get many new vocabularies."

"It can help our writing skill by give some report through the topic."

Based on the data above, most of the students gave positive responses toward the report. It is indicated by their opinions in the interview session. They regarded this method beneficial for them now that they can practice writing on the topics that they are really familiar with and also know their mistakes. Moreover, this method also enriched students' vocabulary and the more vocabularies they have the easier they can convey their ideas through their writings.

CONCLUSIONS AND SUGGESTIONS

This method is useful for improving students' writing skill because they wrote based on the topic that they liked and they knew very well. Inviting them to visit the tourist resorts gave them a new environment for using and improving their English skills especially their writing skill by writing about everything that they saw, felt, and also observed in the locations. Furthermore, this condition left an impressive memory for them and enabled them to convey their ideas easily. As a result, they will have a high and sustainable motivation to improve their English either during their study or after they have completed their study.

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THE IMPLEMENTATION OF JIGSAW TECHNIQUE TO FACILITATE LISTENING COMPREHENSION OF NARRATIVE SONG LYRICS

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Abstract: Despite numerous research on Jigsaw implementation, only few researches were carried out concerning the implementation of Jigsaw technique to facilitate students' listening comprehension. The subjects of the present study are the X A students of SMA Diponegoro Jember in 2015/2016 academic year (45 students) with various listening ability. There were less number of them who got satisfactory listening score (75) on narrative. Therefore, Jigsaw was applied to improve their listening achievement. This research is intended to describe the teaching learning activities of narrative listening by using Jigsaw. It is also expected to find out how this technique improve the students' listening comprehension achievement. The results of this research are described qualitatively by applying five elements of Jigsaw technique, namely forming learning teams, forming expert teams, developing expertise, sharing expertise, and assessing individual achievement. The data are collected through listening tasks result and observation checklist to find out the students' competence during teaching learning process such as stating general idea, stating supporting idea, detecting new information, drawing the inferences, and involving in group discussion actively. The result of this research is useful for teachers and future researchers to enrich the findings in the implementation of Jigsaw in various ways or designs.

Keywords: *Jigsaw technique, listening comprehension, narrative lyric of song*

INTRODUCTION

Listening is one of receptive skill in English. It has the biggest portion in people daily communication. Worth (2004) said that 45% of people communication time is spent for listening. The essence of listening is listening comprehension. It deals with the understanding of the implications and explicit meanings of words and sentences of spoken language. As a consequence, the failure of acquiring listening comprehension will be a hindrance in communication. Therefore, the educators and teachers in English subject classroom have to give their consideration of that problem.

In fact, there was a difficulty of X-A graders of SMA Diponegoro, Jember in pertinent to listening comprehension. According to their previous listening achievement, it was only 11% of students in the classroom who got standard score equals to 75 or more in narrative listening tasks. The low percentage encourages the researcher to solve the problem by implementing the Jigsaw technique. This technique is a kind of cooperative learning which enables student to take the positive things of cooperative work. The implementation of Jigsaw on listening narrative itself will be covered by the use of song with its narrative lyric.

In curriculum 2013, song is used as one of material given for students grade X. Sharpe (2011) states that song provides an occasion for real language use in a fun and enjoyable situation. Real language use in English listening classroom is needed to maintain students' listening comprehension. In relation to the teaching and learning material which is about narrative texts, the lyric of the chosen songs implies the generic structure of narrative text such as orientation, complication, and resolution.

Therefore, this study is aimed to describe the implementation of Jigsaw technique to find out the improvement of subjects' listening comprehension achievement on narrative song lyrics.

METHOD

This research was a classroom action research. It was conducted to improve the research subjects' ability in listening narrative song lyrics using Jigsaw technique. Action research has some main procedures that follow certain cycles. This classroom action research is conducted in cycle model covering four phases of activities, as stated by Kemmis and Mc Taggart, 1988. They are planning, action, observation and reflection (see Burns, 2010).

In planning phase, the researcher identified the problem happens and developed a plan of action in order to bring about improvements in a specific area of the research context. Action phase requires

researcher to implement the action which involves some deliberate interventions into the teaching situation in certain period of time. Observation phase involves researcher in observing systematically the effects of the action and documenting the context, actions and opinion of those involved. Finally, reflection phase in which the researcher reflects on, evaluate and describe the effects on the action in order to make sense of what has happened and to understand the issue which has been explored more clearly.

The subjects of the study are the X-A students of SMA Diponegoro, Jember in 2015/2016 academic year (45 students) with various listening competence. This study has been done in a cycle with four meetings. It referred to cooperative learning method with Jigsaw as the technique.

The implementation of jigsaw technique in teaching listening comprehension are adapted Cooper's elements (2011) in applying jigsaw, namely forming learning teams, forming expert teams, developing expertise, sharing expertise, and assessing individual achievement.

1. Forming learning teams

To form learning teams, the teacher first computes the current achievement level of each student in the whole class and ranks student based on their previous listening achievement by averaging the previous performances score. The teacher then sorts students into 25% high achiever students, 50% middle achiever students, and 25% low achiever students and put them in a fair manner to create heterogenic groups. According to their own attainment, students who got previous score equals to or above 70 included as high stake achievers. Those who got 55 up to below than 70 included as middle stake achievers while the rest of students who got below than 55 included as low stake achievers. Because the numbers of X-A students are 45, the class was managed into nine learning teams which consist of five students each.

2. Forming expert teams

One member of each learning team is assigned to each heterogeneous expert group with a focus on a particular area of study within the broader lesson focus. Expert teams here may consist of nine members. There will be five expert groups established. Due to the time limit, the first meeting accomplished only first and second elements while the rest were done in the next meetings.

3. Developing expertise

Developing expertise is the activity where the students have discussion on the segment of song they had listened to. For each expert team, the teacher provides a fragment of the sequence lyrics in the song which directs attention to one aspect of the material to be covered. Then, the teacher directs the team to discover the implicit and explicit meaning of that fragment of the song. The songs used to play in the listening classroom entitled *Butterfly Fly Away* (second meeting) and *Breakaway* (third meeting).

4. Sharing expertise in learning team

Once the expert teams have cultivated their knowledge, they return to learning teams. When the experts finish reporting, the learning team turns to discuss the comprehensive listening material of the narrative lyric of song, which calls for analysis and evaluation based on the whole data collection activity. After the learning teams finished the discussion, the researcher asked each of the learning team to write down the result of the discussion.

5. Assessing individual achievement

At the second to fourth meeting of the cycle, the students took individual narrative listening tasks to earn individual grades. The listening tasks refer to Bloom's revised taxonomy where the cognitive process dimensions of the tasks are in the level of remembering and understanding. Those levels are chosen purposively to build student's basic order thinking of listening skill. At each meeting, there were two tasks with different quantities, six items for task one and seven items for task two. For task one, which is true-false items, every correct answer equals to five points, otherwise zero point for wrong answer. The questions given there were referring to macro-skill of listening adapted from Brown (2004).

Table 1. Specifications of Task One

Task	Question (Q)	Correct Answer	Macro-skill of Listening	Bloom's revised Taxonomy level
No. 1	Q1	True	Drawing the inference	Understanding
No. 2	Q2	False	Getting General	Remembering

			information	
No. 3	Q3	True	Detecting new information	Understanding
No. 4	Q4	True	Getting Supporting information	Remembering
No. 5	Q5	False	Getting General information	Remembering
No. 6	Q6	True	Getting Supporting information	Remembering

As regards to task two, which is essay questions, every correct answer equals to 10 points, every half-correct answer equals to five points, unrelated answer equals to 2,5 points, otherwise zero point for item without answer.

Table 2. Specifications of Task Two

Task	Question (Q)	Expected Answer (EA)	Macro-skill of Listening	Bloom's revised Taxonomy level
No. 1	Q7	EA 1	Getting General information	Remembering
No. 2	Q8	EA 2	Getting Supporting information	Remembering
No. 3	Q9	EA 3	Detecting new information	Understanding
No. 4	Q10	EA 4	Getting Supporting information	Remembering
No. 5	Q11	EA 5	Getting General information	Remembering
No. 6	Q12	EA 6	Drawing the inference	Understanding
No. 7	Q13	EA 7	Drawing the inference	Understanding

Therefore, the maximum score could be obtained is 100. The listening tasks made by referring to face validity, content validity, and reliability.

FINDINGS AND DISCUSSION

This research revealed that the Jigsaw elements have been applied in a good order in teaching learning on narrative song lyric. While the jigsaw elements were implemented, the active participation of the students were different from one another. It was acceptable considering the various competences of students in listening.

Another finding is the similarity of discussion result. When the expert team members spread away to their each learning team, they come up with the same information so that the learning teams produce nearly the same summary of the narrative lyric.

Next, the researcher found that the improvement of students' listening score of narrative lyric of song on listening task I, II, and III are different from one another.

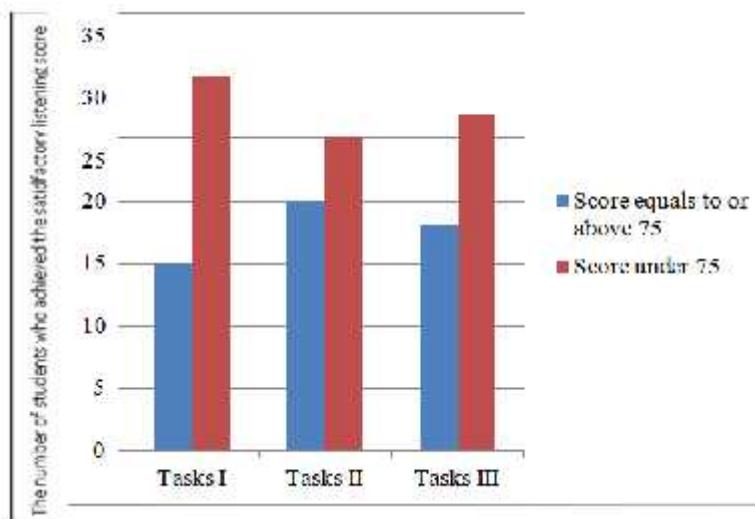


Chart 1. The Comparison of Improvement among the Listening tasks Result

In the chart, the blue bar is the number of students who got the score equals to or above 75 while the red one is the number of students who did not pass. Regarding to Figure 1, it shows that the result of the students' listening score which passed score equals to or above 75 in listening tasks I, II, and II were improved from the base score of previous result. In tasks 1 there were 15 students who got score equals to or above 75 (33%), and 30 students got score under 75 (67%). Different from tasks II result, there were 20 students who got score equals to or above 75 (44%), and there were 25 students got score under 75 (56%). In tasks III, the number of students who passed the satisfactory score were 18 (40%) and 27 students (60%) did not pass.

As previously clarified, a sequence of jigsaw elements were used on the teaching learning activities. Jigsaw is a kind of Cooperative learning. Jolliffe (2007) affirms cooperative learning requires students to discuss and support their own members as well as improve their own learning. Besides, another beneficial thing found that the students were also able to resolve conflict which happens on their team. On the expert team, the member listened to the same fragment. Naturally, they have different interpretation, but in developing expertise, all conflicts were over by the time the conclusion produced.

Pertinent to Bloom's Revised Taxonomy, the dimensions of the listening activities in this study were mostly in the level of "remembering" and "understanding". However, further cognitive processes such as "applying" was actively involved during the implementation of "developing expertise" stage. In that stage, the students did not only remember and remember, but also discuss and make some conclusion. The elaboration of Bloom's taxonomy in each of the listening task is described as follows.

The questions in listening task one are in the level of "remembering" and "understanding". Those two are included in two of six cognitive levels of Bloom's revised taxonomy (Krawhol, 2002). Most students could choose the right option indicating that they were able to remember what they have listened previously. The type of true-false item task also eased them to choose the answer correctly.

For the second listening task, it was compulsory for the students to answer the questions referring to their prior knowledge, especially the ability in writing and grammar. The students who did not know the answer, they are willing to answer whatever it is or even let it with no answer. According to information on chart one, it is obviously seen by applying Jigsaw elements. There were improvement on X-A for their listening ability in task 1 and task 2. However, there was bounce back on student's achievement in task 3. The anomaly happens due to certain conditions as listed below:

1. Monotonous listening tasks: the repetitive activities and similar form of tasks were not challenging anymore for students and make them do not do the tasks well.
2. The meetings before listening tasks III should give the students' some prior knowledge.

However, it is indicated that most of X-A students could not optimize their prior knowledge and rely on the team work activity such as developing expertise. As consequence, when they were directly given individual tasks, they could not comprehend the lyric out of their own part before.

The result of listening tasks III showed that the students could not maintain the improvement. In fact, before the students did the third listening tasks, they were not given the opportunity to set up the discussion as the previous meetings. It was an indication that students depend on team discussion where they were able to deliver different information, shared ideas, stated opinions, and made a conclusion together within the team. It was assumed if the elements which cover the cooperative learning process of teaching learning using Jigsaw technique, developing and sharing expertise, was continued, the students would be able to maintain the stability of their achievement in listening on narrative lyric of song.

CONCLUSIONS AND SUGGESTIONS

Considering all data gathered from classroom action research, the conclusions have been drawn. It can be concluded that the implementation of Jigsaw technique in class X A used five elements of Jigsaw, which has been applied in the good order. In addition, the improvement occurred for the X A students in listening of narrative song lyric in the first and second listening tasks is considered to be successful, even if it was not in the same result in the third listening tasks.

The result of this research is useful for teachers and the future researchers to revise and to do the various ways or design to enrich the finding in the implementation of Jigsaw technique.

1. The English teachers

The English teachers who have students with low listening outcome are suggested to implement jigsaw technique to improve their achievement especially teaching on narrative listening.

Practically, the findings of this study are useful for the teacher to enrich their knowledge about teaching listening and help them determines the technique in method of collaborative learning. It can provide useful information as the consideration when use song of teaching narrative listening based on the curriculum used.

Henceforth, the teacher is suggested to use the simplest and effective listening devices to avoid wasteful time consuming of its preparation. It is also needed to concern fully when students set up discussion in expert team or sharing expertise on learning team because there is possibility for slacking students to just gathering and do not give much contribution, at least willingness, to the team. The teachers are able to use hard instruction but the way to overcome it is more important.

2. The future researchers

The future researchers are suggested to conduct further research dealing with the implementation of jigsaw technique to facilitate listening comprehension on narrative lyric of song. Theoretically, the findings of this research can enrich the study of jigsaw technique. The useful information can be the consideration for the other researcher when making the further research dealing with teaching English on narrative text through song. It is recommended for them to do the study in a larger scope to gain new findings. The future researchers are encouraged to implement jigsaw technique in a various way or design.

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AN INNOVATIVE TEACHING BY USING PROJECT BASED LEARNING IN CROSS CULTURAL UNDERSTANDING CLASS AT UN PGRI KEDIRI

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Abstract: University needs professional lecturers to prepare students to become qualified graduates. Therefore, lecturers must create some innovations in teaching. One of the ways is applying Project Based Learning (PBL) as a model in teaching. At English Department of UN PGRI Kediri, the teaching objective of Cross Cultural Understanding (CCU) is to promote students' understanding of culture across nations. To reach the objective, the lecturer assigned the students to create books as the product about Javanese local wisdom. This study aimed to find out the lecturer's innovations in CCU class by using PBL model. It is a case study in which the subject was the CCU lecturer. The results shows that the lecturer made some innovations in the materials and learning activities. The materials could attract students' interest during the implementation and promote their creativity. It can be seen from the students' products that were compiled into books telling about Javanese local wisdom. The steps were as follows: speculation, designing, conducting, and evaluation. From the results, it can be concluded that PBL helped the CCU lecturer to create an innovative teaching by facilitating the students to learn cultures in modern ways using investigation and creating a product.

Keywords: *professional teacher, innovative teaching, project-based learning, cross cultural understanding*

INTRODUCTION

At university level, teaching culture is needed for students who study about language, including those who study English. As cited in Nielsen (2013), Thiederman (1990) states, "Culture consists of the rules and expectations that come into play when two human beings interact". If this statement is connected to the English learners, it means that without rule of culture in making an interaction with other people, it would be difficult for students or learners to communicate using English because they are not native speakers who understand well the correct and appropriate use of English language. That is why culture is important for English learners to study. Adzima (2016) supported the statements above by saying that learning English should focus both in the knowledge of the structures, phonology or expressions, and also the features or characteristics of the cultures. Therefore, understanding of other cultures will help students in learning and understanding the language itself. Considering the fact that English is an international language used by many people all over the world, teaching culture needs to take a leading place in language study.

At the English department, teaching culture is given to the students in a single subject, named Cross Cultural Understanding (CCU) course. In Nusantara PGRI University of Kediri (UN PGRI Kediri), the students of English department are taught CCU in the sixth semester. The goal of this subject is to promote the students' understanding of culture accross nations. It is strengthened by Jant (2004, p. 39), who states that "Cross cultural generally refers to comparing phenomena across culture". It means that the students will not only study about their local culture, but also study about other cultures from other countries, especially the cultures from where English comes. Thus, it means that if CCU is about studying the parents' role in teaching independence to their children, it would compare what parents actually do in different cultures. This is what CCU teaches to English learners.

On the other hand, it is not easy to teach CCU to the students who learn a foreign language. Having known that culture is an abstract thing which can not be told only with explanation or description, it makes teaching culture difficult for some lecturers. To see the culture and all aspects inside it, the students should have an opportunity to study culture in real context. In order to be able to teach culture without giving many theories to the students, professional lecturers should make some innovations to engage the students with real-world problems, especially in the area of culture. It is as stated on the website of *Professional Standards for Teachers and Trainers in Education and Training – England*, teachers should demonstrate a commitment to this professional practice by doing the following:being creative and innovative in selecting and adapting strategies to help learners to learn, and valuing and promoting social and cultural diversity, equality of opportunity and inclusivity. Considering all these

factors, the CCU lecturer at UN PGRI Kediri starts to make innovations in the teaching and learning process using a teaching model.

In order to support his innovation, the lecturer chose Project Based Learning (PBL) as a teaching model in creating innovative teaching. Strippling et al. (2009), PBL is the instructional strategy to empower learners to pursue content knowledge on their own and demonstrate their new understanding through a variety of presentation modes. Then, according to Patton (2012), it is said that Project Based Learning refers to students designing, planning, and carrying out an extended project that produces a publicly-exhibited output such as a product, publication, or presentation. Here, it means that PBL is a teaching model that helps the lecturer in giving real and direct experience which enables students to have better and deep understanding about culture because they directly engage to the real situation. Moreover, the product produced in this teaching model proves that students would have a high creativity and order-thinking. To differentiate it with other implementations made by other teachers or lecturers in conducting PBL in their classroom, the lecturer wants to create some innovations related with the material and learning activities used and conducted in CCU class. For these reasons, this study, entitled *An Innovative Teaching Using Project Based Learning in Cross Cultural Understanding Class at UN PGRI Kediri*, was carried out to answer the question: “*What innovations in teaching were made by the lecturer of CCU class by using Project Based Learning?*”.

METHOD

This study is conducted using qualitative research design. Then, a case study approach was used to answer the research question: “*What innovations in teaching were made by the lecturer of CCU class by using Project Based Learning?*”. There were a lecturer of CCU class and 33 students as the participants of this research. This study was focused on the lecturer’s innovations in implementing Project Based Learning to the CCU class. The data were collected through observation and documentation. The observation was used to get first-hand information, while documentation was used to get the students’ product. Here, the researcher was a full-observer.

In conducting the implementation of PBL, lecturer chose the topic of “Value” for the material. Here, the students were asked to make a written report text as the final product in conducting PBL which is related to the topic of “Value”. Before asking the students to work, the lecturer gave a lecture in the beginning of the course.

Furthermore, the lecturer of CCU class stayed ad studied in England for some years; he has been affected by Western culture indirectly. Therefore, it helps him to teach the students about cross cultural issue because he has rich background of knowledge in culture, both in Western and Eastern cultures. His background knowledge in culture takes an important role because it affects the wayshe delivers the materials to the students. If the lecturer has background knowledge in both Western and Eastern cultures, it will support the lecturer to teach the students effectively. In addition, he has a good skill in speaking English than other lecturers which can influence the students in mastering English. Thus, his competences in speaking English and cross culture help to promote the students’ skill in understanding culture and mastering English language skills.

FINDINGS AND DISCUSSIONS

This is a citation from National Board Professional Teaching Standards (NBPTS), published by a grant from the DeWitt Wallace-Reader's Digest Fund:

“Accomplished teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines and applied to real-world settings. While faithfully representing the collective wisdom of our culture and upholding the value of disciplinary knowledge, they also develop the critical and analytical capacities of their students.”

(NBPTS, 2002)

The statement above means that a teacher or lecturer should have a wide understanding in the subject or major that s/he would teach to the students. It supports the achievement of the objectives of Cross Cultural Understanding class that the students would be engaged with the real-world settings and problems. Therefore, the lecturer should be professional and innovative in conducting a class which enables the students to have better critical and analytical thinking.

Findings

This study was conducted for several meetings and the data were obtained by using observation and documentation. The results of the data analysis are described in the following points.

Innovation in Developing Material

Before conducting the class, the lecturer prepared material for the class. Here, the lecturer took one of the materials that relate to "Value" in Indonesian culture. Local wisdom and ritual or ceremonies in society was chosen as the topic area to explain about the definition of "Value". The topic of local knowledge or local wisdom helps the students understand values because inside the local wisdom or local knowledge, there are various kinds of values from different areas that can be learnt.

Jant (2004, p. 39) states that "Cross cultural generally refers to comparing phenomena across culture". It means that CCU is basically used to compare cultures from all over the world. The lecturer chose to use local culture rather than western culture because he wanted to make the students recognize more their own culture than foreign culture. The lecturer developed the material by referring to the book written by Norine Dresser in 1996 entitled *Multicultural Manner* and published by John Willey & son, Inc., Canada. This book contains some materials on western people's customs and values. Rather than using examples from another country, the lecturer preferred Javanese culture as the focus of the material he used in teaching culture.

By using this material, the students were asked to do an investigation and interview with the local people or experts who understand well the local wisdom or local knowledge of a certain area. The students looked excited to conduct the interview and investigation of the local because they had never experienced it before. The students were asked to record every single information that they could get from the expert. It proved that the material made by the lecturer was accepted and motivated the students to learn culture. This project was given also to try out the material and see whether or not it is suitable with the students' needs.

Innovation in Steps of Project Based Learning to Cross Cultural Understanding Class

Kriwas (1999) in Fragoulis and Tsipakides (2009) mentions four stages that can be used by lecturers to conduct Project Based Learning (PBL) in the classroom; they are: speculation, designing the project, conducting the project, and evaluation. The lecturer of CCU class from UN PGRI Kediri created some innovations in PBL related to the material that he conducted in his teaching. The steps introduced by Kriwas were also used by the lecturer with some innovations. Here are the modified steps made by the lecturer.

The first stage is *speculation*. This stage includes choosing a project topic and doing sensitisation, aiming at arousing the students' interest and building a climate conducive to speculation and investigation that will lead smoothly to the research process. Topic is chosen after a dialogue among all members of the group, and the teacher.

In this stage, the lecturer chose the topic of local knowledge and ritual ceremonies in Javanese culture. The lecturer did not let the students to choose the topic to avoid misunderstanding from the students who have low ability. Therefore, the lecturer decided to choose the topic by himself. He also built the students' knowledge by giving them questions related to the topic. Then, the students were asked to decide one of the ritual ceremonies that they used for their written report texts. They were asked to submit the title to the lecturer. They should choose one cultural feature (Festival, Fashion, Food, and Folklore). The rule is if students choose to investigate the same ritual, it should be of different place or different feature of culture.

The second stage is *designing the project activities*. This stage includes forming groups and assigning roles, and making decisions concerning methodology, sources of information, activities that will take place, and places outside the classroom that students will visit.

The innovation made by the lecturer in this stage is before conducting the project, the students were asked to make an outline about the questions that would be asked to the expert. Different from other implementations of PBL, in this stage the lecturer did not group the students. Here, the students worked individually. The source of information of ritual ceremonies or local wisdom is based on the area where the students live because the lecturer already limited the topic into Javanese local wisdom and ritual ceremonies. This stage was also called *first drafting*. In order to continue to the next stage, the students should interview an expert using the questions they prepared in the outlining. The interview should be audio-recorded.

The next stage is *conducting the project activities*. At this stage the groups implement the activities designed in the previous stage. Students gather information, process and categorize it.

Here, the students should write their drafting or outlining in the form of report text. The report text was developed using the data that they already got. After all report texts have been submitted, the students were asked to have discussion to design their final products to compile them into a book form. This innovation was chosen by the lecturer because nowadays, no one knows about Javanese local wisdom or ritual ceremonies. By compiling the project products into books, it was expected that everyone can be aware of their culture.

The fourth stage, *Evaluation*, refers to the assessment of the activities from participants and discussion about whether the initial aims and goals have been achieved, and the implementation of the process and final products (Brinia, 2006).

In this stage, the lecturer only assessed the students' products which had been compiled into a book. The content of their writing was assessed briefly by the lecturer based on the scoring rubric of writing.

Discussion

From the findings obtained by the researcher through observation, the innovation made by the lecturer was not in contrast to the steps proposed by Kriwas. In addition, the innovation made by the lecturer resulted in a new finding about the use of Project Based Learning in helping to create an innovative teaching.

First, Brophy (2004) agrees that from a motivational perspective, projects being authentic tasks, are more meaningful to students, increase interest and motivation to participate, and can promote learning. The material developed managed to attract and motivate the students in learning about local wisdom. It means that by giving some innovations in designing the material and serving the students with new material like what the lecturer of CCU conducted in his class, it can help the lecturer to motivate students in learning their local culture using attractive ways without any monotonous and serious classroom teaching and learning process.

The steps of PBL are applicable in CCU classes and give the students a chance to develop their understanding about culture. They also help the lecturer to give the students experience with various teaching methods, not only classroom learning experience, but also learning in real world situations by doing investigation.

CONCLUSIONS AND SUGGESTIONS

The results show that innovation in teaching is essential to give the students a new experience in teaching and learning process. Both the innovation in the material and steps has a big advantage for the lecturer in choosing proper material for the students. The report text of Javanese local wisdom or ritual ceremonies made by the students help them get better understanding about culture, especially in the topic of "Value". The definition of values was understood easily by the students because of the innovation made by the lecturer by choosing the topic that is suitable to the students' need in learning culture. The activity of designing a book as part of the steps in PBL encourages the students to preserve their culture.

After conducting this study, the researcher hoped that there would be other lecturers or teachers who want to conduct innovative teaching in their classroom. To do so, teachers or lecturers should be aware of the students' needs. Further researchers are expected to study more about innovative teaching implemented to solve educational issues, not only for university level, but also for all educational levels.

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ACTIVATING CLIL APPROACH IN ENGLISH TEACHING CLASS:WHAT SHOULD THE ENGLISH TEACHERS DO?

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Abstract: Regarding the low outcomes of teaching English in Indonesia, implementing CLIL in subject matters is assumed to be an effective way to help the students to improve their competence in the target language, that is English. CLIL approach allows English teachers to develop content language by using English. Since successful CLIL classes do not depend only on active learners but also on enthusiastic teachers to facilitate in providing scaffolding for their students, they should be more active to prepare the materials from content teachers. Preparing the materials is not an easy project for English teachers since they have to relate the content of materials to the Coyle et al.'s 4Cs CLIL framework. Both limitations and possibilities of implementing CLIL in English teaching classes are considered as well. To implement CLIL approach in Indonesia, the suggestions for Indonesian English teachers are provided.

Keywords: *CLIL Approach, English Teaching, English Teacher*

INTRODUCTION

In the previous era of teaching English in Indonesia, it was taught by only considering the form and the grammar of English. The recently approach of teaching English is communicative one. The communicative approach defines as learning language will successfully come through having the real meaning of communication. It also resulted insignificant outcome of using English in any areas. The students still have any difficulties in using it in their needs as the students. Many regulations have been designed to have the effective English teaching to face the demand of ASEAN Economic Community. Having English proficiency is quite crucial for Indonesian people.

CLIL approach seems to be useful for language learners in non-English context especially in Asian countries. The approach is believed to be able to meet all of the demands. It uses communicative methodology, engaging the students to be active to develop their capabilities to acquire knowledge and skills through cognitive processes (Graddol, 2006, Mehisto, Frigols, & Marsh, 2008 cited in Suwannoppharat & Chinokul, 2015). CLIL approach deals with integration between content and language in learning and teaching process that take place through the use of additional language.

FINDINGS AND DISCUSSION

What Is CLIL Approach?

CLIL stands for Content and Language Integrated Learning. It defines as a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. CLIL is content- driven because it involves learning content through an additional language. It also relates to culture, environment, and learning. (Coyle, Hood, & Marsh, 2010 in Suwannoppharat & Chinokul, 2015).

CLIL approach uses the 4Cs framework as illustrated in figure 1 below.

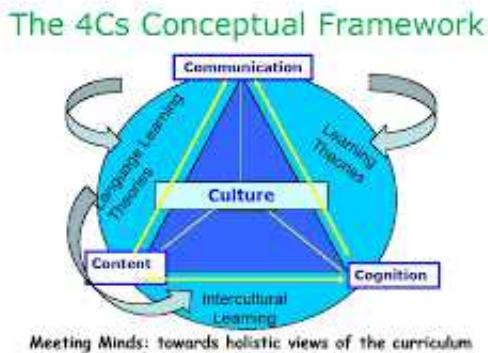


Figure 1:The 4Cs Framework of CLIL

The 4Cs framework consists of 4 dimensions: Content (Subject matter), Communication (learning through interaction), Cognition (learning and thinking process), and Culture (intercultural understanding and global awareness in building up cooperation in learning). Culture permeates the other elements (content, communication and cognition) and can reinforce CLIL as a type of instruction that fuses the best of subject matter and language teaching pedagogy. CLIL merges learning theories, language learning theories, and intercultural understanding.

To achieve the successful CLIL implementation, the teacher should follow the main principles of CLIL (Mehisto, Marsh, & Frogols, 2008):

1. **Authenticity:**
The use of authentic materials, authentic case and authentic content from the real world, such as daily newspapers, brochures, flight attendance, etc.
2. **Multiple focus:**
The use of variety of activities to help the students to develop their skills at the same time and automatic learning will occur.
3. **Active learning:**
Engaging the students to be active in both preparation and presentation stages. Participation will activate the active learning.
4. **Safe learning environment:**
To make the students feel safe and learn new things without less worry is by creating familiar classroom setting and peer participation.
5. **Scaffolding:**
The teacher is a facilitator and peers are consultants through class discussion. The teacher should be ready all the time to help the students and also to encourage them to be good peers in helping each other to learn.

The Difference between CLIL and CBI

CBI stands for Content- Based Instruction. According to Dale and Tanner (2012), the difference between CLIL and CBI is the focus of the teaching. CBI teaching focuses on the language knowledge learned in the context. While CLIL teaching focuses on both language and content of non-language subject. It is in line with Richards and Rogers' statement (2001: 204) that "CBI is the teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught". Consequently, the use of content topic is more focussed than grammatical rules or vocabulary pedagogy. Yet, CLIL represents a more elaborated application of CBI. The clear differences between CBI and CLIL are presented in the Table 1.

Table 1. Differences between CLIL and CBI

Focus	CLIL	CBI
Medium of instruction in EFL classrooms	Language used in the classroom is not regularly used in the wider society of learners. The target language is used purely in the classroom.	Language used in the classroom is probably used in the wider society of learners. Bilingualism may be implemented in the classroom.
Teachers	Teachers are non-native speakers of the target language.	Teachers are probably native speakers of the target language.
Framework	The 4Cs - Content, Communication, Cognition, and Culture.	Content and language.
Goal	Emphasis on intercultural knowledge, understanding, and communication.	Emphasis on the acquisition of academic content and related language.

Source: Based on Dalton-Puffer, Nikula & Smit (2010); Lasagabaster (2008); Richards & Rogers (2001); Wolff (2007).

Advantages and Disadvantages of Applying CLIL

The advantages of applying CLIL can be wrapped up into follows:

1. It can help to improve overall competences in the target language.
2. It can improve specific language expressions.
3. It can express intercultural communicative competence.
4. It can activate a high level of communication between teachers and learners, and among themselves.

5. It can help to increase the students' motivation by using the various teaching methods (Broton, 2011).
6. It can promote the development of life skills such as dealing with unexpected events, observational skills, and constructing knowledge built on interaction with the world (Coyle et al., 2010).

The disadvantages of implementing CLIL are as follows:

1. It requires teachers who are knowledgeable in both content and language. If not, it will cause unenjoyable learning activities.
2. The 4Cs framework itself can be an obstacle because the teacher have to ensure that the content and the activities provided should appropriately integrate the 4Cs framework. there is only a little theoretical backing to ensure the effectiveness of the approach.
3. Insufficient commercial learning materials are readily available. It means that the teachers have to create their own materials to fit to the 4Cs framework, so a good plan and financial need are mostly required.
4. It urgently needs good language facilities which only small numbers of schools have sufficient ones to support this program.
5. It is mostly believed that learning a foreign language is not an easy thing. Moreover, learning content materials in that foreign language can be even more difficult for both teachers and students.
6. The students who are including to the lower groups might have the more difficulties to understand both content and language together in the same time.

Suwannoppharat and Chinokul (2015) stated that the CLIL approach is effective to be implemented in Thai context, although there are still any challenges to apply it in the country. Moreover, the positive perception about implementing soft-CLIL in Basque (Spain) was shown by the secondary school students (Nakanishi & Nakanishi: 2016). The high level significant result of applying technology integrated CLIL method in India context was additionally presented by 25 eighth grade students (Vency & Ramganesh, 2013). In India, the position of English is as a second language. Since India is a multicultural and multilingual country and there are great amount of people do not know to communicate using their national language, Hindi. English is accordingly used in some official communication and sometimes in social intercourse. In fact, there are still any barrier to use the language in appropriate context. Consequently, it is believed that implementing CLIL in teaching and learning process is really helpful. Those findings showed that implementing CLIL in language teaching especially in teaching English in Asian context assumed to be one of the effective approaches.

Regarding to the result of the studies, CLIL approach is predicted to be able to be implemented in Indonesia since the mostly same condition between Thailand, Basque (Spain) and Indonesia toward English which place English as a foreign language. There are only very few people who use English in their daily life. It is important to adapt the approach to English teaching in Indonesia. Nevertheless, some problems and challenges might be occurred in implementing it.

Problems Occurred in English Teaching in Indonesia

Many approaches, methods and strategies have been applied in English teaching in Indonesia such as grammar- translation method, audio-lingual methods, communicative language teaching, but English development in Indonesia is still low. Consequently, the government regularly arranged the regulations related to English teaching. According to the Law No 20 2003 on the National Education System (Republic Indonesia 2003) introduced the concept of "International Standard School". It was also supported by the Government Decree No 19 of 2005 on National Standards for Education that the local government should provide at least one school per district at primary level and at least one school at secondary level which could be developed to become an International Standard School. The consideration showed that the government had tried to increase the ability level of the students in using English.

The idea to create some International Standard Schools showed that Indonesia have implemented the same core principle with CLIL. Yet, it has still low impact in increasing the students' ability using English. It was caused by various factors like it needed extraordinary funded, so that the school took some school's fund from students' parents. As the result, the students who could involve in International Standard School were they are from wealthy professional families (Coleman, 2011). The lack of teachers' ability in teaching the subject using English was also the influencing problem. Moreover, the students' motivation to study English is quite low.

The low motivation of the students in learning English should have solution. Teachers are the centre point to stimulate the students' motivation. They should have well- motivated themselves before

they stimulate the students' motivation. It means that the teachers should have positive behaviour in teaching English. They are hoped to be able to create the pleasant learning atmosphere in the classroom. The effective strategies are also needed by the teachers in teaching. Those should be able to cover all various kinds of students.

English teaching in Indonesia generally needs some solutions to result the valuable output. The integrated cooperation between government, teachers (both English and content teachers), parents, and students is really essential.

Implementing CLIL Approach in Indonesian Context

Implementing CLIL approach will be in line with applying content- based syllabus in which this kind of syllabus allows school students to learn subject matter and language simultaneously. Besides, the syllabus points that the use of language in the context. The students will learn exactly what they need to learn. There is also a motivational aspect of content- based instruction. The students who are not interested focusing on the language learning may acquire the language more willingly by presenting it in the content material they are interested in (Krahnke, 1987, p. 65).

The role of the government in the program is to provide the facilities needed in implementing CLIL approach. The facilities here deals with providing the fund, conducting some training for the teachers and staff about how to implement CLIL properly and also preparing the language facilities for schools, for instance language laboratories. Providing the appropriate materials for all subject matters in English, if the teachers have not been able to provide the materials is urgently needed as well. The examples of content materials can be seen in Appendix 1, 2 and 3. Those materials are included to Geography, Mathematics, and science. It is absolutely important to consider the appropriate decisions related to the maximizing the implementation of CLIL. The government might be realized that the program will not achieve the goals maximally without any continuity program. Consequently, the program should be long- term one (Navés, 2002).

Moreover, the teachers' role is the core of the applying CLIL approach. They should be bilingual and/or multilingual teachers. It aims to understand more about the materials and to recognize the students' need as well. As stated by Florest (2001) that when bilingual teachers have a conscious, shared ethnic identity, they are likely to intuitively recognize the needs of their bilingual learners. This finding also speaks to the importance of having bilingual teachers, especially those with the conscious, shared ethnic identity, as a role models for language minority children. The teachers should completely understand what they have to do to maximize the implementation of CLIL. The cooperation between content teachers is quite needed to fit the balance of the materials. The content teachers are required to guide the English teachers to teach specific materials in enjoyable and understandable ways. They might be able to exchange the ideas, trial teaching techniques, report back to each other, develop strategies which are seen to be more effective ones. The content teachers will get some advantages from the cooperation as well. They might use the English materials in delivering their subjects as well as they are ready to teach them in English.

The parents additionally play a critical role because the strong parental interest in giving their children enriched language and culture education will make the program really more effective. To stimulate the involvement of parents can be done by giving the students a project which needs parents' participation for instance. Moreover, the parents' role is crucial both to their children and to school personnel. Administrators must involve parents in decision making process and encourage them to participate in literacy rich activities (in any language) with their children (Navés: 2002).

Furthermore, the active student is also important in CLIL approach. Therefore, the students should have high motivation to learn. They have to take the opportunity to communicate more than the teacher. It is allowed for the students to choose the learning topics they are keen on, so that they will be more interested to learn the materials. The students are suggested to make their own reflection after the material given whether there are misconceptions about the materials or not by negotiating the meaning of content to their friends or teachers. In activating the students, collaborative learning, such as in pair, group or whole class working, are really proposed in learning activities. The role of teacher here is only as a facilitator. The students' high motivation can be achieved by creating a comfortable joyful learning environment. It can be done by students themselves, teachers, parents and also all educators.

The English Teachers' Readiness

Following are what the teachers do to gain the successful CLIL programs (Navés, 2002):

1. The teachers should exhibit active teaching behaviour such as giving instruction clearly, describing the task accurately, maintaining the students' engagement, pacing instruction appropriately and communicating their expectations for students' success.

2. The teacher should use appropriate strategies such as, demonstrating, outlining, using visuals, scaffolding, linking the new information to the students' prior knowledge.
3. They should also monitor the students' progress and provide immediate feedback whenever required.
4. They should allow the early stage students to respond in wide variety ways such as from verbal response both in L1 and L2 to non-verbal response. It emphasizes on the development of receptive skills.
5. The teachers should respond and use the information from their students' home cultures (cultural references).
6. The task works used includes hands-on task, experiential learning tasks, problem solving tasks. It will stimulate the students to be active.

The collaborative learning, autonomous learning and self-directed learning are also suggested in applying CLIL approach.

CONCLUSIONS AND SUGGESTIONS

It is assumed that implementing CLIL approach in Asian context is an effective one to improve English learning. Although, there are still any issues and challenges to implement it in the country. Considering the almost same condition of Indonesia comparing among other Asian countries, CLIL approach can be implemented in Indonesia as well. We cannot avoid that there must be some difficulties to implement it. It can be minimized by providing the competence English teachers. The long-lasting cooperation among teachers, students, parents, government, and all educators is really needed to reach the main purpose of implementing CLIL in English language teaching. Since the core of applying CLIL approach is teachers. This article provides some suggestions for the English teachers to gain the successful CLIL programmes.

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AN ANALYTICAL FRAMEWORK FOR ANALYSING THE ENGLISH WRITING CURRICULUM: AN ARTICLE REVIEW

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Abstract: Since writing is an important skill to be acquired by language learners, it is important that the English Curriculum is facilitating the learners' mastery of this skill. This paper intends to review an article written by Hammidi and Sidek (2014) entitled *An Analytical Framework for Analyzing Secondary EFL Writing Curriculum: Approaches for Writing and Preparation for Higher Education*. This analytical framework serves as a guidance in evaluating the secondary curriculum to ensure successful students' writing skill development. This paper highlights this framework which consists of six steps, it is suggested that the policymakers evaluate EFL writing curriculum in Indonesia utilizing Hammidi and Sidek's framework to improve students' writing skills.

Keywords: Writing Ability, Analytical Framework, EFL Secondary Curriculum, Indonesia

INTRODUCTION

Writing is a valuable tool in secondary school for engaging students in thinking, showing understanding, creating, communicating, and learning. According to Harmer (2004) writing is a process to join several signs and symbols of a language together. The combination follows some rules that the meaning can be caught by the reader. Rao (2007) expresses that EFL writing has two benefits to the learner or student. Firstly, it improves learner's thinking, managing idea and encouraging his ability to conclude, analyze and criticize. Secondly, it encourages student's learning and thinking. It means that writing does not only strengthen student's skill but also encourage student's positive and outstanding mindset.

In the latest curriculum in Indonesia, it can be seen that writing is one of the competencies that should be achieved by the students. The students are demanded to have good competence in writing. They should be able to writesentencesand create various text types. In addition, they should consider the cohesion, coherence, grammar, punctuation, and many more.

However, writing is considered difficult and complicated by the secondary students as it has complex aspects such as content, organization, vocabulary, languages and mechanics. Hensel (2008) mentions some problemsthat students experience inwriting, such as problemsin grammar, punctuation (i.e. commas, apostrophe), subject and verb agreement and many more. Wang (2003) states that problem related to the principles of writing are; poor organization, insufficient development, weird structure or grammar and inappropriate vocabulary.

To overcome students' problems in writing, it is suggested to evaluate the writing curriculum that is related to the foundation of curriculum, language instructional, teaching and learning process, and the assessment.Hammidi and Sidek (2015) stated that the evaluation for the learning and teaching activity at the secondary level is needed to improve the quality of students' writing for the higher level. To help students be ready at higher level, the investigation of EFL curriculum and the EFL teaching and learning method are required. The curriculum evaluation will help the policy maker in developing the curriculum and the practitioner in implementing teaching learning strategies to improve students' writing ability.

Therefore, Hammidi and Sidek's (2015) article entitle "An Analytical Framework for Analyzing Secondary EFL Writing Curriculum: Approaches for Writing and Preparation for Higher Education" (International Education Studies; Vol. 8, No. 1; 2015) is used as the main reference in this critical review. Their articles propose an analytical framework that has been influenced by the model of linguistics education devised by Richards and Rodgers to guide the preparatory evaluation processes.

The purpose of article that is written byHammidi and Sidek is to present an analytical framework to guide the evaluation processes. The evaluation processes that use analytical framework will determine how successful the secondary curriculum in preparing students' writing skill that is required at higher level. To support the framework Hammidi and Sidek reviewed literature related to theories in teaching writing and how to implement it into classroom.

This paper is going to discuss the proposed analytical framework correlated to EFL secondary writing curriculum in Indonesia. In particular, it discusses evaluating Indonesia secondary curriculum based on analytical framework which link between theory and practices.

What Is Analytical Framework?

Analytical framework proposed by Hammidi and Sidek that is adapted from Richards and Rodgers (2001) suggests six steps, as shown in Figure 1. The steps are SLA theories and instructional approaches, L2 writing theories and approach, learners' roles, writing tasks, and levels of cognitive domain of writing task. Sidek (2010) state that Richards and Rodgers' model presents a conceptual framework for language instruction presenting the fundamental of language instruction that can be analyzed in terms of approach (foundational theory), design (e.g., selected language skills, learning tasks, learner roles), and procedure (e.g., classroom techniques). It means this model is related to theory in developing curriculum and teaching learning activities employed by teachers. Hammidi and Sidek (2015) mention that this framework can evaluate English curriculum and develop studies in the educational field. It is believed that this framework can help student in preparing their writing skills for higher levels by designing the appropriate EFL curriculum and the EFL teaching and learning method. Thus, this framework seems to be a helpful tool, and provide guidelines for English Curriculum evaluation and development studies in the educational field in Indonesia.

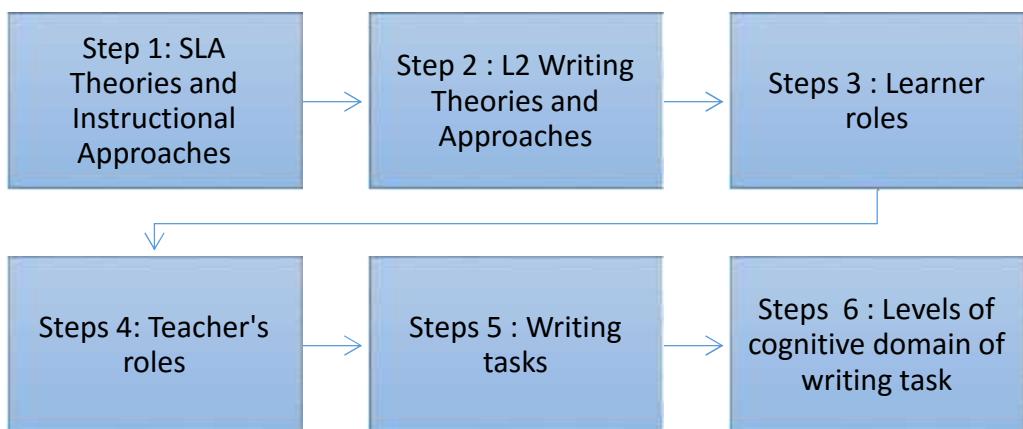


Figure 1. Analytical framework (adapted from Richard & Rodgers, 2001; and Hammidi&Sidek, 2015)

WRITING IN INDONESIAN CURRICULUM

Basically, the education system in Indonesia is managed by the Ministry of National Education and decreed by law Number 20 Year 2003 about the National Education System. Consequently, the aim of teaching EFL secondary students is related to the communicative competence, consisting of grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. The latest curriculum namely curriculum 2013 (K-13) is declared as competency-based curriculum. Teaching learning process is focused on cognitive, affective, and psychomotor competences. The goal of teaching English in K-13 is to identify social function, generic structure, and linguistics feature of the text for KI 3; and arranging of text for KI 4. Based on *Curriculum 2013*, there are several written and oral texts which should be mastered by EFL secondary students, namely descriptive, recount, narrative, procedure, and information report, analytical exposition, news item, and etc. Each text has its own social function, generic structures, and language features.

In K-13 it is not explained about the objective of teaching writing for secondary school specifically. However, in general it can be seen that, one of the aim of teaching English in Indonesia curriculum is to develop students' ability in written communicative. It means that developing student's idea into written form is the main focus of English teaching. Therefore, it is expected that students can developing, arranging or creating a short interpersonal/transactional and functional text.

The English Curriculum 2013 that has been implemented in Indonesia, is expected to improve students' writing ability. The evaluation guidelines includes six steps which will be explain below. The steps of analytical framework can be applied to evaluate the Indonesian English Curriculum of secondary school level.

1. SLA Theories and Instructional Approaches

The SLA theories and instructional approaches that is reflected in the EFL secondary writing curriculum is related to three main SLA theories, namely; structural/behaviorism approach, cognitivism, and socio-constructivist. Merrill (1991) mentions that the characteristics of constructivism are knowledge is constructed from experience; learning is a personal interpretation of the world; learning is an active

process in which meaning is developed on the basis of experience;conceptual growth comes from the negotiation of meaning; the sharing of multiple perspectives and the changing of our internal representations through collaborative learning; learning should be situated in realistic settings; and testing should be integrated with the task and not a separate activity.

The EFL secondary writing curriculum in Indonesia was developed based on certain theories of and approaches.Based on the foundation of Curriculum 2013 (Decree of Minister Education and Culture 2016)constructivism theories have reflected writing secondary curriculum in Indonesia. This perspective stresses that children learn new knowledge by being active participants in meaningful social interaction with other people/share knowledge by a community of learners.

This theory is correlated with contextual teaching learning (CTL)approach that follows some steps; constructivism, inquiring, questioning, modeling, learning community, reflection and authentic assessment (Depdiknas, 2003). By implementing those steps, it seems that students capable to communicate in written form effectively because they get knowledge about the language first. Then, students think critically by asking some questions related to the material that is taught. By learning in group also can help student to build their idea, improve their language skills.Storch(2005) stated that learning writing in group allow the students an opportunity to give and receive feedback on language, but this opportunity is not available when students write individually.

2. Writing Theories and Approach

Basically, there are three major writing theories that have served as rationales for the various instructional approaches utilized in most EFL classrooms. These are product approach, cognitivism (the process approach), and social constructivism (the genre based approach) (Lam 2015; Ferris and Hedgcock, 2014; Hyland, 2008; Badger and White, 2000).

According to Salam and Ismail (2014), product approach is one of approaches in teaching writing that can encourage students to produce a final product which is related to the text normally provided by teachers. In other words, students produce the end product by imitating the model text given by the teacher. It means that text structure and organization of ideas are more important than ideas themselves. The second approach is called process approach. Badger and White (2000) state that process approach sees writing primarily as the exercise of linguistic skills and writing development as an unconscious process which happens when teachers facilitate the exercise of writing skills. The process approach emphasizes the importance of a recursive procedure of planning (pre-writing), drafting, revising, and editing (See e.gRosinovci, 2015; Hyland, 2003). Meanwhile, the genre approach is teaching writing in order to practice grammar learning and it also focuses on context and learners. Badger and White (2000) argue that the theory of genre is amplification of theory of the product approach. Teaching and learning cycle of genre approach are building the context, modeling and deconstructing the text, joint construction of the text, and independent construction of the text (Hyland, 2008).

It is stated in curriculum that the latest English curriculum in Indonesia focused on teaching several text (interactional text, specific functional text, functional text, and social functional text) that has different social function, generic structure, and linguistics feature. It is believed that by using appropriate approach for teaching writing, itcan improve student in generating their ideas, use appropriate vocabulary, and use correct grammar. Elashri (2013) study shows that, instruction in Genre-based approach improves students' writing performance in all of aspect of writing as well as help to develop students' positive attitudes Pujiyanto et al. (2014), investigated whether a process-genre approach teaching steps can help to develop senior high students' writing skills of report text. The results show that, PGA helps students to develop their writing skills of report text specifically on the genre knowledge, writing process, and feedback from peers and the teacher. Based on those theories and studies, related to the Indonesian curriculum teacher can teach writing through process approach, genre based approach or combine process approach and genre based approach.

3. Learners Roles

According to Richards and Rodgers (2001), learner's role patterns are banded into individual, pair, or group. One character of curriculum 2013 is the pattern of learning individually becomes a learning community. It means that learners should be able working in group. Especially in the teaching of writing, students should construct then create their text in group work or individually. This is in line with the characteristics of genre based approach where student should follow some steps (building knowledge of the field, modeling of the text, joint constructing of the text, and independent constructing of the text).

4. Teachers Roles

Based on curriculum 2013, the role of the teacher is as facilitator. To facilitate the students' learning, the teacher needs to manage learning process that can make students interested, active, creative, and joyful. Teachers should be able to understand, provide encouragement and support to enable the students taking responsibility for what and how they learn. Before teaching, teachers have to arrange the stage of their teaching-learning activities through a lesson plan. At last, teacher should facilitate their students in creating a short functional text or essay/informational text.

Therefore, the success of the 2013 curriculum for teaching writing is depending on the learning process. In which the teachers become a facilitator to carry out the purposes of the curriculum in the students' learning process and to develop students' capability inexpressing their idea to create an interactional text, specific functional text, functional text, and social functional.

5. Writing Tasks

According to Hyland (2003), the tasks should determine students' learning experiences and their success in developing an understanding of texts and a control of writing skills because task is what learners are actually required to do with the materials. In the latest EFL secondary curriculum in Indonesia, teachers are instructed to use several approaches, such as: discovery learning, project based learning and problem based learning. All models assert the important of task in teaching and learning process. The general learning goals related to authentic tasks rather than the specification of instructional objective. The instructional writing tasks are more stressed to writing text. The teachers serve the students by several topics and task related to the students' daily life activity. Then, the students do the tasks as prescribed.

6. Level of Cognitive Domain of Writing Tasks

In K-13 cognitive domain deals with KI-3 (knowledge competence). There are six main categories of Blooms' taxonomy of cognitive thinking, starting from the lower level of thinking to the most complex. The level of cognitive domain of writing task for secondary students is different in terms of student's grade. According to Prihantoro (2015) the curriculum 2013 is designed based on competency. Cognitive domain for secondary students writing task involve the competences of learners in terms of knowledge, skills and attitude.

CONCLUSIONS AND SUGGESTIONS

This article discussed about Hammidi and Sidek's (2015) article that propose an analytical framework for evaluating secondary EFL writing curriculum. This framework is influenced by Richard and Rodger model of linguistics education. An analytical framework can be used to evaluate the secondary writing curriculum related to writing theories and the practices in the classroom. It is such kind of tool in controlling the implementation of writing curriculum to improve education quality in Indonesia, especially in teaching writing. By considering the steps of the analytical framework, it seems that can evaluate Indonesia latest writing curriculum. It has investigated how well the secondary writing curriculum improves student's writing skills. Knowing this, policy maker and teacher can plan for improvement of English language acquisition especially in teaching writing.

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THE EFFECTS OF USING COOPERATIVE LEARNING ON TEACHING READING COMPREHENSION FOR EFL LEARNERS

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Abstract: A learner who is learning English as a Foreign or Second Language should master all the language skills. One of the language skills is reading. The learners' ability in reading is affected by many factors. One of them is the strategy used by the teacher. There are many different ways or strategies for improving reading comprehension ability of foreign language learners. One of them is cooperative learning (CL). Hollingsworth (2007), Pratama (2012), Mohammadi (2015) Pan and Wu (2013), Asl, Zahra G et al. (2015) conclude that cooperative learning make the learners active and have positive interactions among peers, create a significantly positive effect on students' motivation toward learning English and improve reading comprehension ability of the learners. Hopefully this article will be useful to develop the theory of reading by practicing cooperative learning and give contribution to those who read it, especially teachers. The writer will discuss some relevant aspects, including reading and reading comprehension, learners' problems in reading, principles of teaching reading comprehension, cooperative learning, and cooperative learning in curriculum 2013.

Keywords: *the effect, Cooperative Learning, Reading Comprehension, EFL learners*

INTRODUCTION

Reading is a complex activity for the students in the classroom that develops only with practice. There are some important aspects of reading, such as fluency and word recognition, which cannot be learned spontaneously in short time. These basics must be mastered by the students but reading comprehension must be focused as well in reading activity. Students can read words or sentences on many pages. But if they do not have the necessary comprehension skills they will not be able to make predictions about what will happen next, keep track of their understanding of content, clarify confusing parts of the text, characters and sequences or connect what they are reading to their own experience or prior knowledge. That is what true comprehension is all about. The students' ability in reading comprehension is influenced by many factors. One of them is the strategy used by the teacher.

The articles by Hollingsworth et al. (2007), Pratama (2013), Pan and Wu (2013), Asl et al. (2015), Mohammadi and Davarbina (2015) are used as the main references in this article review. Those articles are very beneficial since they give many inputs for teachers. They reveal the effect of cooperative learning on teaching reading comprehension of EFL learners in improving students' reading comprehension.

This paper is going to discuss the effects of cooperative learning related to teaching reading comprehension for EFL learners and how it can be implemented to teach reading comprehension.

Reading and Reading Comprehension

Asl et al. (2015) give some explanation about reading and reading comprehension. Reading is the basic means of learning and the foundation of all knowledge in everyday life. It is a privately performed receptive skill and learners always use this skill to enhance their general knowledge of language as well as their world knowledge. When the readers are reading, they decode the message of the writer and attempt to recreate it new. Learners use mental activities in reading and it shows that reading is an active process as the other skills (Rashtchi and Keyvanfar, 1999).

An important thing in reading is comprehension. Gibons (1988) says that comprehension is dependent on some cognitive processes, including word recognition, decoding, and knowledge. Reading comprehension is the ability of perceiving a written text in order to understand its contents.

In addition, Westwood (2008) states that reading comprehension is often conceptualized as functioning at three *different* levels of sophistication and referred to, for example, as literal, inferential and critical. The most basic level (literal) is where the reader is able to understand the factual information presented in a passage of text – for example, he or she can tell you the name of the main character and what he does for a living, because that information is stated explicitly in the text. The next level is referred to as the inferential level. At this level the reader is able to go beyond the words on the page and infer

other details, for example, to realize that the main character is angry from what he says and what he does. Being able to operate at the inferential level means that the reader is using information effectively to deduce cause and effect, and to anticipate what may come next. At a more demanding level (critical reading), the reader is able to appraise what he or she is reading for example, detecting good writing style from the author, recognizing when some statements in the text are biased or incorrect, appreciating the writer's viewpoint, comparing and contrasting information with other facts they have read elsewhere, and reflecting upon the importance or otherwise of the opinions presented. Weak readers who are still struggling with word recognition have enormous difficulty progressing beyond a literal level of comprehension because most of their cognitive effort is taken up in unlocking the print.

Students' Problems in Reading.

Reading comprehension is not an easy task for the students. They will face some difficulties during reading activity. In line with that problem, Shehu (2015) says that reading comprehension difficulty occurs frequently even for students who are good in decoding and spelling. This difficulty in reading comprehension occurs for many reasons; the most important ones are as follows:

Many students feel that new words are great obstacle for them to comprehend the text. They need to comprehend the words or the vocabulary properly in a written passage in order to be able to decode the message, thus comprehend it. (**Vocabulary**)

In fact, the students frequently complain that they get difficulty to recall the information they just read. They need to save the information in their working memory long enough to be more processed in detail and some of them lack it. (**Working memory**)

Students infrequently read or nothing at all. This is one of the factors that makes students get difficult to comprehend a written text. These are the goals of the study, and the results will be shown in the following. If a breakdown happens in one of the factors explained above then the students usually fail to decode a text, and analyze its meaning, which often results in problems and failure in reading comprehension. (**Extensive reading is important**)

Another factor that influenced reading comprehension a lot is the type of text. It is considered to be one major barrier. Some texts are not difficult to be understood some others are very difficult. The students should understand all and be able to differentiate them. (**Type of text**)

Pratama (2013) says that the students had many problems in reading: they had low vocabulary mastery, they had problems to know main ideas and topic, and they were difficult to relate one paragraph to other paragraphs. The students also had low comprehension for reading activity. It was caused by some factors; students were not interested in reading, the teachers dominated the teaching learning process, they focused on teacher-centered approach, and there was low intensity of the students to work in group.

FINDINGS AND DISCUSSION

Principles of Teaching Reading Comprehension

It is important for teachers to know the principle of teaching before teaching reading comprehension. According to McLaughlin (2012), a teacher should know principles in teaching reading. They include the following; prior knowledge is important since it is used to connect students' prior knowledge and the text; teachers' strategies are the keys of reading comprehension; motivation has a great effect on students; explicitly teaching a variety of reading comprehension strategies builds students' reasoning power; it is important to develop students' vocabulary; students should read a variety of types and levels of text; students should also be able to sketch, dramatize, sing, and create projects about their reading; and teachers constantly check students' understanding, and push students to comprehend at deeper levels.

Cooperative Learning

Asl et al (2015) say cooperative learning involves small groups of students from different levels of achievement using different activities in order to enhance and promote their achievements. Each member is responsible for learning of the other members. In a cooperative learning, people work in teams to complete a common goal under positive interdependence and individual accountability condition. Elbaum,et al (as cited in Hollingsworth 2007) say that putting students with different abilities in groups will give benefits to the students. The higher students have chance to work with the lower and usually the higher help the lower and they enjoy it.

In addition, Kagan (1994) states that cooperative learning is a teaching arrangement that refers to small and heterogeneous groups of students working together to achieve a common goal. In cooperative learning, students learn how to communicate effectively, provide leadership, help the group, make good

decisions, and understand others' perspectives (Johnson and Johnson, 1999). In cooperative learning, students are more motivated and work hard. They create a positive atmosphere and get a lot of experiences. Moreover, Artz and Newman (as cited in Marzban and Alinejad, 2013) state that cooperative learning is a small group of students who works to solve a problem or complete a task to achieve a certain goal.

According to the Johnson and Johnson model (as cited in Felder and Brent (2007) and Pan and Wu, 2013), cooperative learning is instruction that involves students working in teams to accomplish a common goal, under conditions that include the following elements.

Positive interdependence.

Team members are required to rely on one another to achieve the goal. Everyone suffers consequences if any team members fail to do their part.

Individual accountability.

All students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned.

Face-to-face promotive interaction.

Although some of the group work may be parceled out and done individually, some must be done interactively with group members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching and encouraging one another.

Appropriate use of collaborative skills.

Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.

Group processing.

Team members set group goals, periodically assess what they are doing well as a team, and identify changes they will make the function more effectively in the future.

Cooperative learning is useful to be implemented as the strategy of teaching reading comprehension. According to Hollingsworth et. al (2007), cooperative learning in the form of guided reading and students' theater could help students to understand the content of the text well, increased students' attitude about the importance of reading, increased enthusiasm, and created a good interaction among the students. In addition, Mohammadi and Davarbina (2015) who used Number Head Together Technique and Jigsaw in their research concluded that cooperative learning helped students in reading comprehension. Furthermore Pan and Wu (2013) who used Reciprocal Cooperative Learning and Pratama (2013) who used Think-Pair-Shared and Asl. et al (2015) state that cooperative learning helped student perform better in reading comprehension, and increased motivation as well. In addition

Cooperative Learning and Curriculum 2013

Curriculum 2013 is the newest curriculum implemented in Indonesia. It emphasizes on scientific approach. In scientific approach, learning process is designed so that learners actively construct concepts, laws or principles through the stages observed (to identify or find the problem), formulate problems, propose or formulate hypotheses, collect data with a variety of techniques, analyze the data, draw conclusions and communicate concepts, laws or principles "found".

Scientific approach is intended to provide insight to students in recognizing and understanding the various materials using a scientific approach. That information can come from anywhere, at any time, not relying on the information in the direction of the teacher. Therefore, it is expected to create learning conditions that will encourage the learners in finding out from various sources through observation, and not just be told.

One of the principles or characteristics in curriculum 2013 is students centered (First attachment of decree of minister of education and culture number 58, 2014). The students are given much opportunity to learn with other students, to get information from various sources, not only from the teacher. Teacher is just a facilitator in the classroom. That idea is in line with some experts' explanation about students centered learning. The student-centered learning experience is not a passive one, as it is based on the premise that student passivity does not support or enhance learning and that it is precisely 'active learning' which helps students to learn independently (Machemer and Crawford, 2007).

In addition, Tsui (2002) says within SCL, students are given options in shaping their courses and in choosing particular units within their study program. Some proponents of SCL assert that rather than

devoting so much effort to teaching students what to think, SCL is based on the idea of teach them how to think'

Furthermore, Van Eekelen, Boshuizen, and Vermunt (2005) argue that within SCL there is an intrinsic motivation for learning, with the emphasis being on cooperation, rather than competition, between students. As part of this approach students are given the opportunity to compare their ideas with their peers and their teachers, whilst contributing to developing their curricula in a meaningful manner. In this context, the student is encouraged to ask questions and be inquisitive and the academic is seen as a facilitator and guide, rather than as the main source of knowledge. This approach therefore changes the role of the teacher, from being entrusted with the 'transmission of knowledge to supporting and guiding self-regulated student learning.

From the explanation above we can state that students centered is also the focus of cooperative learning. It is how the students cooperate with other students. So, cooperative leaning is appropriate and support our curriculum now.

CONCLUSIONS AND SUGGESTIONS

Cooperative learning makes students active, have positive interactions among peers, create a significantly positive effect on student motivation toward learning English and improve reading comprehension ability of the learners. Cooperative learning will give opportunity to solve students' problems in reading comprehension. It helps the teacher to set a certain goal of reading comprehension by using cooperative learning. Cooperative learning is useful for all levels of students' age. For Indonesian teacher, cooperative learning is suitable to be used for teaching strategy related to the current curriculum.

But the teacher has to set the students in groups in which each group should be arranged by using certain criteria so the students can work well. The teacher should choose the appropriate kinds of cooperative learning to be used for certain topics of learning.

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IMPROVING STUDENTS' HIGHER ORDER THINKING SKILLSTHROUGH OVERVIEWING ANALYZING SYNTHESIZING (OAS) TASKS WITH DISCUSSION TECHNIQUE IN READING INSTRUCTION

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Abstract: Reading instruction is challenged with the reality of massive information. Therefore, it is now the time to help the students to be a synthesizer. This study aims at improving students' higher order thinking skills through Overviewing Analyzing Synthesizing (OAS) tasks with a Discussion Technique in reading instruction of the eleventh graders of SMA Laboratorium UM. The researcher proposed Overviewing Analyzing Synthesizing (OAS) tasks as the medium to activate the students' higher order thinking skills in reading instruction. These tasks were combined with a discussion technique. Therefore, the flow of the discussion was guided by the OAS tasks. The steps include overviewing tasks, analyzing tasks, and synthesizing tasks. By doing this, EFL teachers can improve the students' higher order thinking skills in reading comprehension. By helping the students to be a synthesizer, they can develop a good habit in reading and make better progress in learning.

Keywords: *higher order thinking skills, overviewing, analyzing, synthesizing, reading instruction, discussion technique*

INTRODUCTION

The ways to develop students' higher order thinking skill are highly needed now. Duke and Pearson (2002) clarify that among the many higher-level thinking skills, our students' need is the skill of generating thoughtful questions. The ability to routinely generate mental questions while reading, listening, or viewing something not only boosts attention and alertness, but also strengthens comprehension. The problem is that how to improve students' higher order thinking skill in reading instruction. In fact, the students' competence is not that high. Another basic problem is that the danger if senior high school students do not have HOT skill, they may adopt any information whatever it is. Regardless of the students' competence, they are encouraged to have an ability to synthesize overload information. By giving them frequent training on reading using HOT skill, they will be safe from bias information.

Moreover, the model of teaching such a reading skill is still in the process of exploring. Therefore, the challenge is interesting, because it invites an idea of a teaching strategy. In this case, the researcher proposes a strategy for teaching reading comprehension, a strategy that stimulates the students to activate their ability in synthesizing. These activities are expected to be able to develop a reading habit using higher-order thinking (HOT) skill.

Therefore, it is the best time to teach reading which activates students' higher order thinking skills. Masduqi (2006) states that the inclusion of critical thinking skills in English classes is necessary to improve students' English competence. Students' critical thinking skills will be optimally increased if meaning is prioritized in English lessons.

The result of the preliminary study indicated that the students' problem in reading is that they were still lack of synthesizing competence in reading. Therefore, the criteria of success were directed to the mentioned problem. Based on the informal interview with the English teacher, the students still found some problems in reading. It was very difficult for them to comprehend an English text well since they were not interested in the subject. The result of reading comprehension test indicates that all students could pass the overviewing test. However, in analyzing test, 7 students (3.5%) of 20 in grade XI IBB1 could pass or achieve the minimum score (KKM) and 6 students (3%) could achieve the minimum score in synthesizing test. 65% of students failed in analyzing test and 70% of students failed in synthesizing test. The highest score was 87.5 and 88.9 and the lowest was 25 and 0.

The result of this preliminary study was used as the basic consideration to set up a plan of action and the criteria of success of the research. The problem is that how to improve students' higher order thinking skill through OAS (Overviewing Analyzing Synthesizing) tasks with a discussion technique in reading instruction of the eleventh graders of SMA Laboratorium UM.

Another basic problem is that the danger if senior high school students do not have HOT skill, they may adopt any information whatever it is. Regardless of the students' competence, they are encouraged

to have an ability to synthesize overload information. By giving them frequent training on reading using HOT skill, it is hoped that they will be safe from bias information.

Based on the above problem, the researcher promotes a teaching strategy that can be covered by low and intermediate level learners, that is Overviewing Analyzing Synthesizing (OAS) strategy. This strategy is to improve the students' higher order thinking skill on reading comprehension. It is supported by Alison (1995:14) who said that HOT skill can be learned and developed by children and adult. It is also supported by Sulistyo (2011:30) that failure in utilizing top-down strategies by readers may be compensated for by the use of bottom-up strategies, and vice versa.

So far, the teaching on reading has spent too much on discussing meaning from the written text. If the students can understand the written meaning, it is considered more than enough. In fact, the need to understand reading text demands another competence, that is synthesizing. The researcher thinks that it is now the time for the teacher to train the students to reach a successful intelligence. Thomas and Thorne (2009:117) say that teachers should provide lesson plans that include analytical, practical and creative thinking. The data show that using all three increases students' understanding.

This condition is contradicted with the implementation of the curriculum. The current curriculum (*Kurikulum 2013*) demands the students to be able to do analysis, reasoning and creative thinking. This gap needs to be solved by using OAS tasks through a discussion technique.

Reading instruction is challenged with the reality of massive information. The need to understand reading texts demands another competence, that is synthesizing. It is now the time to help the students to be a synthesizer. This study aims at improving students' higher order thinking skill through Overviewing Analyzing Synthesizing (OAS) tasks with a discussion technique in reading instruction. The example of OAS tasks is as follows:

Overviewing Tasks (for a narrative text)

- _) What do you know about the title of the text?
- _) Have you ever seen this thing or condition?
- _) Do you know the term or name of the illustration?

Analyzing Tasks (for a narrative text)

- _) What is the function of ...?
- _) How was the ...?
- _) What is the fact or opinion of...?

Synthesizing Tasks (for a narrative text)

Before reading, ask yourself:

1. What do I know about this kind of story?
2. Have I read other stories by this author?
Do I recognize the illustration?
3. Do I know already what the story is about?
4. Did someone recommend the story to me? Why?
5. What can you say or imagine about the title of the text in relation with its content?

While you read, think:

1. Do I understand the setting of this story?
2. Do I understand the characters and the problem?
3. Are the story events unfolding the way I thought they would?
4. How are my ideas changing as I learn more about the story?

After you read, think:

1. What were the important parts of the story? Could I retell them to someone?
2. Would I recommend this to a friend?
What would I say it is about?
3. What have I learned about this kind of story?
What have I learned about how stories are told?

The requirement of doing synthesizing is that the students have to pass the overviewing and analyzing tasks, because by so doing, the students can identify key elements and important information into their own words during and after reading to solidify meaning. In this case, the teacher does not need

to think that the reading text is a difficult one, although the text is simple, it is valuable. The target is to train the students to be a synthesizer. How to stimulate synthesizing from a simple reading text is the purpose of this strategy. Later on, if they become more skillful in synthesizing, the level of reading difficulty can be increased. The teacher has to know that synthesizing takes the process of analyzing one or two steps further. Instead of just restating the important points from a text, synthesizing involves combining ideas and allowing an evolving understanding of a text. Therefore, spurring the students to synthesize is a challenging work. The teacher encourages and convinces the students that they can think.

The summary of OAS strategy is that, the students are arranged in groups and the teacher presents the procedure of learning using OAS strategy. The action is implemented by giving the students' OAS tasks. At first, the students answer the tasks individually, the researcher tells them that although they do the task individually, their scores will be added up with the scores of the group members. Then, the scores become a representation of the group score. After that, the answers of every group are exchanged to the other group. Then, the discussion technique is begun. The researcher who acts as the teacher leads the process of the discussion which talks over the students' answer. While doing the discussion, they evaluate their friend's answers from the other group. The researcher distributes the sheet for recording the scores and the scoring criteria. Finally, the researcher asks the students to add up the scores to be the group score. The group who gets the highest score will be the best group and deserves the reward. At the end of the process, the researcher together with the students summarizes the result of the discussion and gives some revisions.

METHOD

Based on the focus of the research, this research intends to improve the students' higher order thinking skill through Overviewing Analysing Synthesizing (OAS) tasks with a discussion technique in reading instruction. Therefore, the design of this research is Classroom Action Research (CAR). The researcher designed planning, implementing, observing (gathering and analysing the data), and reflecting (making conclusions and research report).

Planning

In this step, the researcher and the collaborator prepared the OAS tasks through a discussion technique to be implemented in learning teaching activities. It consisted of the strategy, lesson plan, and criteria of success.

Preparing a suitable strategy

The strategy of OAS tasks through a discussion technique to be implemented in reading instruction is presented as follows.

Firstly, the researcher gave the OAS tasks to all students and explained each question in order to avoid misunderstanding among students. Then the researcher divided the students into groups consisting of 4 to 5 students. The tasks were done individually by every member of the group. The member worked hard to get the best score and the score was totally counted as the group score.

After doing the tasks, the answer sheets which were in the form of essay test were exchanged to the other group. The teacher gave the scoring sheet to the chief of the group. He/she was responsible to record the score of the other group's work.

Secondly, the researcher described what the students should do after doing the tasks. The group should do the correction of the other group's work by giving critical opinions. The teacher guided the flow of discussion in order to keep the step of OAS tasks.

The last is the researcher compared the scores among the groups. The group with the highest score became the best group and deserved the reward.

Designing the lesson plan.

The lesson plan focused on the OAS tasks as the guided questions during the discussion. The texts discussed in this cycle are analytical exposition text and narrative text.

Setting up criteria of success.

There are two criteria of success used in this study: (1) The students' involvement in the discussion process of reading text was highly positive, and (2) Students' achievement of the synthesizing test was 70.

Implementation

When all preparations were ready to use, the researcher implemented the activities which had been designed using guided questions through the inside outside circle. The subject was the eleventh year students' of SMA *Laboratorium UM*.

In implementing the action plan, the researcher was assisted by a collaborator who at the same time acted as the observer in the teaching and learning process in the class. During the process, a collaborator held field-notes and observation checklist.

Observation

Data and source of data

The data were in the form of qualitative and quantitative data. The qualitative data were about the students' participation in the discussion activities. The quantitative data were students' synthesizing test. The data were obtained from the students and the collaborating teacher.

Instrument and techniques for data collection

To collect the required data, the researcher used an observation checklist, a field-note, list of questions, and a test.

Reflection

This part deals with the activity to analyse the implementation of the actions during the cycle, which was obtained through the result of observations. It included the discussion of how far the developed strategy solved the problems and the factors that might be the causes of the unsuccessful strategy applied.

FINDINGS AND DISCUSSION

The result of the study revealed that the OAS tasks improved the students' higher order thinking skill with a discussion technique. The improvement was confirmed by the improvement of students' individual score on a synthesizing test and their mean score from 51 in the preliminary test to 95 at the end of the implementation of the strategy in cycle II. Besides, the result showed that the students were actively involved in the teaching and learning process. The students' active involvement was 80 in cycle II.

The OAS tasks meet all students in the class so that they can activate their higher order thinking skill, especially in synthesizing. Besides, the OAS tasks help the students to think systematically, from the overviewing (apperception), followed with analysing, and finally synthesizing. The researcher trained the students with simple reading texts. It was right then the result of their synthesizing test was on the average of 88. The OAS tasks through a discussion technique make students involve actively in teaching and learning process of reading. The OAS strategy makes the students feel enjoyed, since thinking with higher order skill needs seriousness and deep thinking.

The action was implemented by giving the students the OAS tasks. At first, the students answered the tasks individually, the researcher told them that although they did the task individually, their scores would be added up with the scores of the group members. Then, the scores became a representation of the group score. After that, the answers of every group were exchanged to the other group. Then the discussion technique was begun. The researcher who acted as the teacher led the process of the discussion which talked over the students answer. While doing the discussion, they evaluated their friend's answers from the other group. The researcher distributed the sheet for recording the scores and the scoring criteria. Finally, the researcher asked the students to add up the scores to be the group score. The group with the highest score became the best group and deserved the reward. At the end of the process, the researcher together with the students summarized the result of the discussion, and gave some revisions.

Besides, OAS tasks through discussion technique improved the student's involvement in learning process; they were challenged to find the new thinking of the topic discussed. The researcher chose the reading texts with simple topic. 80% students were active in the discussion process. The tasks shared to the students could activate the students' higher order thinking skill, especially in synthesizing process.

The strength of OAS tasks with discussion technique was it gave a chance to the students to explore their deep and critical thinking to the content of the text they had read. They had practiced a simple synthesizing process.

CONCLUSIONS AND SUGGESTIONS

Based on the result of the study, the researcher suggests that the EFL teachers improve the students' higher order thinking skill on reading comprehension because the skills are highly needed now.

By helping the students to be a synthesizer, it is hoped that they can develop good habit in reading and hopefully, it can give them a better progress in learning.

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LEARNING VOCABULARY USING ENGLISH MOVIES TO ENRICH STUDENTS' ENGLISH VOCABULARY AT SMK PGRI 3 MALANG

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Abstract: English Language Teaching (ELT) is a process that requires great efforts on the part of the participants. Classroom interaction and activities are the most important elements of teaching process to reach the aims of a course. Learning English using textbooks often makes students get bored. One of the solutions to enjoy learning English is through English movies. It is able to motivate students to learn vocabulary and understand English better. This article will discuss how English movie influences students' progress in learning English vocabulary at SMK PGRI 3 Malang. The result of the research showed that English movie using text can enrich students' vocabulary. Besides, students are able to learn some new expressions that should be mastered.

Keywords: *Learning Language, English Movie, Learning Vocabulary*

INTRODUCTION

Truthfully, learning English is an activity of communication. That is why the main purpose of learning English is directed to increase someone's ability in communicating using English language. Either orally or written English. For a large majority of learners, the ultimate goal of studying is to be able to communicate in a new language. If you do not wish to lean completely on non-verbal skills, mastering vocabulary is not just important, but crucial in a foreign language environment. The experienced second language teacher and scholar Keith S. Folse has reviewed prevailing myths about vocabulary. The very first of these myths is that "vocabulary is not as important in learning a foreign language as grammar or other areas" (Folse, 2004).

English is very important in this global era, therefore learning English is a must for those who want to be success in the future. The problem is that many students do not like English lesson. They say English is difficult and boring. Why do they say that? It is because they just have very little vocabulary, or perhaps because of the monotonous teaching (Reddy, 2016)

Technological advances in globalization era demand all English teachers to be more creative and innovative in using instructional media. Movie or film is one of audio-visual media that teachers can use to improve students' English skills. There are some advantages of using English movie in English teaching. For example, movie can keep students' interest in learning English, movie can improve student's listening and speaking skills, and movie can improve student's pronunciation and vocabulary. To overcome the bad impacts of movie, English teachers should consider some solutions. For example, teachers should use short English movie to save time in learning, teachers should always remind students the main instructional goal before and after watching the movie, teachers should control student's thinking, imagination, and emotional, and teachers should select a good educational English movie (Sari & Bastian, 2015).

In this case, we can utilize the media of entertainment, such as English film as learning media. By using fun (enjoyable) media, the students will be more relaxed. They will also be able to enrich their vocabulary through film. That's why the writer is interested in discussing with the title of "Learning vocabulary using English movie is able to enrich student's English vocabulary at SMK PGRI 3 Malang"

Statement of the problem

The problem of this study may thus be stated as follows:

1. How to raise student's English vocabulary through English movies?
2. What is the influence of English movies in the process of raising student English ability?

Purpose of the study

1. Knowing how to raise student's English vocabulary through English movie
2. Knowing the influence of English movies toward the process of raising student's English ability.

METHOD

To achieve the aim of this study, the researcher adopted the Classroom Action Research (CAR). The study was held from August to September 2016. It was done at the twelfth graders at SMK PGRI 3 Malang in the first semester of the school year (2016-2017).

The subject of the study consists of a class of twelfth graders (XII Teknik Mesin C) at SMK PGRI 3 Malang. This class was taken as a subject because based on the result of the test and also the questionnaire the researcher distributed showed that most of the students faced problem in learning vocabulary.

FINDINGS AND DISCUSSION

How to Raise Student's English Vocabulary through English Movies

Language is a mean of communication which has important role in society. Based on the big dictionary of Bahasa Indonesia, language means the system of symbol of sound which is used by the society to work together, interact, identify ourselves, good words, well-mannered which shows someone's behavior. One of the important languages to learn is English. English is a language which is mostly used in international communication. Then appear a question, why does English become international language? Language that becomes mean of communication internationally is based on the development of the amount vocabulary on the language, included English. Currently, it's not difficult for us to learn English easily, quickly and effectively.

English is not difficult to learn because there are so many English references to learn whether books, software in book stores or e-book and video in internet. One of the effective ways to master English is by watching movie. Movie can be seen in internet, television, VCD/DVD or directly in front of their computer screen, through You Tube.

Thus, the appropriate choice for media is movies in special context, movie is a story or moving picture which is usually kept in thin *celluloid* media in the form of negative picture. At this moment movie can be kept and replayed in digital media. However there are many things should be noticed in using movie/film as media to raise the ability of speaking English. The most important thing is that there must be a serious intention in watching movie in order to reach what we want, because without this, everything will be useless.

The second is what kinds of movie that we choose. In the process of learning should pay attention and choose the suitable sources because if we are false in choosing the source as learning media will have negative effect for ourselves. Sometimes, some movies present something opposites with Indonesian culture which has moral value especially about someone's behavior or conduct. In addition, make sure that the movie genre we choose is the one we like. So, we can enjoy the movie. Some of movie genres are about adventure, comedy, crime, war, etc.

The third is that we have to be able to determine the right time to see the movie. So this activity doesn't consume or waste time to study. And the outcome can be useful from this activity. Another way that can be done is that before seeing movie, prepare an empty writing book and note English phrase or sentences which can't be caught the meaning, then try to find the meaning in dictionary.

The Influence of English Movies in The Process of Raising Student's English Ability

Learning something should be based on the thing that able to make us interested and enjoy it. The same with learning English which needs something fresh in order to be absorbed the lesson very well and not easily get bored in the process of learning it. In this case, learning media like movies has big influence to keep learning process interesting and will not seems monotone nor boring. English movie will directly raise student's interest of learning English which includes increasing student's eagerness, new interest and learning motivation as psychological influence. Most people enjoy watching movie because it is their hobby, that's why automatically learning English using movie will be enjoyable for them.

Indirectly English movie will raise interest and anxiety of someone in using English. In addition, the use of leaching media on the step of teaching orientation will really help the effectiveness of learning process, delivery message and lesson content at the time. There are many things can be taken from seeing movies, not only get entertainment but also another knowledge which is very important for oneself. There are many amazing things for us if we can pay close attention to movie being seen, namely:

1. Imagination level
2. Motivating us to learn new things
3. Deepening and practicing foreign language
4. Learning to understand other culture

Through movie media, we can raise our English ability which consists of four aspects, namely listening, reading, writing and speaking.

Achievement of learning based on quantitative parameter

Based on the result of the research, students get better mark after they see English movies which is given many times by the teacher. Those who get 70 is 25 students from 34 students in the class, so it's about 73,52% students got 70 in English test. It means that there is a significant change before and after they are given English movies. Before they are given English movies more than 50% get less than 70.

Based on the distribution of questionnaire to students, 88,23% (30 from 34 students) stated that learning through movies is more enjoyable. 76,47% (26 from 34 students) stated that using movies media can improve the mastery of students' vocabulary. 64,70%(22 from 34 students) stated that movies media can improve listening ability.

CONCLUSIONS AND SUGGESTIONS

From the above discussion, it can be inferred that movie can be used as media to raise English ability. However, in the implementation of it there are some cases that should be noticed in using movie as media to raise English ability, namely:

1. The existence of willpower and strong intention to watch a movie with the aim of raising English ability.
2. Choosing sorts of movies as the appropriate sources that can be used as media to study.
3. Determining appropriate time in watching movie, so that what is presented in the movie can be absorbed well.
4. Recording difficult words and looking up the meaning of the words in dictionary. In this case, we can enrich our vocabulary.

Movie media can also influence someone in many cases, namely:

1. It builds desire and new interest.
2. It builds motivation and stimulant in learning activities.
3. It influences psychology of someone.
4. It helps the effectiveness of learning process message delivery. In addition, movie can also raise important aspects in learning English such as listening, writing, reading and speaking.

English learning can be implemented with many kinds of media, one of them is through movies. However, it needs further understanding in using movies as media to raise English ability in order not to make mistakes and harm for ourselves

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AN ANALYSIS ON THE USE OF REFERENTIAL AND LEXICAL COHESION IN MELANIA TRUMP'S CONTROVERSIAL SPEECH

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Abstract: Discourse involves the study of language in use. What is underlined here is that the analysis of discourse involves the analysis of language in use. Speech can be included as discourse since it is a continuous stretch of language which constitutes coherent unit and its purpose to convey meaning is available as well. Melania Trump's controversial convention speech on Monday, July 18th, 2016 was taken as the text or language material to be analysed. This speech is very interesting since it is widely said that her speech was strikingly similar to Michele Obama's 2008 convention speech. However, this paper does not focus on what and how far the similarities between two speeches are. Rather, it provides the relationship between the linguistic elements in shaping and interpreting the text. The linguistic elements, especially referential and lexical cohesion described comprehensively by Halliday and Hasan (1976) are used as devices to analyse the text. The analysis of discourse has abundant impacts on language pedagogy. The emphasis of teaching foreign language is to provide communication; therefore, understanding texts accurately is needed. Thus, the discourse functions of the target language should be clearly understood by the students.

Keywords: Discourse analysis, referential and lexical cohesion, Melania Trump's controversial speech

INTRODUCTION

Discourse must be understandable by speaker and listener. Interpreting discourse accurately is the most needed. By interpreting it, listeners can understand what is meant. According to definitions stated by experts, speech can be included into discourse. Since, it consists of language longer than a sentence, serve coherent unit, meaningful and purposive.

The analysis of discourse has impacts on language pedagogy. It helps the future English teachers to use discourses for teching purposes. They have to be able interpreting certain discourse well in order to they can teach language effectively. By knowing the relation among sentences, how strong the sentences cohesion, they can easily understand the meaning and the purposes of the texts. Than the language teaching will be easily handled.

Discourse analysis involves the study of language in use. Speech as the use of language has several purposes. The speech uttered by Melania Trump on Monday, July 18th, 2016 has certain purpose that is political purpose. She purposed to persuade Americans to vote her husband as the next president of the United States.

In order to understand the speech, we must understand what make the sentences related each other. That is cohesion. It is one of elements that is used to understand the meanings. Cohesion is how the sequences of sentences seem to hang together, in which words and phrases tied together so that it understandable easily. They identified five different types of cohesion, those are reference, substitution, ellipsis, conjunction and lexical cohesion. This paper, will only analyze the speech using reference and lexical cohesion. It is drawn from the assumption that they are capable enough to show how sentences are tied and related.

Personal references are expressed through pronouns and determiners. They identify individuals and objects that are named at some other point of the text. Demonstrative reference is expressed through determiners and adverbs. These items represent a single word or phrase. The last type is comparative reference that expressed through adjective and adverbs. It serves to compare items in a text in terms of identity or similarity.

Lexical cohesion occurs when two words in a text are semantically related in terms of their meaning. Reiteration includes repetition, synonym, superordinate, and general word. While collocation includes all the items in a text that are semantically related.

Melania Trump's speech on Monday, July 18th, 2016 was chosen as the material analysed. It is very interesting since it is spoken that her speech was very controversial. It is that her speech was strikingly similar to Michelle Obama's 2008 speech. However, this paper doesn't attempt to analyse what

and how far their similarities, as it is already widely known. This paper will provide the relationship between referential and lexical cohesion in shaping and interpreting the meaning of this speech, so that the purposes of the speech can be conveyed.

METHOD

Referential cohesion functions using two different ways. Those are anaphoric and cataphoric reference. Anaphoric reference points the reader or listener backwards to a previously mentioned entity, process and state of affairs (Nunan:1993). On the other hand, when the reader or listener draws further into the text by forwarding it, we call it cataphoric references. It digs further within the text in order to identify the elements to which the reference items refer. The symbol and are used referring to anaphorical and cataphorical reference.

The numbers in the preceding are given to ease the process of analyzing. The process of analysis is drawn in figure 1.

Figure 1. Table of speech analysis

1.	Thank <u>you</u> ²¹ . Thank <u>you</u> ²² very much.
2.	You ²³ have all been very kind to Donald and me ²⁴ , to our young son Barron, and to our whole family. It's a very nice welcome and we're excited to be with you ²³ at this historic convention. I am so proud of your ²³ choice for President of the United States, my husband Donald J. Trump. And I can assure you ²³ , he is moved by this great honor.
3.	The 2016 Republican primaries were fierce and started with many candidates, 17 to be exact, and ²⁵ I know that Donald agrees with me ²⁶ when I mention how talented of all, talented all of them are. They deserve their respect and gratitude from all of us.
4.	However, when it comes to my husband, I will say that I am definitely biased, and for good reason. I have been with Donald for 18 years, and I have been aware of his love for this country since we first met. He never had a hidden agenda when it comes to his patriotism, because, like me, he loves this country very much.
5.	I was born in Slovenia, a small, beautiful and then-communist country in Central Europe. My sister Ines, who is an incredible woman and a friend, and I were raised by my wonderful parents. My elegant and hard-working mother Amalia introduced me to fashion and beauty. My father Viktor instilled in me a passion for business and travel. Their integrity, compassion and intelligence reflect to this day on me and for my love of family and America.

6. From a young age, my parents impressed on me the values that you work hard for what you want in life; that your word is your bond and you do what you say and keep your promise; that you treat people with respect. They taught and showed ²me values and morals in their daily life. That is a lesson that I continue to pass along to our son, and we³ need to pass those lessons on to the many generations to follow. Because... because we³ want our children in this nation to know that the only limits to your achievements is the strength of your dreams and your willingness to work for them.
7. I'm fortunate for ²my heritage but also to where it brought ³me today. I traveled the world while working hard in the incredible arena of fashion. After living and working in Milan and Paris, I arrived in New York City twenty years ago, and I saw both the joys and the hardships of daily life.
8. On July 28th, 2006, I was very proud to become citizen of the United States... ²The greatest privilege on planet Earth.
9. I cannot, or will not, take the freedoms ³this country offers for granted. But these freedoms have come with a price so many times. The sacrifices made by our veterans are reminders to ¹us¹⁵ of this. I would like to take this moment to recognize an amazing veteran, the great Senator Bob Dole.
10. And let us¹⁵ thank all of our¹⁵ veterans in the arena today, and those across our¹⁵ great country. We³ are all truly blessed to be here. ¹⁰That will never change. I can tell you²³ with certainty that ²my husband has been concerned about our¹⁵ country for as long as I have known him. With all of ²my heart, I know that he will make a great and lasting difference. Donald has a great and deep and unbounding determination and a never give up attitude. I have seen him fight for years to get a project done, or even started, and he does not give up.
11. If you¹⁴ want someone to fight for you¹⁴ and your¹⁴ country, I can assure you¹⁴, ²he's the guy'. He will never, ever, give up. And, most importantly, he will never, ever, let you²³ down. Donald is, and always has been, an amazing leader. Now, he will go to work for you²³.
12. His achievements speak for themselves, and his performance throughout the primary campaign proved that ²he knows how to win. ²He also knows how to remain focused on improving our¹⁵ country, on keeping it safe and secure.
13. He's tough when he has to be, but he's also kind and fair and caring. This kindness is not always noted, but it is there for all to see. That is one reason I fell in love with ²him to begin with. Donald is intensely loyal. To family, friends, employees, country. He has the utmost respect for ³his parents, Mary and Fred, to ³his sisters Maryanne and Elizabeth, to ³his brother Robert, and to the memory of ³his late brother Fred. His children have been cared for and mentored to the extent that even ³his adversaries admit they are an amazing testament to who he is as a man and a father.
14. There is a great deal of love in the Trump family. That is our bond, and that is our strength. Yes, Donald thinks big, which is especially important when considering the presidency of the United States. No room for small thinking. No room for small results. Donald gets things done.
15. Our¹⁵ country is underperforming and needs new leadership. Leadership is also what the world needs. Donald wants our¹⁵ country to move forward in the most positive of ways. Everyone wants change. Donald is the only one that can deliver it. We³ should not be satisfied with stagnation. Donald wants prosperity for all Americans.

15. ¹⁵We need new programs to help the poor and opportunities to challenge the young. There has to be a plan for growth - only then will fairness result. ^{My} husband's experience exemplifies growth and the successful passage of opportunity to the next generation. ²His success indicates inclusion rather than division. ²My husband offers a new direction, welcoming change, prosperity and greater cooperation among peoples and nations. Donald intends to represent all the people, not just some of the people.
17. ¹⁶That includes Christians and Jews and Muslims, it includes Hispanics and African-Americans and Asians, and the poor and the middle class.
18. Throughout ¹⁷this career, Donald has successfully worked with people of many faiths and with many nations. Like no one else, ^Ihave seen the talent, the energy, the tenacity (sic), the resourceful mind and the simple goodness of heart that God gave Donald Trump. Now is the time to use those gifts as never before, for purposes far greater than ever before. And ²he will do this better than anyone else can, and it won't even be close.

19. Everything depends on it, for ¹⁸our cause and for ¹⁹our country. People are counting on ²⁰him - all the millions of you²¹ who have touched us so much with your²² kindness and your²³ confidence. You²¹ have turned this unlikely campaign into a movement that is still gaining in strength and number. The primary season, and its toughness, is behind ¹⁵us. Let's all come together in a national campaign like no other!
20. The race will be hard-fought, all the way to November. There will be good times and hard times and unexpected turns. It would not be a Trump contest without excitement and drama.
21. But through, but throughout it all, ²²my husband will remain focused on only one thing: ²³this beautiful country that ²⁴he loves so much. If ²⁵I am honored to serve as first lady, ^Iwill use that wonderful privilege to try to help people in ¹⁸our country who need it the most. One of the many causes dear to ²⁶my heart is helping children and women. You judge society by how it treats its citizens. ¹⁹We must do ²⁷our best to ensure that every child can live in comfort and security, with the best possible education.
22. As citizens of this great nation, it is kindness, love and compassion for each other that will bring ¹⁵us together, and keep ¹⁶us together. These are the values Donald and ²⁸I will bring to the White House. ^{My}husband is ready to lead this great nation. ^{He} is ready to fight, every day, to give ¹⁵our children the better future they deserve.
23. Ladies and gentlemen, Donald J. Trump is ready to serve and lead ²⁹this country as the next president of the United States. Thank ²³you God bless ²²you and God bless America.

FINDINGS AND DISCUSSION

Referential Cohesion

From the analysis table above, some referential cohesion found. I take several strongest references since they are as the main references are already enough to show how strong the cohesion between sentences within text.

Personal Reference

Personal reference items are expressed through pronoun and determiner. From the data analysis table above we can see that the strongest personal reference items is pronoun “*I, my, me*.” It can be found almost in every line because they are refer to the speaker itself, *Melania Trump (I)* in 2. Pronoun “*he, his,him*” refer to *Donald J. Trump* in 2. They established in almost every line in texts. Then “*us, we,our*” that refer to *Americans* in 15 also exist in most lines. The last pronoun is “*you*” refers to *ladies and gentlemen* in 23. “*you*” establishes in almost every line of the text. It means that the cohesion between sentences are very strong.

Determiner also found in 4,8,9,21, and 23. They are “*the, this*” which are refer to *the United States* in 2. The existence of pronouns and determiners, which is almost there in every line, show us that the sentences are tied together, means that the strong cohesion is work.

Demonstrative Reference

Demonstrative reference expressed through determiners and adverbs. Determiner “*that*” in 10 refers to phrase “*thank all of our veterans in the arena today, and those across our great country. We are all truly blessed to be here*” which are established in 10. Then determiner, “*that*” in 17 refers to “*represent all the people, not just some of the people*” in 16.

Lexical Cohesion

From the analysis table above we can find some reiteration and collocation, as follow.

Reiteration

From the text, we can find some repetition and synonym. *The United States* in 2 is repeated in 8 and 14. *Lesson* in 6 is repeated also in 6. *Veterans* in 9 is repeated in 10. *Country* in 4 is repeated in 9,10,11,12,13,15,19,21 and 23. *Values* in 6 is repeated in 6. *Children* in 6 is repeated in 21 and 22. *Leadership* in 15 is repeated in 15. And the last repetition comes to *nations* in 16. It is repeated in 18 and 22.

We also find synonym within the text. *The United States* in 2 is synonymous with *this country* in 4 and also *America* in 5. While, *generations* in 6 is synonymous with *children* in 6. By the existence of reiteration, thus repetition and synonym within the text, is already fulfilled a similar semantic function to cohesive reference.

Collocation

Collocation includes all those items in that are semantically related. In this text, collocation appears in terms of politics. The items can be found are: *choice of president* (2), *Republican...candidates* (3), *love...country*(4),*focused...country* (21), *serve and lead...country* (23), *comes...patriotism* (4), *love...America* (5), *citizens of nation* (22), *lead this...nation* (22), *proud to become citizen* (8), *treats citizens* (21), *can't take...freedoms...offers for granted* (9), *sacrifices...veterans* (9), *thank...our veterans* (10), *concerned about country* (10), *campaign...knows...to win* (12), *let's...come in...campaign* (19), *adversaries admit...*(13), *considering...presidency* (14), *needs new leadership* (15), *leadership...world needs* (15), *prosperity for...Americans* (15), *offers...prosperity* (16), *plan for growth* (16), *offers...new direction* (16), *welcoming change* (16), *offers...greater cooperation* (16), *if I...serve as...First Lady* (21), *bring to...White House* (22)

The words relation mentioned above are all semantically related. They are related in political field. That is how Melania Trumps persuade Americans on voting her husband, Donald J. Trump for the choice of the next president of the United States.

CONCLUSIONS AND SUGGESTIONS

As we already analyzed the text, we can conclude that referential and lexical cohesion are found almost in every line of the text. The existence of personal and demonstrative reference making the sentences within text are “hanged together”. While, with lexical cohesion within the text, show us that this text has political purpose. That is how Melania Trump persuade Americans, to vote Donald J. Trump as

the next president of the United States. Knowing the use of referential and lexical cohesion within this text, making us understanding the meaning and the purposes of the speech easily and accurately.

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THE EFFECTS OF 5E (ENGAGEMENT, EXPLORATION, EXPLANATION, ELABORATION, AND EVALUATION) LEARNING CYCLE MODEL ON STUDENTS' READING COMPREHENSION

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Abstract: The aim of this research is to know the effects of the use of 5E learning cycle model on the reading comprehension of the second grade students of SMA Negeri 1 Kota Ternate. This research used quantitative research with pre- experimental design and one group pre-test and post-test. The population of this research was 296 second grade students of SMA Negeri 1 Kota Ternate, and the researcher took the sample by using cluster sampling. The researcher chose one class, that is class XIA, which has a total number of 26 students. The instrument of the research was a multiple choice test consisting of 50 items used for the pre-test and post-test. The results of the tests were analyzed by t-test formula. The results showed that there was a significant difference between the students' scores in the pre-test and post-test. The result of pre-test was 914 and post-test 1280, so the result of statistical analysis was of the level of significance 0.05 with the degree of freedom (df) is 25. It is indicated that t-test 11.34 is higher than t-table 1.708. It can be concluded that most of the students' reading comprehension improved after using 5E learning cycle model.

Keywords: Reading comprehension, 5E learning cycle model

INTRODUCTION

Reading is an important activity in every language. Reading is only incidentally visual, the reader then contributes more information by the print on the page (Brown 2001:299). Reading enables people to find out information from a variety of texts, written or printed information from newspapers, magazines, advertisements, and brochures. In reading activity, we are not only reading the text, but also trying to understand what we are reading.

Based on observation SMA Negeri 1 Kota Ternate on september 29th 2014 there were many students at the second grade of SMA Negeri 1 Kota Ternate that could not comprehend the reading text well. Most of the students had difficulties in comprehending a text. Therefore, they could not find the detailed information from the text. If the teacher asked them to answer some questions related to the text, most of the students could not answer them well. The students got difficulties to understand the text. In this case, the students' comprehension of SMA Negeri 1 Kota Ternate was still low. It can be seen in answering some related questions to the reading contain.

The teacher's role in determining the method or model of learning the classroom is not determined by what will be learned, but rather how to provide appropriate learning and can make the learning process more effective. Due to the method or model appropriate learning, students are able to understand the subject matter with ease. As well as learning the teacher must also have a method or model appropriate learning. Therefore, a study would be more interesting if the teacher uses a model that is expected to attract students to learn better. So, in this case, the researcher used 5E (engagement, exploration, explanation, elaboration, and evaluation) learning cycle model.

5E learning cycle is a model student-centered learning. 5E learning cycle is a series of stages of activities (phase) which is organized so that students play an active role to be able to master the competencies that must be achieved in the learning objectives. 5e learning cycle is one of the complete constructivist models in the cases of research-based learning or brain-storming which are used in the classroom (Campbell, 2000). Students have to think creatively and complex for overcoming problems and difficulties and as a result, they have to think in an integrative manner in order to unify their thoughts. This situation can only occur when students have higher order thinking competence. These competences are also called critical thinking competence.

Definition of Reading

Definition of reading
Reading is a process to know a concept or text in particular knowledge we study. Reading can also make us understand each material that we study, since reading can add scholarship. According to McNamara (2007:15), reading is not a reaction to text but an interaction between writer and reader mediated through the text. It is clear that reading is fundamental requirement that cannot influence the student's achievement in studying English through reading; we can broaden our horizon of thinking.

The Competence

Competency is often used to describe the knowledge to be able perform at a particular task. According to Norman (1985) competency is more than knowledge. It includes the understanding of knowledge, clinical, technical, and communication skills, and the ability to problem solve through the use of clinical judgment. Competence is the ability to perform a specific task, action or function successfully.

Reading Comprehension Strategies

Reading comprehension strategies are tools that proficient readers use to solve the comprehension problems they encounter in text. Zimmermann and Hutchins (2003: 20)Identify seven reading comprehension: activating or building backround knowledge; using sensory images; questioning; making predictions and inferences; determining main ideas; using fix-up options; and synthesizing.

5E Learning Cycle Model

According to Lorsbach (2006), 5e model is a learning cycle model that facilitates learning to create beneficial opportunities for students while learning. The 5e learning cycle model is a constructivist model which provides learning a new concept or comprehension deeply a known concept.

Advantages and Disadvantages of 5E Learning Cycle

According to Cohen and Clough (in Wibowo, 2010: 2), the application of 5E learning cycle model provides the following advantages: 1) increasing students' motivation to learn because it is activelyinvolved in the learning process, 2) helping students develop as scientific attitude, and 3) learning becomes more meaningful.

Meanwhile, the disadvantages of 5e learning cycle model application should always be anticipated as follows: 1) low effectiveness of learning if the teacher did not master the material and learning steps, 2) demanding sincerity and creativity of teachers in designand implementing the learning process, and 3) classroom management requires a more planned and organized require time and more energy in designing and implementing learning.

METHOD

This chapter presents research method, research field, population and sample, technique of collection data, and technique of analyzing data.

Research Method

The research design used was quantitative pre-experiment with one group pretest and posttest.This design used a pretestbefore treatment was given. Thus, the results of treatment can be more accurately known, because it can be compared with the situation before treatment was given. In this research, there were two variables: independent variable and dependent variable. The independent variable was 5e learning cycle model and dependent variable was reading comprehension.

The population of this research was the second grade students of SMA Negeri 1 Kota Ternate in academic year 2015/2016, and the total was 296. There were ten classes, namely: VIII^A, VIII^B, VIII^C, VIII^D, VIII^E, VIII^F, VIII^G, VIII^H, VIII^I, and VIII^J of the second grade students of SMP Negeri 1 Kota Ternate. This researcher used cluster sampling to obtain the sample. Cluster sampling is used to determine the sample area when the object to be examined or the source of the data is very broad (Sugiyono 2013: 83). The researcher used cluster sampling because it did not disturb the learning activity of students. The researcher chose one class, that is VIII^G as sample and number of students were 26 students.

The instrument of the research wasa reading comprehension test for both pretest and posttest. It was multiple choice with 50 items with a maximum score of 100. The test was taken from UN senior high school Engglisch book. The writers were Mokhamad Sabil Abdul Aziz, Rolisda Yosintha and Agus Kamaludin.

Tables

The researcher gave the score using the formula:

Table 1. Multiple choice assasment

No	Answer	Score
1	True	1
2	False	0

$$S = \frac{\frac{t}{m} - \frac{c}{s}}{\frac{a}{50}} \times 100$$

Table 2. Scoring Criteria and Clasification

No	Classification	Scoring
1	Excellent	85-100
2	Good	70-84
3	Fair	50-69
4	Poor	<50

(Iskandar, 2010-13)

This research used dependent t-test analysis because dependent sample was sample which formed pre-test before treatment and the post-test. To the result of pre-test and post-test, the researcher used the formula as follows:

- a. Scoring the students' correct answer of pre-test and post-test.

$$\text{Siswa : } \frac{\frac{t}{m} - \frac{c}{s}}{\frac{a}{50}} \times 100$$

- b. Calculating the mean score or the students' answer by using formula :

$$t = \frac{\bar{D}}{S\bar{D}}$$

t = Gussett scores

$S \bar{X} D$ = Standard error of mean differentiations

$$\frac{\bar{D}}{N}$$

= The difference between pretest and posttest
 = Total sample

1. Counting the difference between x_1 and x_2

$$\bar{D} = \sum \frac{D}{N}$$

2. Counting standard deviation of the difference

$$SD = \sqrt{\frac{\sum D^2}{N} - \bar{D}^2}$$

3. Counting Standard Error of means

$$S\bar{D} = \frac{SD}{\sqrt{N-1}}$$

4. Counting t Score

$$t = \frac{\bar{D}}{S\bar{D}}$$

5. 0.05

(L.R: Gay , 2006 : 42)

Table 3. The mean score and standard deviation between the pretest and posttest

Test	Mean score	Standard devition
Pretest (X_1)	35.15	
Posttest (X_2)	49.2	6.20

1. T-test Value

In order to know whether or not the difference between pretest and posttest test is statistically significant, the t test analysis for non-independent sample is employed. The result of the t-test is $t = 11,34$.

Table 4. T-test of students'achievement

Variable	T-test value	T-table
X1-X2	11.34	1.708

FINDING AND DISCUSSION

Findings

This analysis was intended to find out the comparison whether there is a significant difference between results of pretest and posttest. The researcher gave test to the students in reading text by using multiple choice. After that, the researchers collected students score. The data analyzed are presented in the table. The table below showed the finding of research on each students' result with score of pretest and posttest.

Analyzing the Data

In analyzing the data, the researchers used dependent t-test as follows:

1. Counting the difference between X_1 and X_2

$$X_1 = \frac{914}{26} = 35.15$$

$$X_2 = \frac{1280}{26} = 49.2$$

$$X_2 - X_1 = 49.2 - 35.15$$

$$\Sigma D = 14.05$$

Then, put into the formula below:

$$\bar{D} = \frac{\Sigma D}{N} = \frac{366}{26} = 14.07$$

2. Counting standard deviation of the difference (SD)

$$\begin{aligned} SD &= \sqrt{\frac{\sum D^2}{N} - \bar{D}^2} \\ &= \sqrt{\frac{6}{2} - 14.07^2} \\ &= \sqrt{236.46 - 197.96} \\ &= \sqrt{38.5} \\ &= 6.20 \end{aligned}$$

3. Counting standard error of means

$$\begin{aligned} S_e &= \frac{S}{\sqrt{N-1}} \\ &= \frac{6.20}{\sqrt{26-1}} \\ &= \frac{6.20}{\sqrt{25}} \\ &= \frac{6.20}{5} \\ &= 1.24 \end{aligned}$$

4. Counting t-score

$$\begin{aligned} t &= \frac{\bar{D}}{S_e} \\ &= \frac{14.07}{1.24} \\ &= 11.34 \end{aligned}$$

From the counting data above, it shows that t- test 11. 34= is higher than t- table =1.708at the significant level of 0,05 by using N=1 = 26- 1= 25.

Hypothesis testing

To find out degree of freedom (df) the researchers used the following formula:

$$df = N-1$$

$$df = 26-1$$

$$df = 25$$

It shows that students' score of pretest and posttest are 26 students getting score average in pretest (X_1) is 914, posttest (X_2) is 1280, (The range or difference of pretest and posttest) D is 366, D^2 is 6148. Furthermore, from the analysis and the counting above, it shows that t-test = 11.34is higher than

t-table = 1.708 at the significant level 0,05 by using N- 1 = 26-1= 25. It means shows that reading is one important way to improve your general language skills in English.

Furthermore, the researchers can conclude that Alternative hypothesis (H_1) stating that can improve students' Reading comprehension at SMA Negeri 1 Kota Ternate is accepted and null hypothesis (H_0) stating that cannot improve students' Reading comprehension at SMA Negeri 1 Kota Ternate is rejected.

Discussion

In learning reading we need a model. One of the models that can be used is 5E learning cycle. This model increases students' skill in comprehending texts by satisfying students' expectations, consisting of active research skill and activities that are necessary for knowledge and comprehension (Ergin, Unsal, and Tan, 2006). 5E learning cycle model is effective for teaching reading comprehension because it helps students know information in texts.

This research found that the students' achievement in reading before all students obtained treatment is good. After the researchers gave a treatment, the students' reading comprehension at SMA Negeri 1 Kota Ternate can be improved. This is supported by the data of table. It means that value in posttest is higher than pretest. In other words, by using 5E learning cycle Model in SMA Negeri 1 Kota Ternate it means that Hypothesis null (H_0) was rejected and Hypothesis alternative (H_1) was accepted.

It can be seen from the data collected through pretest and posttest that shows that the students' reading comprehension at SMA Negeri 1 Kota Ternate is good. It is supported by the result of the students' score of pretest and posttest. The students' score teaching reading in using 5E learning cycle Model is better than before the treatment.

CONCLUSIONS AND SUGGESTIONS

From the data analysis in previous chapter, the researchers concluded that the use of 5E learning cycle model can improve students' competence in reading comprehension at the second grade students of SMA Negeri 1 Kota Ternate. It proved the difference between pretest and posttest score. The result of pretest was 914, and the 914 was distributed to 26 students. So, the result of pretest can be categorized poor. The result of posttest was 1280. Then 1280 was distributed to 26 students. So, the result of posttest can be categorized fairly good. The range or difference of pretest and posttest is 366 scores. The t-test value 11.34 where the value of t-table was 1.708. It means that the alternative hypothesis (H_1) was accepted and null hypothesis (H_0) was rejected because there are significant differences between posttest and pretest. The statistical data also showed that the using 5E learning cycle model can improve students' reading comprehension. Thus, the researchers recommend senior high school English teachers to use 5E learning cycle model to improve students' reading skill.

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ENGAGING TEACHER'S BELIEF AND STUDENTS' LEARNING PREFERENCE IN EFL WRITING INSTRUCTION

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Abstract: In many contexts of English as a foreign language (EFL), writing abilities in English are required not only for higher education or university level, but also in secondary level which is intended for various exams or other qualifications. However, the ways in which EFL teachers differ are potentially varied. In relation to the affective aspect of human being, it is important to consider that learners have clear preferences for how they go about learning EFL writing. Particularly, secondary learners considered as conscious learners also have their opinions and preferences on how the instruction should be delivered. In fact, some language teachers give identical "prescriptions" for language learners without paying attention to learners' differences and preferences. Therefore, teachers' beliefs in EFL Writing instruction play a significant role in successful EFL writing instruction. Nonetheless, teachers are the ones available to provide support for students in the process of learning writing.

Keywords: *Writing, Teachers' Belief, Learner Preference, Learning Style*

INTRODUCTION

Teachers' beliefs play a central role in the process of teacher development (William & Burden, 1997; Yung & Gao, 2013). Changes in teachers' practices are the results of changes in teachers' belief. Meanwhile, the notions of teacher change are multidimensional and triggered both by personal factors as well as by professional context in which teachers work (McCartney & Ro, 2011). Some studies related to EFL writing teachers' belief were conducted in the area of teachers' beliefs and practices in EFL writing (Kesler, 2012; Gao, 2013), discourse of writing and learning to write (Ivanic, 2004), and students' use of writing strategies (Chien, 2012). Additionally, teachers' belief have been found to impact directly on their classroom practices and to determine their reactions to pedagogical innovations for writing instruction (Shi & Cumming, 1995; Tsui, 2003; Yang & Gao, 2013).

It has been commonly noticed the way in which EFL teachers teach are potentially varied. How teachers teach these students impacts directly on how the latter learn to write and perform on writing. Unfortunately, the studies which focus on teachers' beliefs and practices are not frequently found. Many EFL teachers lack knowledge about composition, tending to see themselves more as teachers of language rather than of writing, as Reichelt (2009) observed in other EFL contexts. Further, as stated by Richards, Gallo, & Renandya (2012), teachers' beliefs play central role in the process of teacher development. Therefore, changes in teachers' practices are the result of changes in teachers' beliefs. Meanwhile, the many factors might influence the teachers' instruction, such as personal factors as well as by professional development which teachers work.

However, studies investigating teachers' cognition in foreign language (EFL) contexts have been limited (Borg, 2003, 2006). There is a glaring difference of studies of EFL writing teachers' belief conducted in China (Yang & Gao, 2013) have shown variability in beliefs and practices in terms of their experiences, students' capabilities, self-reflection, and peer-influences. Furthermore, studies of this type have so far mainly been conducted either as English as a second language (ESL) setting, such as Singapore (Ng & Farrel, 2003) and Hong Kong (Andrews, 2003), or in Western English as a foreign language (EFL) contexts (Borg, 2009). Moreover, very limited studies to date have focused on the relationship between university teachers' theoretical orientations and learners' preferences with respect to their writing instruction in EFL context.

FINDINGS AND DISCUSSION

The Concept of Teachers' Beliefs From Time To Time

Many researchers define teachers' beliefs in different ways. Pajares (1992) was one of the first researchers to define teacher beliefs. He asserts that teachers' beliefs as "individual judgment of truth or falsity of a proposition a judgment that can only inferred from a collective understanding of what human beings say, intend, and do" (p. 316). It represents individual personal knowledge which is constructed from experience acquired through cultural transmission and serves as implicit theories to guide thoughts

and actions. Kagan (1992) states teachers beliefs are important because they are said to influence how teachers teach; however teachers do not usually articulate their teaching beliefs to themselves or to others and are therefore not aware of their influence on their teaching. This is especially important if there is any discrepancy between what they believe (their theory of teaching), and their actual classroom practice (their theories in action).

Some concepts regarding teacher's beliefs are also presented in more affective view. Borg (2003) says that for most researchers, the term belief is defined as a statement teachers made about their ideas, thought, and knowledge that are expressed as evaluation about what should be done, should be the case, and what is preferable. Borg (2001) proposes that beliefs guide teachers' thought and behavior in the classroom. Furthermore, Yang &Gao (2013) indicate that teachers' beliefs and practices need to be explicitly taken into account in designing and implementing development programs for L2 writing teachers.

Ideally, teachers' beliefs are reflected on classroom instruction or practice. By engaging reflective practice, language teachers can look for inconsistencies between beliefs and practices. Reflective practice requires that teachers examine their values about teaching and learning so they can take more responsibilities for their classroom actions (Farrel, 2004). In order to engage in reflective practice, teachers must move beyond more contemplations of teaching (Wallace, 1998). Moreover, reflecting on practice is a systemic and methodological process (Farrel, 2004). Therefore, teachers can begin to examine their attitudes, assumptions, and beliefs about language learning and teaching.

Teacher's Beliefs in L2 Writing

A number of studies concerning with experienced writing teacher's beliefs were conducted in different settings and perspectives. Shi and Cummings (1995) conducted a case study on the conceptions of five teachers of second language writing. Pennington's et al. (1997) concern about Asia Pacific study of teacher's composition, and Lee's (1997) conducted a study on Hongkong writing teachers. Also Yang and Gao (2012) concern on the beliefs and practices of Chinese university teachers. Shi and Cumming interviewed five experienced teachers of second language writing, discovering that each of them conceptualized their work from different perspectives even though each teacher graduated from the same university and had taught in the same ESL program.

In EFL context, the role of grammar in writing instruction is still becoming the main concern. Thus, some studies related to teachers' beliefs about L2 writing and grammar are also conducted in EFL context (Zhou, Busch & Cumming, 2014; Zhou, 2009). Zhou (2009) asserts that learners were found to be motivated to improve grammar and vocabulary in their writing but lack of knowledge and resources to take effective action for improvement. This study suggests that teachers should help learners raise their awareness of achievable and unachievable goals, identify the origins of their learning difficulties in grammar, and select appropriate contexts for learning academic writing. Meanwhile, Zhou, Busch, and Cumming (2014) show limited correspondence between learners' and teachers' intention for grammar improvement. Learners express strong preference for improving formal grammatical features, particularly verb tenses and clause structure, whereas instructors either reported they had no goals for grammar improvement or sought to improve grammatical complexity and the stylistic appropriateness of text features. However, learners had little knowledge and awareness of these areas. Those previous studies show different teachers' beliefs regarding the teaching grammar and EFL writing.

In the perspective of psycholinguistics, classroom *flow* also contributes to the enhancement of teachers' belief. Tardy and Snyder (2004) concern on the concept of flow (mental state of people at peak moments of experience) provides a tool for understanding more about teachers' practices, beliefs, and values in their teaching. Since flow occurs at peak moments, it can motivate teachers possibly shaping their classroom practices and giving them insight into their teaching beliefs. In addition, Freeman& Johnson (1998) suggests that flow can occur in teaching as the teacher works to interest and motivate students to pursue educational goals and offer a model of the teacher knowledge-base in which teachers' experiences, beliefs, values, and practices play a fundamental role.

There is a glaring different studies of EFL writing teachers' belief which is conducted in China (Yang &Gao, 2013) showed variability in beliefs and practices in terms of their experiences, students' capabilities, self-reflection, and peer-influences. This study indicates that teachers' beliefs and practices need to be explicitly taken into an account in designing and implementing development programs for L2 writing teachers. Furthermore, study of this type have so far mainly been conducted either as English as a second language (ESL) setting, such as Singapore (Ng &Farrel, 2003) and Hong Kong (Andrews, 2003), or in Western English as a foreign language (EFL) contexts (Borg, 2009).

Supportive and Conducive Classroom Atmosphere

In a teacher's mind, motivated students are usually those who participate actively in class, express interest in the subject-matter, and study a great deal. Teachers can easily recognize characteristics such as these. They also have more opportunity to influence these characteristics than students' reasons for studying the second language or their attitudes toward the language and its speakers. If we can make our classrooms places where students enjoy coming because the content is interesting and relevant to their age and level of ability, where students enjoy coming because the content is interesting and relevant to their age and level of ability, where the learning goals are challenging yet manageable and clear, and where the atmosphere is supportive and non-threatening, we can make a positive contribution to students' motivation to learn.

In addition, Crookes and Richard Schmidt (1991) point to several areas where educational research has reported an increased level of motivation for students in relation to pedagogical practices. Including among these are by motivating students into the lesson. At the opening stages of lessons (and within transitions), it has been observed that remarkable teachers make about forthcoming activities can lead to higher levels of interest on the part of the students.

Another way to motivate students into the lesson is by varying the activities, tasks, and materials. Students are reassured by the existence of classroom routines which they can depend on. However, lessons which always consist of the same routines, patterns and formats have been shown to lead to a decrease in attention and an increase in boredom. Varying the activities, task and materials can help to avoid this and increase students' interest levels.

In addition, using co-operative rather than competitive goals might help students' learning. Cooperative learning activities are those in which students must work together in order to complete a task or solve a problem. These techniques have been found to increase the self-confidence of students including weaker ones because every participant in co-operative task has an important role to play knowing that their team-mates are counting on them to increase students' motivation. Clearly, cultural and age differences will determine the most appropriate way for teachers to motivate students. In some classrooms, students may thrive on competitive interaction, while in others co-operative activities will be more successful.

Learner Preferences

Learners have clear preferences for how they go about learning new material. The term 'learning' style has been used to describe an individual's natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills (Reid, 1995). We have all heard people say that they cannot learn something until they have seen it. Such learners would fall into the group called 'visual' learners. Other people, who may be called 'aural' learners, seem to need only to hear something once or twice before they know it. For others, who are referred to as 'kinesthetic' learners, there is a need to add a physical action to a learning process. In contrast to these perceptually based learning styles, considerable research has focused on a cognitive learning style distinction between 'field independent' and 'field dependent' learners. This refers to whether individual tends to separate details from the general background or to see things more historically. Another category of learning style is based on the individual's temperament or personality.

Although there is need for considerably more research on learning styles, when learners express a preference for seeing something written or for memorizing material which we feel should be learned in a less formal way, we should not assume that their ways of working are wrong. Instead, we should encourage them to use all means available to them as they work to learn EFL writing instruction. The things that should also be considered is the "challenges" faced by the students in writing process. Many students faced difficulties in writing even in their first language, this would be the more 'challenging' case for EFL writing teachers to get them into writing in foreign language. Due to this phenomena, learners' preferences and learners' styles should be incorporated in classroom writing instruction.

CONCLUSIONS AND SUGGESTIONS

Since learners basically have clear preferences about how they go about learning how to write, it is important for EFL writing teachers to accommodate the students' learning styles and preferences. This is extremely useful to motivate the students into the lesson. However, teachers have strong beliefs and opinions about how their instruction should be delivered. Experienced teachers definitely understand about how it goes with learner preferences. Thus, it is useful for learning instruction as a key for teachers to set up creative plans in writing instruction, strategies, and appropriate tasks. In EFL writing contexts, teachers are required to focus on the students' writing process, especially for beginner learners. Building students' interest in writing should be firstly prioritized. Teachers' belief regarding EFL writing instruction

which concerned to their learning style or to their beliefs about how writing instruction are should be the first priority.

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THE IMPACT OF E-FEEDBACK ON STUDENTS' WRITING QUALITY

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Abstract: The purpose of this study is to investigate the impact of electronic feedback on student writing quality. In language learning in English as a Foreign Language context. The vital role of feedback in students' learning is evident (Nasir, Shakeel, Wahid, Akmal; 2015). Student writers gain benefits from sufficient writing practice and revisions on their drafts to produce a final piece of writing. In these processes, student writers often rely on feedback either from a teacher, peer, or self. This study is concerned about the impact of e-feedback as a new pedagogic practice in EFL language learning. This study employs quasi experimental design. It compares the results of a group utilized electronic corrective feedback (X1) as the experiment group and another group utilized non-electronic/written corrective feedback (X2) as the control group. The EFL Students' writing quality was the dependent variable (Y). The results suggest that the students who were given electronic feedback may produce better writing than those of the non-corrective feedback.

Keywords: *Electronic Feedback, Students' Writing Quality*

INTRODUCTION

English, as a foreign language, has become increasingly important to be taught at all school levels in Indonesia. Indonesia has been experiencing multiple educational reforms, including school curriculum and pedagogies in language teaching and learning. These reforms were due to the efforts to improve the output of teaching and learning in order to compete in the global context. Indonesia, through its ministry of Education, has seriously responded to the growing needs to foster and strengthen English communication skills of the students (Kemendikbud, 2013). Now, foreign language is considered as one of the most substantial elements of education and literacy. Its efficiency and commands come with the mastery in receive and productive skills.

In the language learning field, Richards (1990) have shown interest in the area pertaining to writing composition. The students become efficient at generating and organizing creative ideas as a result. Oberman and Kapka (2001) stated that being an ability, writing can be improved by learning through repetition. If the teachers would be aware of the writing process, this would help in teaching appropriate strategies and that would also improve the writing abilities of students in education environment (Oberman and Kapka, 2001). Learning the writing process is important for the students as it enables students to express their thoughts, knowledge and feelings efficiently. The more the students learn the writing process, the more they will be able to express themselves efficiently (Casewell, 2008; Ozbell, 2006 & Smith, 2005).

The typical English department college student will be required to write a variety of essays throughout his/her collegiate career. These essay assignments will cover a variety of goals and purposes. Most of the time, a student will be required to work on an essay assignment as homework. Some of these assignments can be written using only personal experiences or previously gained knowledge, while other essays will require additional research and the use of outside sources. Sometimes, a student will be asked to write an essay in class with a limited amount of time. Regardless of the actual assignment and the format used, understanding what makes for good writing and the proper techniques to use can lead to creating a well-crafted essay in a shorter amount of time. For instance, some students transfer to a four year university to pursue a degree. For these students, a personal essay is often required as part of the application process. Colleges want to see that an applicant can write well and use language and grammar appropriately. Furthermore, a writing sample, such as an essay completed for a class, may be required as part of the process.

In language learning and language instruction, including writing in English as a Foreign Language context, the vital role of feedback in students' learning is evident (Nasir, Shakeel, Wahid, Akmal; 2015). Student writers gain benefits from sufficient writing practice and revisions on their drafts to produce a final piece of writing. In these processes, student writers often rely on feedback either from a teacher, peer, or self. Feedback that students receive from a source, or a combination of sources, provides them with information about what is good and what needs to be improved so that they can incorporate and use the feedback in their revisions and in the final product of their writing.

Feedback is viewed as crucial for both encouraging and consolidating learning and this significance has also been recognised in the area of second language writing. Indeed, feedback is a key component of second language writing programs around the world, with product, process and genre approaches all employing it as a central part of their instructional repertoires (Hyland & Hyland, 2006b: 15).

Since technology has revolutionized the society in the 20th and 21st century, Information and Communication Technologies (ICT) has played an important role and become powerful tools for education and development. It has created exceptional learning opportunities for learners in all aspects of their personal and academic lives. Recently, a growing number of researchers have published studies that provide substantial evidence that integrating technology into educational programs provides students with supplementary tools that can enhance learning (Kolb, 2008; Pusack & Otto, 1997; Hackbarth 1996; Garrett 1991). ICT also supports students in exploring and articulating thoughts, knowledge construction and theory building (Scardamalia & Bereiter, 1991), and collaboration, negotiation of meanings, reflection on meaningful learning through accessing authentic information and immersing themselves in complex and contextualized learning situations (Urtel, 2008; Wilcox & Wojnar, 2000; Meunier, 1994;).

The contact between technology and second language writing has converged on the concept of electronic feedback with the implementation of technology into writing classroom, peer response has shifted from a traditional face-to-face environment to a networking computer mediated environment called electronic feedback. By allowing the students to quickly access the writing environment, the use of networked computers extends the possibility of free communication, autonomous interaction and collaborative idea sharing in small group discussions (Ware and Warschauer, 2006).

Electronic feedback (e-feedback) has drawn researchers' (Prins, Sluijsmans, Kirschner & Strijbos, 2005; Tuzi, 2004; Chen, 1997; Snyder, 1996) interest for more than two decades. Electronic feedback (e-feedback) is defined as feedback in digital—(describes information, image, audio, video, and etc. that is recorded or broadcast using computer technology)—written form and transmitted via offline or online—transfers the concepts of oral response into the electronic arena (Tuzi, 2004); automatic computer-generated feedback (Chen, 1997; Snyder, 1996), and electronic assessment of writing (Prins, Sluijsmans, Kirschner & Strijbos, 2005). The focus of this study, however, is the ways (are the ways/ is the way?) in which electronic feedback can help not only overcome traditional feedback problems, but also, more importantly, improve students' essays (improve students' essays or improve students' essay writing skill?) as well, as the ultimate goal of the writing classroom. In addition, it will also investigate the different modes of feedback: teacher/peer feedback and electronic feedback. The rationale behind the sequence of presentation is the movement from non-electronic feedback to electronic feedback.

Based on previous studies on the effects of various types of corrective feedback, feedback focus, and feedback strategies on student writing improvement, further research incorporating effective approaches in those studies and minimizing drawbacks of existing studies (Guénette, (2007) are needed to provide empirical evidence that written corrective feedback is effective and influential in improving student writing. Such studies may prove the effectiveness of corrective feedback as advocated by most writing researchers or prove otherwise that corrective feedback is ineffective and counterproductive as indicated by some researchers who are against the practice of feedback provision. In response to this recommendation, this study will attempt to prove the hypothesis that indirect teacher written corrective feedback followed with direct corrective feedback with explicit corrective comment is effective and helpful in improving student writing.

Since e-feedback has more advantages over conventional feedback, why is not there a conclusive result on its effect on students' writing quality? One of the answers to this question is likely as Braine (2001, 288) points out, "the students did not make best use of the comments into the revisions". Then how do teacher use electronic response into the revisions? To date, few researchers have answered this question by comparing two modes of peer response in L2 writing (Liu and Sadler, 2003; Schultz, 2000; Huang, 1999). In an attempt to address the question of the impact of e-feedback on EFL writing, this study will explore the impact of electronic feedback and their impact on EFL writing quality. In particular, this study focused on how is the impact of implementation e-feedback on EFL Students' writing quality.

In attempt to provide more definitive answers to the controversies surrounding the effectiveness of feedback on EFL student writing, recent studies have been conducted which attempt to "fill in" the gaps that seem to have been overlooked in previous studies. Such studies (e.g. Bitchener, 2008; Ellis, et al., 2008; Sheen, 2007) included a control group, addressed only one error category, and required a new piece of writing as a post-test. The findings of these studies indicate that all treatment groups receiving teacher written corrective feedback outperformed non-feedback control groups. However, this study will use direct feedback only and none of this study use direct feedback as a treatment. Direct feedback, as

referred to in this context, is “the provision of the correct linguistic form or structure above or near the linguistic error” (Bitchener, 2008) while indirect feedback is the situation where an error is indicated but the correct form is not provided (Ferris & Roberts, 2001). In addition, none of the studies above involved, or at least did not mention to have used, electronic technologies for writing, such as word processing software, or email as electronic delivery media. Consequently, these studies did not provide answers to questions of effectiveness of teacher electronic and written direct corrective feedback on student writing quality.

METHOD

In order to answer the research questions mentioned, the present study used a quasi-experimental design. This design deals with comparison groups through random selection, employed one group utilized electronic corrective feedback (X1) as the experiment group and another group utilized non-electronic/written corrective feedback (X2) as the control group. The EFL Students' writing quality was a dependent variable (Y).

The experiment groups consisted of two classes (A-B). The Electronic corrective feedback from a teacher was provided for the students in two treatment classes on their first essay (Essay 1) and the revised draft 1 (Revised 1) which students could use in the subsequent revised drafts. Feedback from the teacher was provided electronically for the students using Moodle editing features. The control groups consisted of two classes (C-D). The non-electronic/written corrective feedback from a teacher was provided for the students in two treatment classes on their first essay (Essay 1) and the revised draft 1 (Revised 1) which students could use in the subsequent revised drafts. The dependent variables in this study would number of errors on draft (Essay 1, and Revised Draft 1) and essay quality scores on Essay1. The following design is displayed below:

Table 1: Experimental Design for experiment and control group

Groups	Participant Order			
	A →	Y ₁ →	(X).EFb	→ Y ₂ → O
Experiment →	B →	Y ₁ →	(X).EFb	→ Y ₂ → O
	C →	Y ₃ →	(-).N.EFb	→ Y ₄ → O
Control →	D →	Y ₃ →	(-).N.EFb	→ Y ₄ → O

Notes:

- A = Experiment Group 1 of writing I course
- B = Experiment Group 2 of writing I course
- C = Control Group 1 of writing I course
- D = Control Group 2 of writing I course
- Y₁, Y₃ = Pre Test
- Y₂, Y₄ = Post Test
- (X).EFb = Electronic feedback treatment
- (-).N.EFb = Non-electronic feedback treatment
- O = Observation of writing test result

Each participant was asked to write an essay within approximately one hour. The instructor then wrote comments and corrected the work using a red pen after which, the drafts would be returned to the class to be rectified before handing in the final draft. In the experimental group, the students had to hand in their type written work in soft copy via email. The instructor would then provide corrective feedback using the Moodle application features such as Forums, Assignments. In the first set, data will collect from both the control and experimental groups are analyzed based on the types of errors committed which are mainly errors on sentence structure, grammar and vocabulary. In the second set, data will collect based on the scores of the first and final drafts. They are then converted to percentages before running a t-test. This was mainly done to see the significance of using the electronic feedback in comparison to the non electronic feedback. This should explain if using electronic feedback was better than non electronic feedback and if so, to what extent.

FINDINGS AND DISCUSSION

The results of the study can be seen in the table as follows:

Paired Samples Statistics					
	Mean	N	Std. Deviation	Std. Errr. Mean	
Pair 1 EFb	74,17	30	8,958	1,270	
NEFb	82,83	30	4,260	,776	
Paired Samples Correlations					
	N	Correlation	Sig.		
Pair 1 EFL & NEFb	30	,382	,000		
Paired Samples Test					
	Paired Differences				
	Mean	Std. Deviation	Std. Errr. Mean	95% Confidence Interval of the Difference	
				Lower	Upper
Pair 1 CFb - NEFb	-8,667	5,115	,934	-10,577	-6,757
Paired Samples Test					
	t	df	Sig. (2-tailed)		
Pair 1 EFL - NEFb	-9,281	29	,000		

It is revealed that the mean of the experimental group (NEFb) is 74,17 while the mean of the control group (EFb) is 82,83. The probability that the difference is due to chance is .000. Since the probability that the difference is due to chance is less than .05, there is a significant difference between NEFb and EFb. Since the difference between the students' writing quality when they are using NEFb and EFb is significant, the null hypothesis is rejected. It is concluded that providing electronic feedback may outperformed the manual feedback in assisting students to produce better essay writing.

CONCLUSIONS AND SUGGESTIONS

The results suggest that the students who were given electronic feedback may produce better writing than those of the non-corrective feedback. It is suggested that teachers incorporate providing electronic feedback to their students when as the process of writing. For future researcher, it is suggested to investigate the impact of electronic feedback in different level of education across different school contexts.

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BOOSTING STUDENTS' SPEAKING PROFICIENCY THROUGH BOOK AS A VISUAL MEDIA

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Abstract: Speaking is one of the English skills that should be mastered by the students in order to be able to use English and interact with other people. Media can be used as ways to boost students' speaking proficiency. Visual media are media which involve sense of vision, form of lettering consisting of words (Verbal Language) which is one of characteristics of visual media. Book is included as visual media which can be used in teaching and learning process. It can make the students explore their mind and ideas referring to the topic in the book and also make them more focused. Therefore, this paper discusses book as visual media to boost students' speaking proficiency.

Keywords: books, visual media, speaking proficiency

INTRODUCTION

Speaking is the ability of someone to communicate orally with others, individually or in group. According to Thornbury (2005) speaking is interactive and requires the ability to cooperate in the management of speaking turns. Every student expects to be able to speak English well so that they can interact with other people. English is one of the thousand languages in the world because it is spoken by many people around the world. English has become a tool for International communication such as in commerce, banking, tourism, diplomacy, sciences, technology and international communication, but it is only in a small frequency.

There are many students that dislike learning speaking because it is very boring, so that it makes it difficult for them to do speaking activity in the class. They are also ashamed to speak in front of the class. They are not confident with their ability. However, they state that speaking is one the important skills in English which give many benefits such as, to communicate or interact with others. Based on that, teachers must help the students in order to be able to speak English well. In teaching and learning process, the teacher can choose appropriate media as instructional aids.

Using media requires that the instructor step outside of the traditional lecture method and facilitate learning by encouraging students to learn through the media. This approach works best when students are primed. If students are not adequately informed about what they are expected to learn, they will struggle to make the connection between the learning objectives and the media that they are exposed to.

Media can be used in direct instruction, active learning teaching strategies and student projects. Existing media resources can be used to stimulate students' interest in and develop knowledge of the material being taught. This traditional approach is teacher-centric, and information is pushed to the learner. Media allows the instructor to facilitate the transfer of expert knowledge to novice learners. Given the tremendous rate of technological change, instructors face an ongoing challenge in choosing the most effective media platform to reach their students. Instructors can also create their own media to effectively and efficiently convey knowledge.

Existing media resources can also be used to engage students and facilitate active learning strategies which promote deeper learning. For example, media provides a useful platform for teaching with cases, cooperative learning, problem solving, and for giving more interactive lecture demonstrations. Student-created media involves a high degree of engagement, promotes individual learning, social interaction and immersion, and is highly customizable and collaborative (Yowell & Rhoten, 2009). Media are any devices that assist an instructor to transmit to a learner facts, skills, attitudes, knowledge and appreciation or additional materials used when using a particular teaching method to make learning easy, as it intends to help both the teacher to teach more reflectively and the learner to grasp the concepts more effectively.

There are basically two kinds of media: audio-visual and visual. These include text books, magazines, newspapers, journal, bulletins, web pages, blogs, etc. Visual Media are composed of photographs, graphics, pictures, maps, models, game, puzzle, art facts, wall charts, etc. These make

visual impression to the learners. They attract pupils' attention and aid concentration, as they illustrate meaning more directly and quickly than through verbal explanation. It was discovered that a single picture is equivalent to 1000 words in meaning to a listener. It cuts down unnecessary talking time hence supplement the voice. Visual impact in learners enhanced making associated language memorable. The real meaning of words is helped by seeing concrete objects because visual element is attractive and commands attention.

They are also good at first hand experience where pupils use hands on approach. The teacher did something good by bringing the community to the classroom situation. When the teacher should plan ahead and inform the resource person in time in order for him to prepare the lesson and give the limits so that the objectives of the lesson are achieved. The school administrators should also be informed to receive a visitor. Selection of instructional media is part of teacher's responsibility. It involves selecting appropriate media available and interrelating the components to the curriculum by considering the following. The media should be purposeful that it helps to achieve the objective of the lesson. It should be concrete to be understood by learners and entertaining. The media should be challenging and stimulating in thinking and varied or diverse interests and abilities of the pupils. It must be affordable, less costly and effectively co-relate subjects of the curriculum. Usually students, when reading a book, can explore their opinions or idea, so that the writer can share about book as visual media to boost the students' speaking proficiency.

FINDINGS AND DISCUSSION

Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. 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 strategies using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students learn to speak so that the students can use speaking to learn. Language proficiency is the ability of an individual to speak or perform in an acquired language. As theories among pedagogues as to what constitutes proficiency go, there is little consistency as to how different organizations classify it.

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 them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

Some communication situations are associated with a predictable set of spoken exchanges of 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. The teachers can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

Learning is a process to acquire knowledge. It needs hard work and sometimes will make students frustrated and get bored, so that they lose their attention to a lesson. In this case, the use of media in teaching-learning process is needed to attract students' attention and to make teaching- learning activities more interesting and also effective. The use of media in teaching-learning process is not a new thing. Many teachers know that media will be helpful. Media give students something new, but not all of teachers know how to implement it correctly, so sometimes media disturb learning process instead of helping students in learning process. This situation causes a problem. The use of media is questioning whether it really helps teaching-learning activities or not. Based on that assumption, the writer wants to find out the fact of the use of media in teaching- learning process, whether media can help teaching-learning process or not. By reading this article, readers will get a real experience of the use of media, which can help learning process. Besides, they will also know some obstacles that may arise from the use of media, how to overcome them, and detail example of how to conduct teaching-learning process by using media.

Media are the means for transferring or delivering messages. Li-Ling Kuo states that a medium is called the educational medium when the medium transfers message for teaching (Li-Ling Kuo, 1996). He

adds that the use of media is important and it is impossible to coordinate teaching with learning without using media (Li-Ling Kuo, 1996). Media are flexible because they can be used for all levels of students and in all subjects. Teaching media also can encourage students to take more responsibility for and control over their own learning, engage in joint planning of the syllabus, and take longer-term perspectives on their own learning (Masterman. 1999). Since media give many advantages, a teacher should consider a medium to be used in teaching-learning process.

Visual media are sources of data or information in the form of visual representations. These may be abstractions, analogues, rough illustrations, or digital reproductions of the objects the data pertains to; as such they generally require the interpretation of the data gatherer. Their level of reliability compared to other sources varies considerably. These sources may be hosted on the internet, printed in publications, displayed through broadcast media, or otherwise disseminated. They are generally available or at least citable as stable and traceable future references.

Our social, cultural and political worlds have always been visual, and shaped by media technologies, old and new. Visual and Media Studies is devoted to the historically-informed critical study of visual and media practices in their rich diversity, from popular media (advertising, photography, television, film and video, new media and games) to professional contexts (the courtroom, the hospital, the gallery, the classroom). Gaining critical understanding of these complex and rapidly evolving contexts requires the integration of theory and practice (or creative thought and critical making) and the development of a repertoire of twenty-first century competencies in research and art, theory, historiography, argumentation, analysis, computation, and multimedia storytelling. Some of the criteria that need to be considered by teacher in selecting the visual media, among others are as follows. Visual media is selected in accordance with the curriculum, learning objectives to be achieved, considering the abilities and skills of learners, practical and simple, flexible, multipurpose, durable, economical, and easy to use by teachers.

A good EFL book can provide what is missing - specific language goals and reassurance for learners. A communicative methodology is more effective if there are specific mini-language goals set for students to accomplish. A textbook will usually provide these goals but is often not a motivational source for students. A communicative methodology, on the other hand, offers students motivational tasks but is also a "set of principles loosely bundled together" for no specific purpose other than speaking English (Van Lier, 1988, p. 72). I believe that students learn better if they understand what is expected of them and what or how much they can experiment with everyday tasks. Thus, a well chosen textbook should offer students classroom stability by letting them know what is going to be expected of them as well as integrating motivating communicative pair work.

Introduced here is a book which has been successfully used with EFL college students. In the proposed media, I have attempted to simply describe an interactive way of teaching via a textbook where the teacher slowly relinquishes control by giving students more responsibility so when it comes time for the communicative tasks of pair work, learners are able to speak more accurately and confidently. When students are seated facing each other in pairs, they listen to the example conversation in the textbook as a class and then practice saying or repeating problematic words for pronunciation. Now is the time to practice any problematic phrases or cultural concepts or for any pre-teaching of difficult structures.

Up to this point, students have been studying one kind of communicative strategy via a controlled conversation memorization and listening drills. Now they are adequately prepared to assume all responsibility by trying it by themselves via a pair-work communicative task. They now have the opportunity to speak freely in English but are also sufficiently empowered to do so. The teacher, by walking around evaluating each pair, can easily decide where problems reside and correct them or decide to follow up the pair-work with additional question-answer practice between student and teacher. The classroom becomes a place where students know what is expected of them while keeping the class interactive and interesting. The method can maintain students' motivation and give students more confidence by slowly relinquishing teacher control while giving them more classroom responsibility. Finally, students are empowered to succeed and feel a sense of accomplishment at the end of each lesson.

With practice, teachers will become increasingly skilled at analysing the textbook in terms of what they need their students to learn and what work they need to get them to achieve the competencies expected of them by the end of the year. Teachers need to have a greater sense of autonomy and control over their choice of materials to address their own students' needs. It will help make a more realistic use of the textbook, which is useful but not perfectly designed and adapted for the student needs. Teachers will be able to feel comfortable in changing and adapting, in rejecting and in supplementing the materials they have been given. Overall, they will be able to address their students' needs in a more accurate,

targeted way by having greater control over what materials they use with them and what activities they provide for them in their lessons.

CONCLUSIONS AND SUGGESTIONS

Using books as a visual media appropriately can overcome the passivity of students. It will help excite the students to learn, allowing direct interaction between the students, the environment, reality, and allowing students to learn in accordance with their interests and abilities. The use of visual media in teaching can help teachers in providing meaningful experiences for students. The use of visual media facilitates student learning in making something abstract become more concrete.

The researcher suggests that teachers use visual medium of learning appropriately and with variations according to the levels and thinking ability of the students. To convey the message of learning from teachers to students, teachers should also use teaching aids in the form of drawings, models, or other tools that can provide concrete experience, motivation to learn, and can enhance absorption of students.

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THE ROLE OF IMAGINATIVE LITERATURE IN BUILDING THE STUDENTS' CHARACTER

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Abstract: Literature has a purpose to amuse and move the feeling of the readers. More than that, literature also has the potential to develop human character. In this globalization era, many students need guidance in developing their motivation and politeness. One of the many factors which influence the quality of English education program is the attention and big support of teacher and parent towards the students' need. Therefore, parents and teacher play a crucial role in handling and conducting the students' education. In this case, both parents and teachers can use moral values of literature as a valuable approach in facilitating the development of students' character. Without the support from parents and teachers, moral values of literature cannot be taught easily. Indonesian culture and English culture have many common principles. The results show that first there is a very close relationship between teachers' and parents' roles and moral values of literature. Second, habit and custom are part of culture which should be well considered to make literature works become more potential.

Keywords: imaginative literature, character building, motivation and politeness

INTRODUCTION

Teaching is regarded as the process of assisting individuals to acquire skills, knowledge, and qualities requisite to a good personality, all of which are needed to face life problems, technology and chance in the modern age. As one of those teachings, English literature instructions also support these goals. English imaginative literature teaching help to improve and develop the student's senses, reasoning ability, attitudes, social and religious understanding, values, and thought processes useful to live in society. This will help the students grow to become a mature member of society as both English literature and English literary sources also give some contributions to the revelations of human values, from which he can draw lesson for his own life. (Rahardjo: 1988).

In other words, literature teaching also indirectly gives some good guidance to the students as literature is also a means of transformation, that is to lead the wrong back to the right path. The student is guided to select good lessons in English imaginative literature works, their writers, their critics, etc through his experiences while reading, discussing, analyzing, and giving the appreciation.

Literature helps us to be realistic, mature, wise, and human. It helps us understand human sentiments, human interests, human problems, human values, etc. Our lives becomes more tolerant, more balanced, and fuller. We are able to sympathize with others' sufferings. We admire their endurance, perseverance, and their remarkable motivations. We learn to appreciate what others appreciate properly. In this way our capacity for feeling and appreciation increases, and so does our capacity for enjoyment. We become richer through our literary experience.

Related to the existence of literature works and literature teaching, the writer has intention to send some ideas on collaborating and using those literary materials, little touch of local philosophy, and students character building. In an already busy school day, finding time for building character in schools and for students can be a challenge. However, school is the first social structure the child encounters, and it provides an excellent opportunity for character-building.

School is not just about learning concepts; it is also a place where a foundation can be built to become upstanding adults. Every school should set a tone of respect, honesty and genuine kindness for all students. Whether they like it or not, teachers are role models for students and can provide examples of good character every day in the classroom. Students notice what teachers, do, say, tolerate, and how they handle challenges.

However, character building can also be done proactively through planned actions and activities within the classroom. These classroom activities will encourage students to develop and adopt quality ethical principles and behaviors that can last far beyond the classroom.

LOCAL KNOWLEDGE AND IMAGINATIVE LITERATURE

Local knowledge is part of literature products which also has a great contribution in supporting the existence of imaginative literary works. It can be in a form of cultural heritage of Indonesia. Local knowledge is formed as a process of interaction between humans and their environment in order to meet various needs. The processes of formation of local knowledge is very dependent on natural resources and the environment and is influenced by the views, attitudes, and behavior of local people towards nature and the environment. Local knowledge is different in each region, and it contains a variety of specific norms and religious values. But, basically the process of local wisdom to walk in harmony with nature. This is in accordance with the opinion of Edmund Woga that substantively, local wisdom is oriented towards balance and harmony of man, nature, and culture; sustainability and diversity of nature and culture; conservation of natural resources and cultural heritage; saving valuable resource economics; morality and spirituality.

Local knowledge can also be defined as a richness of local cultures containing life policies; outlook on life (way of life) that accommodates the policy (wisdom) and the wisdom of life. In Indonesia—which we know as the Archipelago—the local wisdom that applies not only locally on a particular culture or ethnicity, it can be said to be a cross-cultural or cross-ethnicity so as to form a national cultural value. For example, almost every local culture in the archipelago known local wisdom teaches mutual cooperation, tolerance, work ethic, and so on. In general, ethical and moral values contained in the local wisdom passed down through the generations, passed down from generation to generation through oral literature (among others are in the form of sayings and proverbs, folklore), and manuscripts.

Although there are efforts of local knowledge inheritance from generation to generation, there is no guarantee that local knowledge would remain strong in facing globalization that offers a lifestyle that is increasingly pragmatic and consumptive. In fact, we can see how the local wisdom-laden policies and philosophies of life is barely implemented in practice. The widespread of corruption in almost all levels are clear evidence of the denial of local wisdom that teaches "no pain, have fun and then"; "Thrifty rich base".

It has been stated in the literature (e.g., Hinkel, 1999; Krampsch, 1998) that language and culture are intertwined. Krampsch (1998: 3) for example stated that language expresses cultural reality which embodies cultural reality and symbolizes cultural reality. Drawn from this cultural perspective, it can be said that the teaching of English in Indonesia is in the crossroads. On the one hand, English is naturally the language used to express, embody, and symbolize the culture of the native speakers of English. On the other hand, English is taught in the setting where the users are the speakers of other languages who have indigenous cultures different from those of native speakers of English. This condition raises an issue which is crucial in the teaching of English in the Indonesian context that is: which culture content should be taught to the learners of EFL?

Some of the authors emphasize the use of local culture in the teaching of EFL in Indonesia. This is because the EFL learners have been living in their own culture and, thus, using their own culture in the teaching of EFL will preserve their cultural identity. For example, Octaberlina (2011) stated that the use of local culture will promote local biodiversity. She added that the teaching of local culture enables the student to learn all language skills in English well. This is because, in her words, "the students will not have any difficulties since they are asked to describe about something that they know very well: that is their own culture. (slide 9) Octaberlina clearly supports previous arguments expressed by Dalimunte and Tipka (2004). In their opinions, local culture teaching in English has a number of advantages, such as activating the students' background knowledge, making the students interested and motivated to talk about their own culture, and providing relevant materials for the needs of many Indonesian Students.

For a certain family, for example, dinner time is a time to share experiences or problems of what they have done on that day. In this occasion, caring and paying attention is quite needed and important. Through this chance in the dinner time the family meant to plant the habit of listening to what someone talking. So, by listening is also showing that we care. Listening could mean that we really listen to and pay attention to what other people say. We don't just hear what they said.

As what have been stated by Brown in his book Principles of Language Learning and Teaching, transactional factors are needed in the process of language learning especially the social transaction which the second language learner is called upon to make constitute complex endeavors. Transaction is the process of reaching out beyond the self to others. The tools of language help to accomplish these feats. A variety of transactional variables comes to bear on second language learning: imitation, modeling, identification, empathy, extroversion, aggression, styles of communication, and others. Three of these variables, chosen for their relevance to a global understanding of second language acquisition, will be treated here: empathy, extroversion, and aggression (Brown:107).

CHARACTER EDUCATION

Character education refers to an education teaching the way of thinking and reacting to help the students in their life by cooperating with their family, society, and country (Kanzunuddin, 2011). Character has various definition but basically they mean characteristics of a person shown through their speech, behavior, and thought. Character has become the basic on how people react on their problem. Good characteristics are needed by all people because it will directly influence their daily life. Character is also the main reason on how people see and describe us. This aspect is very important before applying the job, for example, the psychology test is always given to check whether the person is suitable for the job or not (Purwitasari, 2015).

Character education itself consists of two basic words, character and education. Education is basically taken from Latin word Educo or Educare which means training. Education itself has some different meanings from different terms but basically it refers to a system on how an adult directs, gives instruction to children, so, they can control their matter of mentality and thinking process. While character refers to someone's self-identity. According to *Kamus Besar Bahasa Indonesia*, character is defined as characteristics, nature, and habit. It is similar to the explanation from *Pusat Bahasa Depdiknas* which can be defined as heart, soul, characteristics, habit, and temper.

GREAT LESSONS FROM EMILY DICKINSON'S POEMS

Success is counted sweetest
Success is counted sweetest
By those who ne'er succeed
The comprehend a nectar
Requires sorest need

Not one of all the purple host
Who took the flag today
Can tell the definition
So clear, of victory!

As he defeated dying
On whose forbidden ear
The distant strains of triumph
Burst agonized and clear!

The poem by Emily Dickinson was written in 1859 and published anonymously in 1864. The poem uses the images of a victorious army and one dying warrior to suggest that only one who has suffered defeat can understand success (Wikipedia: 2016). The theme is revealed in the first two lines of the poem which read, "Success is counted sweetest / By those who ne'er succeed." In other words, no one appreciates the feeling of success better than a person who experiences failure. Those who do without in this poem do not do so by decision. They want what it is they do not have and, by not having it, want it even more. The poem goes on to say that to understand fully the satisfaction and joy of victory, one must suffer defeat and has to listen to the joyous cries of the winner. Dickinson sends a similar message in her poem "Water, Is Taught by Thirst," in which she alludes to the fact that only the truly thirsty appreciate all that water offers. This theme is a common one in everyday language. "Absence makes the heart grow fonder" is a popular saying with similar meaning. Emily Dickinson lived a fairly reclusive life and went unrecognized in her work. She knew that her life was one of denial, a state she apparently chose for herself. This lifestyle, however, made her more sensitive and more poetic.

This poem is not doubtfully, inspiring. Students are advised to always appreciate the failure. Failure is not totally bad phenomenon. It is exactly the right path given to human being to be able to reach the success. Much of what we know and understand has been learned through experience. Whether it was time spent in a classroom or having experiences out in the world, much of what we learn is accomplished through doing and interacting with others.

GREAT LESSONS IN INDONESIAN WISE SAYINGS

From some sayings and proverbs in Indonesian, there are Javanese sayings which can be used to conclude about three points that can be carried out in every single process of teaching and learning. They are as follows:

1. Bersakit-sakit dahulu bersenang senang kemudian. No pain no gain. This is the famous proverb of Indonesian that should be held and transferred to the next generation. This proverb means – holding

- the strong seriousness in achieving the ideals to achieve the ideals and can enjoy the pleasure or happiness. This proverb is suitable to be taught to the students because they are in the mission of achieving their ideal. This situation needs big struggles. The teacher needs to teach this kind of concept to the students to have high level of awareness and respect on the traditional values which virtually have the right advantages and values in live.
2. Experience is the best teacher. Everything that happened in our daily life actually has already been destined and set by God. People should be careful in facing that. One important thing is that there is a lesson behind every event happened in our life. When a student ever undergoes the failure, it is the way shown to reach the success. It also possibly happened not only on students but also to the teacher. This is in line with expert's idea that "much of what we know and understand has been learned through experience. Whether it was time spent in a classroom or having experiences out in the world, much of what we learn is accomplished through doing and interacting with others (Huhman:2013).
 3. *Madep, mantep, mantheng*. This philosophy supports the notion that when pupils and teachers in the mission of doing something should be done to focus on the object at hand, feel for it and are not tempted to do something else, and finish until the work is completed. The teacher also needs to teach this kind of concept to the students so that they have high level of awareness and respect on the traditional values which virtually have the right advantages and values in live. This habit will be often suitable especially on the stage of reading activity.

CONCLUSIONS AND SUGGESTIONS

In the process of teaching and learning of English as a foreign language (EFL), learners are expected to express culture with which they are barely familiar. Secondly, developing a new identity through exposure to the culture is likely affecting the learner's mental. Thus, it is important for the learners to know various kinds of their own culture in the country where they live. By having teaching and learning class of foreign language in an integrated way that relates to Indonesian culture, students are expected to be aware and have much knowledge about their own culture.

In reading imaginative literature works, students are hoped to be able to absorb every lesson provided. When they don't have the ability to catch the essential message, it is the duty of the teacher to assist them. The teacher is also expected to be a model or figure to apply the lesson of every imaginative literature product.

The results confirmed that reading imaginative literature is regarded as a special activity which serves to satisfy a wide variety of needs. Someone who is introverted and reluctant is usually unable to participate fully in society and social surrounding. There is convincing evidence that through reading a person's life, it can be a good material to be transformed. Also, for those who regard themselves as readers, reading is not only deemed a special activity but a crucial one.

To follow up the conclusion, some suggestions are proposed to the English students especially, teachers/lecturers, and other researchers. The students, teachers, and lecturers are suggested apply this idea independently not only in the classroom but also outside wherever and whenever they conduct teaching and learning process. Finally, for other researcher, this research hopefully can be an inspiration to do the next study and observations in the same field of research.

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THE ROLE OF ENGLISH TEACHERS IN 21st CENTURY LEARNING AND CURRICULUM 2013: AN INDONESIAN PERSPECTIVE

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Abstract: In this 21st century era, English has become more and more important. Globalization has entered almost all dimensions of our life. As a result, the need for English mastery has increased dramatically. Teaching English has become more prospective than before. The teaching of English will not only focus on memorizing words or grammar, but also the use of the language and the knowledge of the culture as a medium to communicate with people all over the world. This has been anticipated in the new curriculum called curriculum 2013. The aim of curriculum 2013 development is to create productive, creative, innovative, and affective students through integrated attitude, skill and knowledge (Sisdiknas Document, 2012). Those themes become the learning characteristics of 21st century. To achieve the goal in producing the 21st century students, qualified teachers are required. It is not an easy task since there are still problems found concerning the teachers. Some of them are teachers' qualification, teachers' teaching skills, and many others. Globally, these problems can be minimized through professional development done by the teachers.

Keywords: English teachers, 21st century learning, curriculum 2013

INTRODUCTION

In this 21st century era, English has become more and more important. Globalization has entered almost our dimension of life. It has entered our life in economics, politics, technology, culture, sports, etc. As a result, the need of English mastery has increased dramatically. Teaching of English has become more prospective than before. Pardede (2012) stated that the focus of English teaching will be different than today. In the future English will be needed to communicate not only in a certain place (e.g, in the classroom or office) but also to interact and collaborate with other people all over the world. The teaching of English will not only focus on memorizing words or grammar, but also for using the language and the knowledge of the culture as a medium of global communication (Sinar Harapan). Similar to this, since English is used in both bilateral and multilateral interactions with other countries to introduce our country's marketable potentials and capacities (Hamied, 2012), the teaching of English should be the priority of our government's concern.

This has been anticipated in the new curriculum called curriculum 2013. The theme of curriculum 2013 development is to create a productive, creative, innovative, and affective student through integrated attitude, skill and knowledge (Sisdiknas Document, 2012). It is said to be the learning characteristics of 21st century. The curriculum 2013 also aims to encourage students to be able to observe, ask, reason, and communicate what has been obtained in the teaching learning process. Through the approach, the students are expected to attain better attitude, competence, skills, and knowledge. To achieve the goal, qualified teachers are required. It's not an easy task since there are still problems found concerning the teachers. Based on the explanation above, there are three questions that will be addressed in this paper:

1. What is the relation among 21st century learning, curriculum 2013 and English teachers?
2. What are the problems concerning the English teachers in Indonesia nowadays?
3. What should be done to solve the problems?

METHOD

Library research is conducted in composing this paper. Relevant references are chosen to support the ideas presented in this paper.. The data used are secondary data drawn from multiple published sources such as books, journals, articles, newspapers, websites, etc. The following steps adapted from Cornell University Library are conducted in composing this essay:

1. Identifying and developing topic
2. Finding the context: Background information on the topic
3. Finding books
4. Finding periodical articles
5. Citing

FINDINGS AND DISCUSSION

The relation among 21st century learning, curriculum 2013 and English teachers

It has been stated in the previous section that the characteristics of 21st century learning are implemented in the curriculum 2013. The characteristics of 21st century learning implemented in the curriculum 2013 are among others ;

- a) Information (available anywhere and everywhere)

The teaching learning process is directed or aimed to encourage students to find out information from multiple sources.

- b) Computation (better use machines)

The teaching learning process is directed not only to answer the problems but also to formulate them.

- c) Communication

The teaching learning process in this characteristic emphasizes the importance of cooperation and collaboration in solving the problem.

- d) Critical thinking, creative thinking, information literacy, technology literacy, productivity, social skills, leadership etc

One of the factors that determine the success of curriculum 2013 is the competence of the teachers. Competence is the set of knowledge, skill and attitude that should be owned by teacher and lecturer to do their professional duties" (Law number 14 year 2005). For the teacher there are four aspects that should be given special attention in terms of the implementation of curriculum 2013. They are pedagogy, professional, social, and managerial competencies. Pedagogical competence for instance is very crucial to those whose professions are teachers or educators. To understand the pedagogy means to understand the art of teaching or educating other people. It is impossible for the teacher to succeed in his teaching without having pedagogical skills.

The preparation of the teacher is more important than the development of curriculum 2013. Why is the teachers more important? The 2013 curriculum aims to encourage students to be able to observe, ask, reason, and communicate what they learn. Teachers plays the important role in implementing the teaching learning methods in accordance with curriculum 2013. Teachers are expected to be resourceful as well as adaptive to the change. The question is whether the teachers, especially the English teachers in Indonesia are prepared to implement the curriculum 2013.

The Problems Concerning the English Teachers in Indonesia Nowadays

Educational change depends on what teachers do and think. It is as simple and as complex as that. It would be easy if we could change the way of thinking. The effectiveness of classrooms and schools depends on the quality of the teachers and the organization of workplace that provide teachers with reward. The two factors are closely related. Professionally rewarding workplace conditions attract and retain good people (Fullan, 2001 in Rizali, Sidi and Dharma 2009).

To increase the quality of education, the main focus should be put on teachers' quality. Schools will be effective if they recruit the qualified teachers and create conducive workplace for them. According to Rizali, Sidi and Dharma (2009), data obtained in 2000/2010 shows that in secondary schools, only 66,33% teachers are qualified for teaching (at least Diploma 3) and the rest are unqualified. This percentage is now much bigger since teachers are required to have bachelor degree (S1).

Suherdi (2010) observed the performance of more than sixty groups of English teachers, each of which consisting of 28 to 30 teachers, attending the 90 hours teacher training required for their certification. The result is very discouraging. He found that most of the teachers do not meet the competence standard set by the government (PP no. 19/2005). Even their competence is still far below the standard. Even after the 90-hour training, the majority did not show significant improvement (in Suherdi, 2012).

Similar discouraging results are shown by studies on students' engagement. Students were reported to be passive, lack of initiatives, and reluctant to participate even when nominated (Suherdi, 2001, 2005, 2006, cited in Suherdi, 2012). However, when the teachers applied active-participation-demanding methods of teaching, the students become more active in the learning process. In other words, Suherdi (2012) stated that students' passive attitude in learning is more influenced by the teaching technique implemented by their teachers than their unwillingness to participate.

Although English has become first foreign language since 1950s, Indonesian students' proficiency in English remains low. A recent study using the TOEIC test to measure the proficiency levels on senior high school students shows that more than 55% are novice, 37% are in elementary level, and only 5% belong to intermediate level of English (Hamied, 2011, in Kirkpatrick, 2012). One of the reasons

of the failure of English teaching is the lack of proficient and trained teachers (Dardjowidjojo, 2000 in Kirkpatrick, 2012).

Things to Do to Solve the Problems

Considering all the problems with English teachers as described above, professional development for teachers is required as a solution. Murray (2010) highlights some reasons for teachers to pursue professional and techniques that teachers have found help them feel empowered and motivated in their English language classrooms. One of the main reasons to pursue professional development is to be empowered –to have the opportunity and the confidence to act upon their ideas as well as to influence the way they perform. Teachers have the capacity for self- empowerment if they hold the following precepts: being positive; belief in what they are doing and in themselves; being proactive not reactive; and being assertive not aggressive. Feeling empowered can enhance leadership skills and lead to improvement in students' performance and attitude. Our pupils now have become a part of 21st century generation, while the teachers still belong to 20th century generation. The challenge now is how education system is transformed learning from industrial learning pattern into digital learning pattern as the children today are already digital native (Baswedan, 2016).

Teacher development can be conducted in many forms. Some programs are conducted individually or informally while others are done in collective or structured manner. The most feasible professional development activity for an English teacher is reading journals and even writing to keep up with the new trends and research developments.

The following are activities for professional development:

1. Individual technique: keeping a teaching journal, analyzing critical incidents, participating in workshops and conferences.
2. Collaborative technique: sharing journals, peer mentoring and coaching, forming a teacher support group, joining a teacher support network, forming or join local and national teachers' associations, creating network with other professional associations, active participation in an international professional association. Falco and Szesztay acknowledge that joining professional association provides opportunities for them to attend conferences and to participate in teacher training and development program, and to strengthen their network and solidarity. In other words, teachers can share and care for other teachers (Sinar Harapan, 2012).

Guilloteaux (2008), suggested key practices for effective classroom managers which include the following qualities: being a good role model, being approachable (be friendly, helpful, patient, humorous; answer questions sincerely; smile), interacting democratically with students, treating students equally regardless of their ability in the subject, respecting their opinions, encouraging risk taking by affirming tolerance of mistakes. In line with this, Harmer (1998) states that although the character and personality of the teacher is a critical issue in the classroom, by far the greatest number of responses to the question "What Makes a Good Teacher?" were not so much about teachers themselves, but rather about the relationship between the teacher and the students. Class management, the ability to control and inspire the class is one of the fundamental skills of teaching. Teachers find it much easier if their students believe that they are genuinely interested in them and available for them. Thus, a simple answer to the question "What makes a good teacher?" therefore is that a good teacher care more about their students' learning than they do about their own teaching.

English teachers should develop the skill of persuasive writing, critical reading, informative analysis, and other genre of texts. They should also be able to use Information and communication technology (ICT) in their teaching (Sinar Harapan). It can help students work collaboratively, allow students to develop creativity and good communication skills (Harding, 2016). In relation to this, Suherdi (2012) stated that the 21st Century English teachers will have their self-esteem only when they develop their teaching competence to facilitate the development of students' strong personality, positive character, and wisdom in making use of ICT, which will enable them to give more significant contribution to social welfare, peace, and prosperity in the society.

CONCLUSIONS AND SUGGESTIONS

Many problems occur in English language teaching related to the teachers in Indonesia. Some of them are teachers' qualification and teachers' competence in teaching. Globally, these problems can be minimized through professional development done by the teachers. However, professional development is an ongoing process, that evolves as they assess and reexamine their teaching beliefs and practices. Improving overall competencies, using information communication technologies (ICT), and joining

professional association are recommended for English teachers to address the challenges in this 21st century and for the successful implementation of 2013 curriculum.

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EAP LAW: THE PROPOSED USE OF INTERNET-BASED AUTHENTIC MATERIALS IN TEACHING MK BAHASA INGGRIS AT LAW FACULTY OF UNMER MALANG

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Abstract: This research is an R & D study and is intended to develop teaching materials (including a syllabus) for teaching MK Bahasa Inggris or English subject to the first semester students of Law Faculty at University of Merdeka Malang. The subject is a 2- credit subject and is taught only once a week. In accordance with the new curriculum of KKNI or *Kerangka Kualifikasi Nasional Indonesia* (Indonesian Qualification Framework), the research is conducted based on the needs of adjusting the use of the teaching materials with KKNI curriculum, the goal of which is on the Learning Outcome of the learners. The main objective of this research is to propose the use of internet-based authentic materials for teaching English subject, which is emphasized on reading skill. The procedure used to develop the materials is adapted from two essential steps proposed by Graves (1996). Since the researchers themselves are the primary instruments, the secondary instruments used in the research are questionnaires and interview. The primary data are English articles taken from reliable websites in the internet. The last, the information collected by the researchers during the research are in the forms of comments, explanation, and suggestions.

Keywords: *R & D, KKNI, authentic materials, EAP reading skill*

INTRODUCTION

Fourteen meetings in 1 semester and 100 minutes for each meeting seem long and hard if teachers do not have a good lesson plan that consists of basic and detail activities teachers will conduct in the whole semester. The problem seems to get harder when teachers also have to teach a big class (35-40 students) and heterogeneous (in terms of proficiency level) language class. Definitely a good lesson plan for 14 meetings should be carefully made. Besides, when the students are not from English department such as those involved in the study, the next step to decide is applying EAP (in this case for Law students) in developing the teaching materials.

EAP (English for Academic Purposes) as one of the two sub divisions of ESP (based on Robinson's classification) is apparently used for study in specific discipline and as a school subject. In the context of the study, the discipline is English for Law. Here are two definitions of EAP taken from different sources in the internet.

The following is the definition of EAP that is stated in one of the British Council's websites: "English for Academic Purposes (EAP) involves teaching students to use language appropriately for study. It is a branch of ESP (English for Specific Purposes) which has expanded together with the growing number of international students undertaking tertiary studies in English." And the second one is as stated in http://en.wikipedia.org/wiki/English_for_academic_purposes:

English for academic purposes (EAP) entails training students, usually in a higher education setting, to use language appropriately for study. It is a challenging and multi-faceted area within the wider field of English language learning and teaching (ELT), and is one of the most common forms of English for specific purposes (ESP).

From those two definitions, the writers conclude that there are three essential aspects involved in EAP; **first** is teaching and learning in English language, **second** is using English language for study, and **third** is for higher education or tertiary study. In other words, teaching EAP is an appropriate one for university level; for instance teaching English for Law (*MK Bahasa Inggris Hukum*) to students who are majoring in Law.

And as suggested by <http://www.elanguages.ac.uk/eaptoolkit/>, there are seven contents that can be used to teach EAP: 1) Learning skills, 2) Academic writing, 3) Reading and critical thinking, 4) Listening and note-taking, 5) Communication skills, 6) Grammar for academic purposes, and 7)

Vocabulary for academic purposes. In line with the title of this research, we prefer content number 3 to support the discussion on developing materials for teaching reading skill.

In accordance with the application of new curriculum, that is *KKNI or Kerangka Kualifikasi Nasional Indonesia* (Indonesian Qualification Framework – IQF), the existing syllabus and the teaching materials of English for Law in the place where the study was conducted need to be adjusted. To be precise, KKNI Curriculum which is focused mainly on the *Capaian Pembelajaran* or Learning Outcomes of the students started to be applied thoroughly at Merdeka University of Malang in early 2015. This was done based on the *Kebijakan Ditjen Pendidikan Tinggi tentang Kerangka Kualifikasi Nasional* (The Policy of the Indonesian Directorate General for Higher Education on the Indonesian Qualification Framework) and *Arah Kurikulum LPTK2011* (The Direction of LPTK Curriculum 2011).

Table 1 shows the details about the English for Law subject or *MK Bahasa Inggris Hukum* as stated in the *Pedoman Penyelenggaraan Pendidikan* (Guidelines for the Implementation of Education), Merdeka University of Malang, Academic Year 2016-2017, which includes subject code, number of credits (SKS), the semester when it is taught or given and its status.

Table 1. The Curriculum of Study Program: Bachelor (Hons) in Law

No.	Subject Code	Name of Subject	Number of Credits	Semester	Status
1.	100104	English For Law	2	1	Compulsory

As for the lesson plan, Table 2 shows an example of the Course Outline reflecting student-centered learning (RPSCL) as suggested by BP2M or *Badan Penjaminan dan Pengendalian Mutu* (Board of Quality Control and Assurance) at Merdeka University of Malang. Each lecturer must prepare this format; for instance, a 2-credit subject taught once a week for one semester equals to 16 meetings, including the mid-term and final tests. Thus, for this purpose, the writers have to propose at least 7 topics for 14 meetings to develop the teaching materials.

Table 2. Example of RPSCL FORMAT (translated)

Subject	:	Bahasa Inggris Hukum (English for Law)
Code	:	100104
Credit	:	2
Semester	:	1
Pre-requisite Subjects	:	-

WEEK	CORE MATERIAL	SUB COMPETENCE	INDICATORS OF ASSESSMENT	SCL MOD EL	SCL METH OD	LEARNING ACTIVITIES		TIME ESTIMATE	SOFT SKILLS	ASSESSMENT	
						LECTURER	STUDENTS			FORM	WEIGHTING
				SGD	Discussion						

Suggested SCL Models:

SGD	: Small Group Discussion	Cbl	: Collaborative Learning
RPS	: Role Play and Simulation	CI	: Contextual Instruction
DL	: Discovery Learning	PjBL	: Project Based Learning
SDL	: Self-Directed Learning	CL	: Cooperative Learning
PBL	: Problem Based Learning & Inquiry		

Suggested SCL Methods:

Lecture, Paper, Seminar, Discussion, Assignment, Case Study, Practicum, Field Study, etc.

With the hope of giving the students more knowledge on their major (Law) through reading skill, the main objective of this research is to propose the use of internet based authentic materials for teaching English for Law subject. That is why the writers choose articles from the reliable websites such as from <http://www.care2.com/> and <http://www.rd.com/> which publish articles about real cases happen in daily life (authentic materials). More details about them will be discussed on findings and discussion. However, here is the definition of authentic materials given by Vivian Cook that explains what authentic materials

are and give some examples of them in this website, <http://homepage.ntlworld.com/vivian.c/Writings/Papers/AuthMat81.htm>:

Using authentic materials simply means using examples of language produced by native speakers for some real purpose of their own rather than using language produced and designed solely for the classroom. Anybody who takes into the classroom a newspaper article, an advertisement, a pop song, a strip cartoon, or even a bus ticket, is using authentic materials.

Furthermore, why should it be authentic materials? Definitely, there are some beneficial outcomes to gain when teachers use authentic materials. Martinez (2002), in his article Authentic Materials: An Overview, states nine advantages of using authentic materials in teaching English. Here are four of them that are in the line with this research: 1) Students are exposed to real discourse; 2) Authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value; 3) Reading texts are ideal to teach/practise mini-skills such as scanning; and 4) Books, articles, newspapers, and so on contain a wide variety of text types and language styles not easily found in conventional teaching materials.

METHOD

The research design used in the study is Educational Research and Development (often shortened as R & D). As stated by Latief (2010, p. 101) in his book entitled *Tanya Jawab Metode Penelitian Pembelajaran Bahasa*, “Penelitian pengembangan bertujuan untuk menghasilkan perangkat pembelajaran, seperti silabus, bahan ajar, media, modul praktikum, latihan kerja siswa, alat mengukur kemajuan belajar, alat mengukur hasil belajar, dsb. (The purpose of R & D is to produce a set of teaching learning apparatus, such as syllabus, teaching materials, teaching media, module, students' workbook, etc.”). While according to Borg (1981) the objective of this kind of R & D is a finished product that can be used effectively in educational programs.

To develop the teaching materials, the writers uses the procedures which are adapted from framework of components of course development processes proposed by Graves (1996).

Table 3. Course Development Processes proposed by Graves (1996)

Framework of Components of Course Development Processes by Graves (1996)

No.	Components	Contents
1.	Needs Assessment/Analysis What are my students' needs? How can I assess them so that I can address them? Questionnaires? Observation? Interview? etc.	Objective and Subjective Needs
2.	Determining Goals and Objectives What are the purposes and intended outcomes of the course? What will my students need to do or learn to achieve these goals?	Goals (the intended outcomes of the course). Objectives (what to do and learn to achieve the goals).
3.	Conceptualizing Content What will be the backbone of what I teach? What will I include in my syllabus?	Language Components Language Functions Language Skills Genre/Texts etc.
4.	Selecting and Developing Materials and Activities How and with what will I teach the course? What is my role? What are my students' roles?	Selecting Materials (Adopt? Develop? Adapt?) Teaching-Learning Techniques Material Evaluation
5.	Organizing Content and Activities How will I organize the content and activities? What system will I develop?	Lesson Level and Course Level
6.	Evaluation How will I assess what students have learned? How will I assess the effectiveness of the course?	Students' Assessment
7.	Consideration of Resources and Constraints What are the givens of my situation?	-

The primary or human instruments (Graves calls it as human investigator) of this research are the researchers or writers themselves. As for the secondary instruments, in this research, the writers mostly use interview (stakeholder/Law Faculty) and questionnaires (for students of Law Faculty), which will be discussed more in the findings and discussion. Latief (2010, p. 75) states that human instrument may be equipped with various instruments called secondary instruments:

Dalam penelitian dengan metode kualitatif, karena data diambil dari berbagai sumber, dengan peneliti sendiri yang berfungsi sebagai instrument pengumpul data (human instrument) yang boleh dilengkapi dengan berbagai macam instrument, maka pengumpulan data (yang harus dilakukan sendiri oleh peneliti walaupun boleh dibantu oleh orang lain) dilakukan dengan berbagai macam teknik sekaligus, misalnya wawancara, observasi, pemancingan, pengkajian dokumen, ornament, tata ruang, gerak-gerik, cara berpakaian, dsb.

In the qualitative research, the researcher himself has a role as a human instrument and collects the data from various sources. Equipped with some instruments, the researcher collects the data by himself or may be helped by others, by applying several techniques, such as interview, observation, or document assessment, at once.

FINDINGS AND DISCUSSION

This section consist of four subtopics to discuss. They are primary data of the research, secondary data of the research, teaching materials and syllabus as the findings of the research.

The form of the primary data of this research and development is Internet-based materials. The writers choose Internet-based materials since the Internet has affected many aspects of human life, including education. The Internet is defined as an “association of computer networks with common standards which enable messages to be sent from any central computer on one network to any host on any other” (Crystal, 2001). Nowadays, Internet has become a complementary means not only for the pursuit of knowledge but also for the dissemination of knowledge. In the context of the teaching and learning of English as a Foreign Language (EFL), the Internet is required to improve the quality of education of English teachers (Cahyono & Widiati 2007). It is, therefore, necessary to take a look at Internet-based materials and facilities and use them as resources for learning.

There are two Internet links that the writers suggest visiting in developing English materials for Law Faculty; they are <http://www.care2.com/> and <http://www.rd.com/>. There are two reasons for choosing those Internet links. The first reason is that the language used in the texts of <http://www.care2.com/> and <http://www.rd.com/> is in the range between beginner and intermediate levels, and is suitable with the students' needs in Law Faculty of Merdeka University of Malang. The second reason is that the articles which are uploaded on <http://www.care2.com/> and <http://www.rd.com/> are real cases that happened related to law aspect.

In getting the secondary data, the writers use two instruments; interview and questionnaires. They interview the stakeholders in the Law Faculty of the university and give questionnaires to their students. The interview is aimed to get the information about the situation in their classroom and the materials they used in teaching learning process. The questionnaires are aimed to know the students' needs. Furthermore, the writers can develop the English teaching materials based on the information obtained from both the stakeholders of Law Faculty (interview sessions) and students' needs (questionnaires).

In this R & D research, the writers not only develop the teaching materials but also develop the Syllabus of *MK Bahasa Inggris Hukum* (English for Law subject) at the Law Faculty of Merdeka University of Malang. The writers develop the teaching materials in the form of reading comprehension materials which consist of 1) reading passages adopted from <http://www.care2.com/> and <http://www.rd.com/>, 2) vocabulary building that helps the students to understand more about the passages they are reading, and 3) reading comprehension questions to know how well they understand the cases in the passage. In developing the syllabus the writers mostly use the secondary data as the resources since the function of syllabus is to “let students know what the course is about, why the course is taught, where it is going, and what will be required for the students to be successful in the course” (Altman & Cashin, 2003). Syllabus is a learning tool. It helps students become more effective learners in the course. It informs students of the instructor's beliefs about teaching, learning, and the content area. It focuses on students and what they need to be effective learners. It places the course in context (how it fits in the curriculum, how it relates to students' lives), the content required for a syllabus that serves as a learning tool for students.

The writers develop seven topics to discuss; one topic could be discussed in two meetings. The chosen topics are based on current issues in the environment in order to be able to give the students contextual teaching and learning materials.

Table 4. List of Proposed Topics

No.	Week	Proposed Topics	Chosen Titles
1.	Week 1	Women & Children's Rights	Saudi Women Petition to End Male Guardianship System
	Week 2		

2.	Week 3	Civil/Human Rights	
	Week 4		
3.	Week 5	Cyber Crimes	7 Little Etiquette Rules for Complaining on Social Media
	Week 6		
UTS /Mid-Term Test			
4.	Week 8	Environment and Wildlife	
	Week 9		
5.	Week 10	Education for Children	
	Week 11		
6.	Week 12	Interracial Marriage	
	Week 13		
7.	Week 14	Health Policy	
	Week 15		
UAS /Final Test			

CONCLUSIONS AND SUGGESTIONS

Teaching and learning English skills through English for Academic Purposes (EAP) is not a new thing. But along with the development of methods and approaches in teaching learning English, teaching EAP also adjusts.

Concerning authentic materials, it is in line with what is stated by Cook as quoted in the Introduction section of this article. That is why, the articles that the writers choose to use as reading materials are authentic materials since, first, they were written by native speakers for some real purposes. Second, they were taken from <http://www.care2.com> and <http://www.rd.com/> that provide articles as newspapers do. Furthermore, by using authentic materials, there are some benefits to gain (Martinez, 2002), such as students are exposed to real discourse and they keep students informed about what is happening in the world, so students have an intrinsic educational value.

The bottom line is combining EAP with the right English skill to teach non English department students indeed helps both the teacher and the students in the teaching learning process. It helps the teacher in managing and administrating the class and helps the students in learning English based on their needs. Finally, the writers greatly hope that the results of this R & D study concerning Internet-based authentic materials can be used to teach *MK Bahasa Inggris Hukum* at the Law Faculty of Merdeka University of Malang.

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Appendices:

Example of Articles

Saudi Women Petition to End Male Guardianship System



“In Saudi Arabia, a woman’s life is controlled by a man from birth until death,” says Human Rights Watch in their [report](#) on Saudi Arabia’s male guardianship system.

Many Saudi women have had enough and thousands have signed a petition demanding an [end to the guardianship system](#), which effectively treats grown women as minors for their entire life.

In the past, the Saudi government has promised to end the system several times but hasn’t made any significant changes. Now, many women are tired of waiting and are protesting for their right to be recognized as fully capable human beings.

In Saudi Arabia, the law requires women to get permission from a male guardian to travel, get married, or be released from prison, and sometimes for employment and healthcare treatments. Sometimes a guardian is required to rent an apartment, and, while it’s often not enforced, officially women who study abroad on a government scholarship must be accompanied by a male guardian for the length of the term.

While it hasn’t yet received an official response, the petition included 14,682 signatures and gained support from women of all ages and backgrounds, according to Hala Aldosari, who wrote the petition and worked on the Human Rights Watch report. About 2,500 women also sent direct telegrams to the office of the Saudi King, begging him to end guardianship.

Source: <http://www.care2.com/causes/saudi-women-petition-to-end-male-guardianship-system.html>

Glossary:

7 Little Etiquette Rules for Complaining on Social Media



If you have a complaint about a company's product or services, reaching out to them via social media is your best bet for getting a response. But click around to see where the company appears to be most active. "For example, is very good about responding to customer complaints on Twitter. Other companies are more responsive on Facebook," Jacqueline Whitmore, etiquette expert and Founder of The Protocol School of Palm Beach. "Either way, airing your grievances all over social media just won't get your results."

Source: <http://www.rd.com/advice/relationships/complaining-on-social-media/1/>

USING FUN ACTIVITIES TO ENHANCE STUDENTS' INTEREST AND ACHIEVEMENT IN LEARNING ENGLISH

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Abstract: Teaching English to young learners has been a crucial issue. This is a classroom action research done to solve some problems faced by MI Nurul Huda, Blitar. The first problem is that the teacher is the only one who has the textbook in teaching so that the teaching learning process is not optimal. Second, the students feel that English is a very difficult subject; that is why, their interest and achievement in learning English is not satisfactory. Third, the technique in presenting materials is not various so that the students are getting bored easily. Thus, this study aims to describe whether the use of fun activities can improve the students' interest and achievement in learning English. The subject of this study is the third year students of MI Nurul Huda, Blitar. This action research is conducted in a cycle consisting of four phases, namely planning, action, observation, and reflection. In the cycle, there are six meetings. In the first to fifth meetings, the students are taught using different fun activities. While in the sixth meeting, a test is conducted to measure the students' achievement. Questionnaires are also used to find out the students' responses in learning English before and after using fun activities.

Keywords: *fun activities, English to Young Learners (EYL), learning English*

INTRODUCTION

As an international language, English has an important role in communication. Crystal (1995) states that most of the scientific, technological, and academic information in the world is expressed in English, and more than 80 per cent of all the information stored in electronic retrieval system is in English. This is also supported by Harmer's (1983) statement that English is spreading to be the international communication language. Learning English is thus very essential in this globalization era, including for Indonesians with the aim that they can get involved in the development of scientific and technological information worldwide. Thus, introducing English as early as possible is necessary.

The Decree of the Minister of Education and Culture no. 060/u/1993 in the 1994 Curriculum (Kurikulum Muatan Lokal/ Local Content Curriculum, 1994) suggests that English is taught to elementary school students. However, schools need to consider the environment's condition and availability of qualified teachers. English in elementary school is a local content subject. Therefore, the teaching learning process depends on the school's policy. The aim of teaching English at elementary schools is that students are to develop the students' four language skills, namely: listening, reading, speaking and writing for simple patterns. Students are also expected to acquire vocabulary of approximately 500 words.

Teaching young children, however, is different from teaching high school students and adults. Elementary school students are young learners with their own characteristics. The students of elementary schools have certain characteristics; they like to play games, sing songs, do activities, and touch things (Suyanto, 1997).

Problem Analysis

This study was conducted at MI Nurul Huda Blitar. From an interview with the teacher before the research, it was found that there are several problems faced by the teacher and the third year students at MI Nurul Huda Blitar. First, the teacher is the only one who has the textbook in teaching and the students complete worksheets provided after the teacher explains the topic. Thus, the result of the learning is not optimal. Second, the students feel that English is very difficult; that is why, their interest and achievement in learning English is not satisfactory. Third, the teacher mostly uses the same technique in presenting materials so that the students are getting bored easily. Thus, to solve the problems above the researchers do the study dealing with the use of fun activities to support the teaching learning process.

Statement of the Problems

Based on the background and problem above, the research problem is as follows:

1. Can fun activities increase the students' interest in learning English?

2. Can fun activities improve the students' achievement in learning English?

Objective

This study aims to describe:

1. whether fun activities can increase the students' interest in learning English.
2. whether fun activities can improve the students' achievement in learning English.

The Scope of the Study

In the teaching learning context, there are many kinds of fun activities that can be used by teachers. However, in this research, the activities include singing songs and playing games, and story telling since these activities are suitable with the materials presented, easy to prepare and useful for teaching learning activity. Besides, this is an action research that is focused on one classroom at MI Nurul Huda Blitar. The students are in the third year of MI Nurul Huda Blitar.

Significance of the Study

The findings of the study are expected to contribute information as feedback to improve the teaching learning process. The English teachers can consider the results of the study in order to improve the quality of the teaching and learning process in their classes, including materials, techniques, and media. The students may also gain advantages of the findings. Using fun activities can increase the students' interest. Those activities will make the class more interesting and bring a new atmosphere. Their achievement can also be enhanced since the fun activities will help the students in learning English.

Definition of Key Terms

There are three key terms in this thesis and they are defined as follows:

1. Fun activities refer to songs, games (whispering and miming), and storytelling.
2. Students' interest is indicated by students' involvement and attention in the process of teaching and learning English.
3. Students' achievement refers to the students' performance in learning English. It is shown by the students' scores in the tests.

METHOD

This classroom research was conducted at MI Nurul Huda Blitar that is located at Jalan Ciliwung 14, Blitar. The English subject is taught as local content for students in the third grade and is given on Mondays. The time allotment for every meeting is 2 x 30 minutes. The English teacher usually explained the lesson. She rarely encouraged the students' participation in the teaching learning process.

This classroom action research was done during the first term starting from August 1st to September 5th, 2016. The researcher asked for permission and did the observation on July 25th, 2016. She gave a questionnaire to the students to get the students' responses in learning English before the implementation. Finally, the second questionnaire was given to get the students' responses after the implementation of the technique in the teaching and learning process.

There were 21 students who become the subject of the study. They are the third year students at MI Nurul Huda Blitar consisting of 10 males and 11 female students.

Research Design

In conducting the classroom action research, the researcher used Kemmis and McTaggart's model. The cycle covered planning, implementation, observation and evaluation, and reflection. The researchers used fun activities in teaching English and the implementation was observed at the same time. Figure 1 shows Kemmis and McTaggart's model.

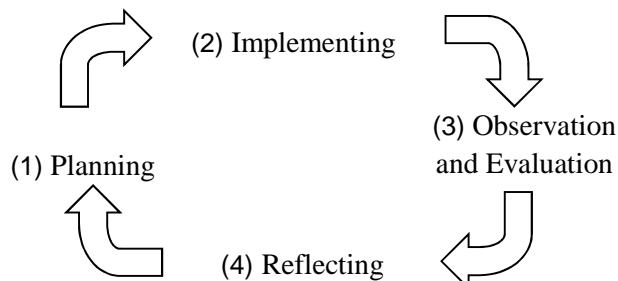


Figure 1: Kemmis and McTaggart Model, adapted from McNiff (1988)

General Description

This classroom research was done to overcome the problems dealing with the student's interest and achievement in learning English. Before the cycle started, the researchers prepared questionnaires to get the students' responses toward learning English before and after using fun activities. The researchers also prepared teacher's notes to record the teaching and learning process. In the cycle, fun activities were carried out in the teaching learning process. The implementation was observed and evaluated in order to do the reflection.

Research Procedure in Details

In details, the research procedure during the cycle includes four phases for each cycle. The researchers used kinds of activities that were appropriate for the materials presented in the local content curriculum. The researchers also made lesson plans in each meeting to guide the teaching and learning process.

In this cycle, there were five meetings. The instruments were used to gain the students' responses toward the technique. The result of the questionnaires before and after the implementation were analyzed and evaluated. The students' performance that was obtained from the test was used to observe the students' achievement.

The following are the phases in the cycle:

1) Planning

Before conducting the action, observation was done to find out the students' performance and the condition of the English teaching learning process.

Based on the observation and the questionnaire, the researcher found out that the students lacked interest in learning English and their achievement were not satisfactory. Therefore, the researchers prepared made fun activities for each topic in the materials they took from the local content curriculum. The topics taught were back to school, transportation, machines we use, and animals.

2) Implementation

In the implementation phase, the researcher delivered the new materials by using fun activities to teach the third grader students. This cycle consisted of five meetings. In the first meeting, the students were taught using songs and miming was used in the second meeting. The first test was also conducted in the second meeting. Then, in the third meeting the students was taught the materials through whispering and story telling was used in delivering the topic in the fourth meeting. Then, in the last meeting, a test was conducted to measure their achievement.

3) Observation and Evaluation

Observation was done during the teaching and learning process. The researcher took notes in the teacher's journal to record the teaching and learning activities and the students' responses.

4) Reflection

Reflection on the teaching learning process was very significant. The feedback given by the students obtained from some informal interviews and the result of the observation indicated the progress in the teaching learning process found in the cycle.

FINDINGS AND DISCUSSION

Findings

The findings of the study were obtained from the questionnaires and teacher's notes, informal interviews and tests during the action. In line with the research problems, the findings covered the students' interest and achievement when fun activities were used in the teaching learning process. The following table presents the topics, activities and tests given during the teaching and learning process.

Table 1. Topics and Activities

Meeting	Topic	Activities	Test
1	Back to school	songs	
2	Transportation	miming	Test I
3	Machines we use	whispering	
4	Animals	story telling	
5			Test II

This cycle contains planning, implementation, observation, and reflection. The description is as follows:

1) Planning

The researchers made lesson plan for each topic. In this cycle the four topics were presented and two tests were conducted.

2) Implementation

In the implementation phase, the teacher delivered the materials by using fun activities, namely; songs, miming, whispering, and story telling for each topic.

3) Observation

The result of the effectiveness of using fun activities to improve the students' interest and achievement in the cycle is as follows:

The students' interest in learning English was improving since the students enjoyed the activities during the learning process. The topics were delivered through songs, miming, whispering game, and story telling; as a result, the students' participation was better. Most of the students were active; they eagerly did the demonstration like singing together. The students liked to play miming game that was done in groups. The students were very excited in listening to the story when the teacher delivered the materials by telling a story.

The result of the students' achievement in test I is presented in table 2.

Table 2. Students' Achievement in Test I

No.	Students' score	F	%
1	65	5	24
2	70	4	19
3	75	4	19
4	80	4	19
5	85	2	9.5
6	90	2	9.5
Total		21	100

From the table, there were 5 students who got the score of 65. From the informal interview done with the teacher before the implementation, there were some students who got under 65 for English. There were two students got 90, the highest score. The average score was 75.

The scores in test II improved. In test II, the lowest score was 70 achieved by one student and two students got 95, the highest score. The average score was 81. The result of the students' achievement in test II was presented in table 3.

Table 3. Students' Achievement in Test II

No.	Students' score	F	%
1	70	4	19
2	75	3	14.3
3	80	4	19
4	85	5	23.9
5	90	3	14.3
6	95	2	9.5
Total		21	100

4) Reflection

Based on the observation, the result of the implementation in the cycle was satisfactory. The use of fun activities in teaching and learning was effective.

Discussion

In this part, the results of the research are discussed. The discussion covers the students' interest and their achievement in learning English by using fun activities.

The Students' interest

Teaching English using fun activities made the students like to learn English. They were happy because learning English did not make them easily get bored. Delivering materials through fun activities made the students enjoy the English class. It is in accordance with Finocchiaro's statement (1964) that young learners like to learn a language when it is related to things they can hear, touch, or see.

In addition, the students felt interested in doing demonstration or game activities since they liked to play and have fun with their friends. It is supported by Scott and Ytreberg's statement (in Suyanto, 2001) that children learn by doing. This is in line with Halliwell (1992) who stated that young learners frequently take great pleasure in finding and creating fun in what they do. In conclusion, the third grade students were interested in learning English.

Learning English using fun activities made the students' attention to the lessons improve. Some of the students who used not to pay enough during the learning teaching activity became more attentive instead of doing something that was not related to the lesson. Thus, the students' attention could be focused on the materials presented. This condition is in line with Linse's statement (2005:57) that play is a purposeful activity and games are part of playing that are a very appropriate teaching technique in the young learner classroom.

The students' Achievement

The result of the students' achievement showed that using fun activities in teaching English could improve the third year students' achievement significantly. The result of the students' tests that were conducted in the cycle was satisfactory. It indicated that the teaching and learning process was successful. The students could understand what they had learned from the lessons. This could be seen from the result of the students' tests.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the result of this research, fun activities in the teaching process can improve the students' interest and achievement. The result can be concluded as follows.

Students' Interest

Fun activities can improve students' interest. After the implementation of songs, games (miming and whispering), and story telling in the teaching and learning of English, the students' interest in learning English improved. Those activities help the students to focus their attention on the materials since they are presented in an enjoyable way. The students liked to learn English with fun activities. The students can understand the materials more quickly and easily.

Students' Achievement

Based on the results of the students' tests, the students' achievement improved. Since the students liked the fun activities used in the class, they can memorize and recall the lesson presented quickly. They understand the materials better. The signs that the students understand the lesson are as follows:

- a. they could pronounce the words and simple sentences correctly.
- b. they could make simple sentences.
- c. they can answer the teacher's questions.
- d. they can do the tests so that the results of their score improved.

Suggestions

Based on the findings, some suggestions are given to improve the quality of teaching and learning process.

Students' Interest

Some suggestions that can be given in order to improve the students' interest are as follows:

1. In order to avoid students' boredom, the presentation of materials in the class can use media inserted in the activities such as finger's puppet in story telling.
2. Teachers are advisable to use fun activities continuously because they have many advantages in supporting the teaching learning process.
3. The frequency in giving oral practice should be longer in order to improve students' skills.

Students' Achievement

There are several suggestions that can be given to improve the students' achievement in learning English. The suggestions are as follows:

1. Drilling new vocabs through fun activities make the students quickly recall the material.
2. Students will feel that studying English enjoyable if fun activities are used as a means in teaching learning process since the students study indirectly.
3. The teacher can create a competitive situation through fun activities to improve the students' achievement. The students will be motivated to do the exercises through songs, games and story telling.
4. The teacher should check and return the students' exercises and tests in order to let them know their achievement.

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STUDENTS' PERCEPTION ON THE USE OF PEER REVIEWING TECHNIQUE THROUGH BLOG

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Abstract: The shifting paradigm from product-based to process-based in teaching writing has forced students to get involved in interactive process while writing. Peer reviewing technique is one of the process-based teaching writing techniques that enables the students to not only produce and improve their writing but also evaluate others' writing critically. As technology develops, teaching writing nowadays is not only using paper as medium to express students' ideas. Teachers might optimize this phenomenon by utilizing Blog to improve students' interest to write. This study sought to reveal students' perception on the use of peer reviewing technique through blog. Results of observation and interview indicate students' positive attitude towards the use of the technique. However, students find the use of blog challenging due to the lack of internet connection availability.

Keywords: Students' perception, Peer Reviewing, blog, case study

INTRODUCTION

Writing is one of the skills that should be mastered by the students. Teacher encourages the students to enhance their writing skill. There are numerous techniques in teaching writing to make the students improve their skills. The activities of writing can be either process-centered or product-centered while teacher usually implements the product-centered in evaluating the students' writing skill. According to Hinkel (2004), within the process-centered paradigm for teaching L2 writing, student writing is evaluated on the quality of prewriting, writing, and revision. Ideally, the writing activity should be process-centered due to the fact that it can assist the students in knowing their progress in writing.

Feedback is an important aspect to give the teacher and students opportunities to evaluate the strengths and weakness of the teaching and learning process. Writing feedback is a way to develop the students' writing skill by evaluating their writing so that the students know their weaknesses. It includes teacher feedback and peer feedback. Teacher feedback is the evaluation process involving communication between teacher and students. According to Hyland (2000), peer feedback enables ESL students to know about their writing strengths and weaknesses. Berg, Admiraal, & Pilot (2006) state that peer feedback can be viewed as a process in which students assess the quality of their fellow students' work and provide one another with feedback. Further, Carr (2008) states that peer review is an important teaching technique in which students read and make comments about their peers' written work to provide feedback to their peers for future improvement. Peer review is a modern way in teaching and assessing writing (Cho & Cho, 2011). It is considered a significant component in giving feedback and revision during writing activities (Paulus, 1999). Therefore, peer review is a media for students to get comments, feedback, and suggestions about their text. It helps students to be patient and fully responsibility in creating a text. It contributes to establishing active interaction between readers and writers (Rollinson, 2004) and students can write to real audience (Sdrof, 1992), receive social support from their peers (Zhang, 1995), take responsible and active learning for editing the product (Lam, 2010) and engage in multiple acts about peers' and their own work (Nicol, Thomson & Breslin, 2013). Those are the benefits of collaborative leaning where students provide peer feedback to one another and influence the leaning outcomes. The outcomes will be used for students' reflection in 'cowriting' (planning, composing, revising, and editing) for the next text (Saunders, 1989).

The use of blog is an influence of technological development. It can facilitate the process-centered teaching of writing. According to Erben, Ban, and Castaneda (2009), blogs are weblogs or journals, posted to a website where they can be seen by anyone. The blogs can promote collaborative teaching. In line with Erben et al.'s (2009) statement, using IT to foster collaborative communication among students has been shown to improve proficiency in all language skill areas. There are three kinds of blog: (1) Tutor blog which the teacher uses to share topics discussed in the class, and which involves no discussion

between teacher and students; (2) Class blog is used by all students in the class to encourage their craft in terms of discussion, comment, and reflection through collaborative learning; (3) Learner blog is generally used by students to write all things they want or it can be a form of a private blog (Berg et al., 2006).

There are numerous studies related to the use of peer reviewing through blog as a writing feedback. Thokwane (2011) conducted a study entitled "Using Peer Review to Promote Writing Development in ESL Classes". Writing is a process oriented approach which consists of some steps: thinking/planning, writing, editing, revising, and rewriting activities (Hedgecock, 2005). Whereas peer review is based on the theory of social interaction by Vygotsky which believes that students' social interaction is the basic theory that facilitates them to make comments that are helpful for their peer learning development. In this study, peer review enhanced writing in EFL classes since students interacted socially to give comments through peer review. The next study was from Sotoudehnama and Pilehvar (2015) entitled "The Impact of Peer Review on EFL Learners' Writing: Global and Local Aspects." They focused on the impact of peer review in writing skill. They considered Cho and Cho (2011) theory which stated that peer review is a non-traditional assessment, which has a significant influence to give feedback and to help in doing revision during writing class. They used experimental design with a subject of 122 female EFL learners of the age of 18 to 30. They conducted a pretest to know the students' basic knowledge/skill before giving the treatment, and a posttest to know the improvement of the students' skill after the treatment. Based on the results, they found that peer review activities gave positive impact to the students in terms of developing independent learning where they can learn on their own or with their peers, and building up students' confidence in the process of reviewing, commenting, revising, and editing their texts. Their critical reading skills also develop during the process. Another study on the topic was done by Ali and Byard (2013) entitled "The student perception on using blogs for reflective learning in higher educational contexts". They departed from Duffy's theory (2008) that the use of blog enhanced students' critical and analytical thinking skills. Therefore, the use of blogs gave benefits to engage students better and make them more interested in the material given. This is also supported by Farmer, Yue, and Brooks (2008) who argued that one of the most valuable aspects of blogging was to facilitate students in interacting with their peers. To collect the data, they used questionnaire and survey. The study was carried out in the second semester with 350 students of Business and Law faculty. The results showed that there were numerous benefits of using blogs such as facilitating task submissions, increasing ownership of learning, and checking and increasing students' understanding of the material. In addition, blogs also gave flexibility to the material and helped lecturer in giving feedback.

The studies discussed above concerned the use of peer reviewing and blog to increase the students' writing skill. The perception of students is also helpful to examine the importance of the techniques applied by the teacher. It shows the students' attitude toward the implementation of techniques. Therefore, this study focused on the students' perception toward the use of peer reviewing through blog. It aims to answer the following research question: "How is the students' perception on the use of peer reviewing through blog?"

METHOD

Setting and Participants

The participants were 30 undergraduate students of a college in Cirebon including 13 males and 17 females in Writing Class 1 of the 2014 academic year. For the sampling procedure, the researchers used the purposive sampling. According to Fraenkel and Wallen (2009), purposive sampling is used when researchers do not simply study whoever is available but instead, use their judgement to select a sample that they believe, based on prior information, will provide the data they need. In other words, the researchers believed that using purposive sampling would maximize the result of this research.

Research Design

This is a case study research, which according to Gall, Gall, and Borg (2003), concerns the interest in particular types of phenomena and the development of special methods. It focused on investigating the current phenomena around the educational world, especially in learning media. Due to rapid advancements of technology, the phenomena of using IT is popular in teaching and learning process. In this study, the researchers investigated the use of peer reviewing through blog viewed through the perception of the students.

Research Procedures

The students were introduced to the blog during teaching and learning process in the classroom in which they were asked to create a recount text to know their ability in writing recount text. The students'

writings were collected and the teacher posted their writing to the class blog which was named Writing Class B. The teacher gave the students the address of the blog to give comment to their friends' writing. This activity is called peer reviewing activity. Each student must give comments to ten texts from their friends' writing in the blog. Using peer reviewing through blog, the writer of the text could read their friends' comments about the strength and weaknesses of their texts. Eventually, the students would increase their writing skill from their friends' suggestions by considering the additions their friends made to their texts and by revising their texts.

Techniques of Collecting and Analyzing Data

In this study, the researchers used two kinds of instruments: observation and interview to collect the data. The observation was used to collect data on the students' activity in using peer reviewing through blog. "Certain research questions can be answered by observing how people act or how things look" (Fraenkel & Wallen, 2009). The observation indicated the students' action in the blog to give their suggestions/comments to their friends' texts. Moreover, the interview showed the students' perception toward the use of peer reviewing through blog. The interview helped to obtain the data from the students about their thinking and feeling toward the use of peer reviewing through blog. Ten open-ended questions were used in the interview. Open-ended questions indicate areas to explore. They do not presume an answer (Fraenkel & Wallen, 2009). The data from this type of questions could provide in-depth answers because the answers are in the form of explanation so that it helped the researchers obtain the respondents' opinion. The interview was conducted after the students gave comments in the blog. It indicated their perception of using peer reviewing through blog.

After the data were collected, they were analyzed to answer the research question. The results of observation and interview were interpreted qualitatively. Those findings were coded to examine the natural situation in the observation as well as the students' answers in the interview.

FINDINGS AND DISCUSSION

Based on the interview conducted by the researchers, there were several kinds of opinions from the participants, which are divided into four broad categories: students' perception of peer reviewing through, advantages and disadvantages of using blog, kinds of feedback obtained from peer review through blog, and suggestions for the techniques.

Students' perception of peer reviewing through blog

Students' perception of peer reviewing through blog is the most important one since it becomes the answer to the research question. By answering the questions given by researchers, participants directly express their feeling about the use of blog in peer reviewing.

The students realize the existence of blog even though they do not use blog in learning process. They are interested in using blog to comment on their peers' texts. From this activity, they have opportunity to increase writing skill by giving feedback to one another. Moreover, exchanging information and sharing knowledge occur in this process so that their vocabularies increase during the process. In other words, giving feedback, comments, and suggestions improve their critical reading and self-assessment skills.

Advantages and disadvantages of using blog

Students reveal advantages and disadvantages of peer reviewing through blog. Blog facilitates them in improving the quality of their writing skill since it constitutes way to give feedback among one another. On the other hand, internet connection and the bullying comments from their peers which make subjective suggestions becomes the disadvantages.

Blog shows students' craft, comments, and feedback from time to time. It can be used to reflect on their writing. They will rewrite and rethink to write better than before because they can access and comment everywhere with their gadget and equipment. However, internet connection still becomes the biggest problem during the activities. A lot of students experienced issues with the connection. It happens not only in the village but also in the city. Sometimes there was an error in the connection or it had some trouble. Whereas for those who live in the village, they often got trouble to access internet for many reasons: low signal, etc.

Kinds of feedback obtained from peer reviewing through blog

Using peer reviewing through blog, the students obtain numerous feedback from their peers that can influence their writing skill.

The feedback mostly concern grammatical patterns, cohesion and coherence, critical theories, topics, and jokes. Bullying also happens several times. The students were not usually offended, however, with the comments as they try to consider the comments as motivation for their own good.

Suggestions for the implementation of peer reviewing through blog

During the implementation of peer reviewing through blog, the students can share their opinion to make the activity better and to achieve the learning objectives. The students suggested that the teacher participate in giving comments, feedback, and clarification during the activity of peer review by directly writing in the students' texts. For them, it is better and more meaningful and comprehensible for their reflection on their text rather than the teacher's giving comments, feedback, and clarification in the class. They consider that feedback through blog brought a positive outcome for them.

CONCLUSIONS AND SUGGESTIONS

Conclusions

This study was aimed to explain the students' perception on the use of peer reviewing technique through blog. The importance of writing feedback is a crucial factor that justifies the implementation of the technique in enhancing the students' writing skill. The peer reviewing is one of the techniques in which students give additions or suggestions to their peers' works. Blog becomes appropriate media to conduct peer reviewing for the students. The results of the interview revealed that the students had positive attitude toward the implementation of peer reviewing technique through blog. They could know the strengths and weaknesses of their works through blog after their peers gave suggestions. In addition, they also thought that peer reviewing through blog made them confident to revise their text, interested in creating their texts better before they collected their texts. Their peers could give comments or suggestions on the grammatical errors, lexical choices, and the coherence and cohesiveness of the texts. However, peer reviewing through blog also had disadvantages for the students, such as the internet connection accessibility, bullying comments from the friends, and the lack of writing ability of their friends.

Suggestions

The peer reviewing technique affects the improvement of students' writing skill. This improvement will be better if the teacher participates in the activity of peer reviewing through blog. It is very useful when the teacher gives feedback directly in the blog so that the students can obtain feedback on the strengths and weaknesses of their texts from their teacher and peers. Moreover, the teacher should give guidelines on writing theory before implementing peer reviewing through blog so that students can give comments and suggestions seriously to their peers' texts.

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USING GRAPHIC ORGANIZER AS AN INNOVATIVE MEDIA IN TEACHING WRITING TO THE SEVENTH GRADE STUDENTS OF MTs.N BAGOR

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Abstract: Innovative media in teaching does not have to be based on using high technology equipment. The media in teaching learning process must be related with the goal of learning, including the media for teaching writing. In fact, simple things can be an effective way to help the students reach the goal in learning and it must be appropriate with the condition of the school, such as the school facility and the students' ability. One of the media that can be used in teaching writing is Graphic Organizer. This experimental research was conducted to find out the effectiveness of Graphic Organizer as an innovative media in teaching writing to the seventh grade students of MTs.N Bagor, Nganjuk. The participants were VII A class, consisting of 28 students, and the data were taken by assessing the students' writing ability through writing test after the treatment. Based on scoring result, the average score of the students' achievement was 72. Referring to the scoring criterion, 72 is categorized as "good" meaning that the students succeed to compose a paragraph based on the writing aspects. Therefore, it can be concluded that Graphic Organizer helps the students mostly in generic structure and developing ideas.

Keywords: *Graphic Organizer, Teaching Writing*

INTRODUCTION

Writing is one way for writers to express and communicate their ideas to the readers who are actually separated by both time and space. As Nunan (2003) said, writing is a process of expressing ideas into written text in the form of sentence and paragraph. In line with this statement, Brown (2001) also states that writing is the written product of thinking, drafting, and revising that requires special skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical convention coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce final products. In short, in writing skill, the students have to master vocabulary and know how to use grammar in making texts or sentences. According to Broughton, Brumfit, Flavell, Hill and Pincas (2003), there are a number of aspects which need to be considered in order to enable students to produce fluent, accurate and appropriate written English. Those aspects are: mechanical problems with English scripts, problems of accuracy of English grammar and lexis, problems of using appropriate writing style, problems of developing ease and comfort in expressing what needs to be said.

Based on the "Basic Competence" written in The Decree of the Education Minister 2013 No. 68, writing is one of the skills that must be taught and need to be learned by junior high school students. Then, according to the 2013 Curriculum, the goal of teaching writing is to enable the students to master the functional texts like memos, invitation cards, and also announcements, and monologue texts including genres like descriptive, procedure, recount and narrative, and report. For seventh grade students of junior high school, there is a material about creating a short text on introducing oneself and one's family. It is clearly listed in one of the basic competencies in the 2013 curriculum of Junior High School No. 4.5, "*Menyusun teks lisan dan tulis untuk memaparkan dan menanyakan jati diri dengan sangat sederhana, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks*". Therefore, junior high school students must be able to create their own texts according to the material that has been written in the curriculum.

Most EFL students face many problems during the writing process. The most difficult process in writing faced by the students is the prewriting stage. In this stage the students need to gather ideas before they write the whole text. In fact, the students do not know how to arrange their ideas. Moreover, the students are having difficulties to arrange their ideas using a proper structure. Those kinds of problems are also faced by seventh grade students of MTs.N Bagor. Based on the basic competence of 2013 curriculum of no. 4.5, the seventh grade students are expected to be able to write a simple short

text about introducing one self and their family correctly and they should be able to develop the main idea into short text, organize paragraph well, use the correct grammar or structure, use the correct word choice or vocabulary, and use appropriate spelling, punctuation, and capitalization. According to the testimony that being stated by the English teacher of the seventh grade students of MTs.N Bagor the students never experienced writing their own paragraph. Moreover, in composing a written text the students need to deal with several processes, namely planning or pre-writing, drafting, revising, editing, and lastly publishing but in fact, it is difficult for the students to complete those processes.

Therefore, the researcher would like to investigate the use of a media that might serve as a solution to solve the students' problems in writing. One effective media that can be used to help the students in their pre-writing and drafting activities is Graphic Organizer (GO). Gregory and Carolyn (2007) state in their book that GO are useful thinking tools that allow students to organize information and see their thinking. Moreover, GO can be used to help students generate ideas through brainstorming activity at the beginning of a lesson or unit to find out what the students have already known (Gregory and Carolyn, 2007). In addition, Miller (2011) states that GO serve as visual representation of ideas that help learners organize their thoughts and apply their thinking skills to the content in a more orderly manner. The researcher believes that GO can be used to reduce the difficulties that the weak students face as these organizers can improve planning and drafting stage in students' writing process.

The researcher believes that through Graphic Organizer the students at MTs.N Bagor can increase their confidence and ability to write their text individually. Furthermore, the researcher hopes that using Graphic Organizer in writing will give impact in improving students' writing skill, behavior, and motivation toward teaching writing. Therefore, the researcher conducted an experimental research to find out how effective Graphic Organizer is in teaching writing to the seventh grade students of MTs.N Bagor. The researcher believes that the use of Graphic Organizer presented in a form of mapping and guiding tools can help the students to write and also to motivate students to think creatively and independently.

METHOD

This quantitative research aimed to find out how effective Graphic Organizer in writing activity. The researcher used pre-experimental design focusing on the use of one-shot case study to find out the effectiveness of this media in teaching writing. This research was carried out in MTs.N Bagor Nganjuk located on Desa Bagorkulon, Bagor District, Nganjuk. The school has seven classes of seventh grade with a total 194 of seventh grade students. Therefore, the researcher chose 7A class as the sample of the research. This class consists of 28 students with 7 boys and 21 girls. The research was conducted from February to June.

In order to collect the data for the research, the researcher used a test as the instrument. The researcher conducted a test in order to measure the students' achievement after the treatment in the teaching using Graphic Organizer. The writing test given in the last meeting was about writing the description of the students' family members.

The research was conducted in two days. In the first meeting the researcher focused on the content of the text about family members. She divided the class into groups of six students. Then, each group analyzed the content of the text. Next, she asked the group to discuss and create a short paragraph based on the topic about family. In this activity, the researcher introduced Graphic Organizer to the students. Then in the second day, the students came with pictures of their family trees. Next, the researcher asked the students to create a paragraph based on the data from their family tree. In this activity the researcher gave each a student a sheet of Graphic Organizer that they have to use in this writing.

To analyze the result of the writing test that was given to the students, the researcher used analytical scoring to analyze the students' writing product based on the scoring scheme presented by Jacob et al.'s (1981) cited in Weigle (2002). According to Weigle, writing should be scored based on several aspects or criteria rather than given a single score. These criteria are: content, organization, vocabulary, language use, and mechanics. Next, the researcher calculate the results of the scoring and find out the Mean to calculate the average score that the students' achieve, which will become a guide to decide whether the research had succeeded or not.

FINDINGS AND DISCUSSION

The aims of this research are to find out the effectiveness of Graphic Organizers as an innovative media in teaching writing. After analyzing the data, the researcher found that the results of the research showed that the media was significantly effective. There are a lot of benefits of using Graphic Organizer in teaching writing that the researcher found after conducting the research. First, the finding of the research clearly showed that the use of Graphic Organizer is effective in teaching writing especially for

the seventh grade. Moreover, the effectiveness of Graphic Organizer can be seen from the students' achievement which is clearly described in their score. After analyzing the students' product of writing, the researcher found that most of the students got a good score. The average score that they got was 72 and it is categorized as "good" based on the scoring criteria that have been stated in the previous chapter. The percentage of the students that obtained "excellent" score was about 5%, "good" 39%, "fair" 36%, and "poor" 18%. Even though the media can be considered effective, it cannot be said as 100% successful as less than 50% of the students achieved "good" scores. Overall, however, Graphic Organizer was shown to really help the students in organizing their ideas into a paragraph. Table 1 below presents the scoring results in every writing aspect that had been achieved by the students through the use of Graphic Organizer.

Table 1: Percentage of Scoring Criteria

Criteria	Total score	Percentage
Generic Structure	105	28%
Developing Idea	105	28%
Accuracy (grammar and vocabulary)	84	22%
Mechanic (punctuation, writing style)	82	22%

Table 1 shows that Graphic Organizer is effective to help the students in developing ideas. As a first experience, most of the students are nearly able to develop relevant ideas and supporting sentences mainly in prewriting stage. This organizer helps the students to gather up their thoughts about a topic. Miller (2011) also agrees that students' ideas were more developed as the Graphic Organizer drove the students' thoughts. It could be clearly seen during the process of composing the paragraph. The organizers used by the students were already divided into several sections: topic section, main idea section, detail section, and the final section. The students need to fill up all the sections. This organizer guided the students in prewriting by stimulating them with guiding words and the sections. This organizer is just like a template of writing which helps the students to write more fluently. Moreover, the Graphic Organizer that was used by the researcher really helped the students in organizing their ideas in prewriting into a complete text. Then, by using this organizer, the students were able to write in a logical sequence with the topic sentence introduced the writing and a conclusion wrapped up the writing. Almost all of the students were able to have a complete text even though some of them were not able to organize their ideas orderly.

On the other hand, there were problems faced by the students during writing; they are grammar, vocabulary, mechanics and also spelling. About 22% of the students struggled with grammar, vocabularies and mechanics. The students gained lower scores in those criteria; some of them were poor in grammar and spelling but some of them were good in grammar but low in mechanics. Therefore, the frequent use of the Graphic Organizer can develop the students' ability. However, the overall findings based on the scoring results show that using Graphic Organizer can help to improve students' ability in generating ideas into a coherent paragraph and to develop their ideas based on the topic. After conducting the whole research including analyzing the data, the researcher finally draws some conclusions based on the results of the findings. This research succeeded but not 100% because less than 50% of the students get "good" scores. It happens because the students do not have any experiences in writing before. This writing activity was the first time for them. For a first experience, the students already showed their positive attitudes toward the activity. It can be seen from the score that the students achieve after the post test was conducted

CONCLUSIONS AND SUGGESTIONS

Based on the findings, the researcher concludes that teaching writing using Graphic Organizer as a media at MTs.N Bagor is effective. It is proven based on the scoring results; it showed that the students on the average could reach the minimum standard score that has been set. The criterion stated that if students can achieve at least 70 for the score, they are considered to have met the minimum standard. In addition, based on the criterion, the score 72 is categorized as "good". It means that the students were able to produce "good" writing based on the aspects of writing scored.

Moreover, after calculating the scores based on the writing, rubric the researcher found that there are two aspects of the students' writing that get high scores. It proved that Graphic Organizer is really effective in those aspects of writing. The first aspect is developing ideas in prewriting stage. The Graphic Organizer can assist the students to gather up their thoughts into a written form. It showed that this

organizer could help the students develop and organize their ideas. The second aspect is generic structure. This aspect also gets highest scores in students' writing results. The score proved that Graphic Organizer helps the students to organize their ideas in prewriting stage into correct logical order coherently. The students' writing sample is completed with main ideas introducing the topic, the supporting sentences, and a conclusion. By considering all those findings, the researcher concluded that Graphic Organizer is effective to be used in teaching writing mainly at the beginner's level, in this case, for the seventh grade students of MTs.N Bagor Nganjuk.

Based on the research findings, there are some suggestions addressed to the teacher, curriculum designers and textbook writers. The Graphic Organizers used by the teacher should be clear, interesting and not complicated; in other words, it should be straightforward. Moreover, the teacher can use some guiding words to help the students to brainstorm ideas. For curriculum designers and textbook writers, the results of this research can be a reference to develop better material, that is, by using Graphic Organizers in the students' worksheet. Graphic Organizers should be incorporated into textbook materials to motivate the students and make the teaching and learning process more interesting and enjoyable.

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LEARNERS' SELF-REFLECTION ON AUTONOMY IN ESP LEARNING CONTEXT

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Abstract: EFL learners should be confident to take some risks in order to succeed. In doing so, they need the so-called autonomy to help them establish an ability to work on problematic situations they have to face during the learning process. Therefore, they could come up with a number of alternative answers to their problems without expecting any assistance from the teacher and peers. In other words, once they have become autonomous, they would find it easier to overcome so many issues in their surroundings, especially those related to language and communication. This article reports on the results of a survey involving 12 Informatics students taking a Business English course at a private university in Indonesia. They were asked several self-introspective questions which elicited their autonomy development and autonomy appraisal. The answers, subsequently, can be considered as a possible indication of the students' readiness to plunge into a working environment which is more demanding than that of schools. The results of the study also showed that, in general, the students' autonomy has not been well promoted. Teacher should consider creating classroom activities which support students' autonomous learning.

Keywords: *self-reflection, autonomy, language learning*

INTRODUCTION

Autonomy in learning is believed to be one of the crucial parts for EFL learners to learn English successfully, especially for those studying in higher education institutions. Students particularly at this level need to develop autonomy to help them establish an ability to work on their own in facing problems during the process of learning. The students need to become autonomous in doing the tasks the teacher gives them without having a lot of assistance from the teacher.

As suggested in the SCANS Report (Johns & Price-Machado, 2001), autonomy belongs to one of the second-level competencies required in the workplace. It functions to establish workers' ability in organizing and planning (resource management), working in teams and negotiating (interpersonal skills), evaluating facts and data (information management), understanding social organization (systems management), and selecting as well as applying technology to tasks (technology). All of these competencies will provide support for the foundation skills (basic components, thinking skills, and personal qualities).

Therefore, to fulfil the needs of being successful both in the classroom and the workplace, learners need to be able to understand, besides improving, autonomy itself and aspects related to it that are identity and motivation (de Oliveira, 2011). These three key elements, autonomy, identity and motivation lead to an evolution of second language learning.

Identity can be defined as how someone perceives her/himself in associating with their surroundings. It represents someone's cultural identity and it also impacts their way of communicating and behaving (Yihong, Ying, Yuan, & Yan, 2005; Boonchum, 2009). In learning, identity can be manifested in learners' learning styles and strategies to cope with learning problems. Learners' learning styles and strategies can vary widely within learners' preferences. Some learning strategies might appear more effective and more appropriate in a particular learning context and for particular learners' condition (Saville-Troike, 2006).

Another key aspect often connected to autonomy is motivation. Either integrative or instrumental motivation brings an impact to learners' autonomy. A motivated learner is presumed as the one who will develop better autonomy than others who are less motivated. However, a study conducted by Sari and Addinna (2015) have proven the other way around. It was autonomy which helped improve graduate students' motivation in producing poetry outside the classroom. With the absence of instructor's presence, the learners were "forced" to be more independent and motivated to do the task assigned. In addition, Miles (2012) through a case study has suggested an idea that learners' autonomy had a positive effect on learners' motivation in second language classroom.

A number of research has been conducted to investigate the relationship between motivation and autonomy (see, for example, Okazaki, 2011), identity and autonomy (e.g. Sari and Addinna, 2015), or the way to promote it in the EFL classroom (Little, 1999; Ramirez, 2014), but little was known about how the students evaluate themselves in terms of autonomy, identity, and motivation in learning. This study, thus, aimed at eliciting students' perceptions and opinions on their autonomy, identity, and motivation in EFL learning, especially in the ESP context. Limited to some items contained in Learner Autonomy Questionnaire (LAQ) and Appraisal Learner Autonomy (ALA), students' views on autonomy, identity, and motivation were derived afterwards.

METHOD

Survey and interview were conducted in this study. A survey design was employed in this research in order to get descriptions of the participants' opinions, attitudes, preferences, behaviours, characteristics and perceptions upon autonomy (Creswell, 2012; Fraenkel, Wallen, & Hyun, 2012; Latief, 2013). Two questionnaires were distributed to the students as the subjects of this study. It took about 30 minutes for them to fill in the two questionnaires. The students filled in the questionnaires in one of the course meetings which made it possible for the researchers to get all of the questionnaires back. The questions were all answered. The interview was conducted informally with some students at different time.

Participants

The participants of this study were 12 students of Informatics Engineering students taking a Business English course at a private university in East Java, Indonesia. All of the participants were male. They have different level of English competencies and most of their English are still at the beginner or elementary level.

Instrumentation

The instruments used in this study were twofold, questionnaires and interview. The interview was conducted informally as a follow up of the questionnaires. The questionnaires comprised Learner Autonomy Questionnaire (LAQ) and Appraisal Learner Autonomy (ALA). Both of the questionnaires were translated into the students' native language to avoid misunderstandings.

1. Learner Autonomy Questionnaire (LAQ)

The LAQ is a Likert-scale questionnaire developed by Macaskill and Taylor (2012, p. 352) which provides a brief tool to measure learner autonomy in university students. It was developed on an extensive review of the existing literature on autonomous learning (p. 352). In this study, the LAQ was used to measure the students' behavioural intentions to do autonomous learning.

2. Appraisal Learner Autonomy (ALA)

The ALA was employed in this study to measure the students' self-efficacy in relation to the students' learner autonomy. Ponton, Derrick, Hall, Rhea and Carr (2005) stated that it is important to study the students' self-efficacy to be able to understand their autonomy in learning for self-efficacy serves as an important mediator between motivation and agency, i.e. intentional behavior, in the sense that students and people in general will not decide to engage in learning activity unless they perceive that the learning is fruitful for them.

FINDINGS AND DISCUSSION

Two questionnaires were distributed to the students, namely Learner Autonomy Questionnaire (LAQ) and Appraisal of Learner Autonomy (ALA). Table 1 depicts students' responses towards autonomy based on the Learner Autonomy Questionnaire (LAQ) which is related to how the students perceive the autonomy in their learning process.

It could be seen from the findings that the students were able to manage their time for many aspects needed in the learning process and in achieving their goals in learning. It was shown in Question 4: "*My time management is good.*" and Question 9: "*I plan my time for study effectively.*" in which most of the students thought that the statements were suitable for them. By planning their learning, they avoided procrastinating in doing their tasks as procrastination would make them unable to meet the deadline. The students showed their ability in monitoring and evaluating their learning plan and process for they knew how to find assistance when they found difficulties during the learning process. Moreover, they knew the progress of their work and they knew how to develop more effective set of learning strategies and actions in accomplishing their work when they encountered difficulties. The students monitored their learning strategies and plans by setting realistic goals of learning. In line with what has been suggested by Saville-

Troike (2006), metacognitive strategies or strategies used to plan or monitor learning is the one widely used in second language learning. These strategies reflect what good learners are.

Table 1: Students' Responses towards Autonomy

Question	1	2	3	4	5
I enjoy finding information about new topics on my own.	7.1%	21.4%	28.6%	14.3%	28.6%
I frequently find excuses for not getting down to work.	14.3%	7.1%	28.6%	28.6%	21.4%
I am good at meeting deadlines.	14.3%	14.3%	50%	14.3%	7.1%
My time management is good.	14.3%	21.4%	21.4%	35.7%	7.1%
I am happy working on my own.	14.3%	14.3%	28.6%	28.6%	14.3%
Even when tasks are difficult I try to stick with them.	14.3%	0%	64.3%	14.3%	7.1%
I am open to new ways of doing familiar things.	0%	28.6%	21.4%	21.4%	42.9%
I enjoy being set a challenge.	7.1%	21.4%	14.3%	42.9%	14.3%
I plan my time for study effectively.	14.3%	28.6%	42.9%	14.3%	0%
I tend to be motivated to work by assessment deadlines.	7.1%	0%	7.1%	57.1%	28.6%
I take responsibility for my learning experiences.	14.3%	0%	14.3%	57.1%	14.3%
I enjoy new learning experiences.	7.1%	0%	0%	42.9%	50%

The learning strategies and actions performed by the students basically vary based on their perceptions of learning. These perceptions are shaped inside the students as to indicate their identity. This identity was drawn from self-assessment. The results of the study have proven that the students successfully did self-reflection by identifying their way of learning, such as how they manage learning, plan for study, and employ strategies to meet problems in learning. This self-reflection might unconsciously lead to an evolution of language learning in which students' autonomy and motivation are promoted (de Oliveira, 2011).

Autonomous students are also indicated with high motivation in learning. Students with higher motivation are likely to take any actions needed for the success of their learning. Although some experts believed that students with higher motivation and higher self-regulatory skills might not have the attitude and skills lead into actions, but autonomous students are capable to take actions (Mezei, 2008). Based on the data presented on the table, motivated students were persistent when they encountered problems during the learning process. The difficulties might become a new challenge for them to learn more and to get more knowledge. A motivated student would see the deadline as a motivation to accomplish the task that make them feel satisfied at the end, when they were able to finish it earlier and meet the set criteria, standards and goals. This finding is in contrast with Miles (2012) and Sari and Addinna (2015) which suggest the idea that motivation can be improved through autonomy. This is quite contradictory, but the answers lie in what is faced by the students in the classroom and how they cope with it.

The data gathered from the Appraisal of Learner Autonomy questionnaire has shown that the students were moderately able to learn without any requirements from anybody when they felt tired, when they felt under pressure from work, and when they had any health issues. They could do the learning activities even when they had personal problems and felt depressed. Their learning process might progress slowly due to those particular situations, but they still continued their learning process. Moreover, they were able to allocate their time to learn when they had visitors or other interesting things to do. When the students thought that they could not meet the deadline or the learning goals, they spent their time more on learning without anyone required them to do so. Having other commitments with others to do activities other than learning did not stop them to perform the learning activities.

Based on the descriptions above, it indicates that the students were persistent in learning even though they were having problems or difficult situations during the learning process. Even though those particular situations were potential to be problems in accomplishing their learning, the students showed their responsibility towards their learning process by sticking to the plan that they had made. It could be seen that the students participated actively in language learning because it had become their own obligation, instead of others, and they do the learning activities because they want to learn. Likewise, Sari and Addinna (2015) noted that in a situation in which students have to accomplish a task without any guidance from the teacher, they will become more autonomous and as a result more motivated. This is caused by the inner force that requires them to complete the task on time. So, the students could possibly keep the learning process in any circumstances in their life. This finding is also supported by the results of informal interview with one of the participants who admitted that "*I would review the lesson as my lecturer asked me to do an assignment related to it.*"

CONCLUSIONS AND SUGGESTIONS

Autonomy is one of the key aspects in learning a language successfully. Most of the time, it is correlated positively with identity and motivation. Meanwhile, in some cases, autonomy might affect the later and in some situations with different learners, identity or motivation can promote autonomy. Autonomy also matters in the workplace in which self-management skills are required. It, thus, provides support for the foundation skills possessed by an individual such as the basic components skills, thinking skills, and personal qualities.

The present study showed that the students were autonomous in language learning. The students' autonomous level may vary from one to another because of the different learning styles, learning strategies, motivation, cultural and other backgrounds, yet it indicates that they have autonomy in learning inside them. Their autonomy needs to be developed more to reach higher performance and to be more successful in learning and in the workplace later on. It is recommended that ESP teachers be more aware of their students' autonomy and more considerate in creating classroom activities which can accommodate the students' autonomous learning. Further study needs to investigate other aspects of learning autonomy in order to improve the teaching and learning practice in the ESP classroom.

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