2ⁿᵈ English Language Teaching, Literature, and Translation

International Conference 2013

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ConferenceProceedings

English Language Teaching

"Issues and Challenges in English Language Teaching, Literature, and Translation"

Faculty of Languages & Arts

Semarang State University

Preface

A year ago, it named ELTL (English Language, Teaching, and Literature). At this moment, we think that a subject named Translation must be put in this seminar because translation is deeply interesting subject. Besides that, a few months ago, we had a Translation Conference named IATIS.

Last year, we discussed about relation of English language, Teaching, and Literature to Culture but at present, we discuss issues and challenges in English Language Teaching, Literature, and Translation. We expect that there are many lecturers, researchers, teachers, students and those interested who would like to contribute to the better relation among nations.

As the chair of 2nd English Language Teaching, Literature, and Translation International Conference 2013, I would like to extend our sincere gratitude to all presenters, especially Ms Helena Indiyah., RA, M.A., Ph.D, Ms. Kimberly Bunts-Anderson, Ph.D, Prof. Khairi Al Zubaidi, and Ms. Kari Dickson, M.A for accepting the invitation to speak as the keynote speakers.

We would like to do best for the smooth of the programs. The committee would also like to thank the rector of Semarang State University, Prof. Fathur Rokhman and the Dean of Languages and Arts Faculty, Prof. Agus Nuryatin for their full support. The last, we expect all presenters and participants to have wonderful conference at present and we hope all of you would like to join 3rd ELTLT next year.

Bambang Purwanto, S.S., M.Hum

Chair of ELTLT Committee

Faculty of languages and Arts

Semarang State University

Welcome from the Dean of Languages and Arts Faculty

As the Dean of Languages and Arts Faculty, we are proud to have an annual international conference such as ELTLT 2013.

To be chosen as presenters for the parallel presentation in this conference is a considerable honor and achievement. I would like to congratulate the presenters who have been selected, as well as the reviewers who have chosen the successful presenters. Obviously not everyone interested in the chosen topic could attend this conference, so the post-conference proceeding will present to a much wider audience issues related to the topic. The proceeding is also a proof that the contributions of presenters are valued.

I also would like to offer my congratulations and appreciation to the organising committee who have been working hard to prepare the conference, and to all keynote speakers, presenters, and participants for such an impressive conference.

We hope that through this annual ELTLT conference, there will be a stronger bond amongst academics, especially those with the expertise of English language teaching, literature, and translation. I wish you a wonderful conference.

Semarang, September 2013

Prof. Dr. Agus Nuryatin, M. Hum
The Dean of Languages and Arts Faculty
Semarang State University

Welcome Note from the Head of English Department

We are privileged to organize this annual conference. This year ELTLT is actually the second conference; the first, namely ELTL (English Language Teaching and Literature) Conference, was last year. We have received quite a lot of abstracts and most were accepted for presentation. Surprisingly, the number was doubled as compared to last year. This means that more academics are interested in our conference and trust us as organizer of the conference.

Therefore, I would like to congratulate the organizing committee who has been working hard to prepare the conference. I also would like to extend my deepest gratitude to all keynote speakers, presenters, and participants for their contribution to our conference.

I do hope that this annual ELTLT conference could serve as a bridge that channels bond amongst academics, especially those with the expertise of English language teaching, literature, and translation.

With best wishes for a rewarding and successful conference!

Dr. Issy Yuliasri
Head of English Department
Faculty of Languages and Arts
Semarang State University (UNNES)

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WHAT STUDENTS SAY AND WHAT TEACHERS THINK:

INFORMAL TALK IN ESL LEARNING

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Abstract

The importance of interacting with others has long been considered a critical component of learning processes in general and from a Social Interactions perspective, of language learning, specifically. This presentation explores these relationships from either side of the classroom door. The discussion centers on the beliefs and experiences of learners' spoken interactions in their own lives outside the classroom and how students view communication with others as impacting their overall knowledge of the language. The paper also looks at these issues from the perspective of the teachers. Multiple perspectives are illustrated with data collected from two Australian studies. The first study describes a cooperative action research project conducted with 13 foreign ESL students focused on enhancing their language learning through improving their personal out-of-class spoken interactions with others. Individual's narratives of language learning and communication are presented. Results indicate improved learner efficacy and higher assessments in formal learning contexts. The second study is a phenomenographic investigation of 28 EAP instructors' reported descriptions of learners' verbal communications in and outside the classroom. Findings indicate greater awareness of formal interactions and fewer categories of conceptions for informal spoken language. The resulting categories for language appear similar to reports of surface and deeper approaches of learning, knowing and thinking in other subject areas. The researcher provided excerpts of instructors' reports and discusses the significance of developing an awareness of the relationships between these spoken communications and cognition. In conclusion, audience participants were asked to share their own thoughts and experiences with these relationships.

Keywords: Teacher Perceptions, Informal Talk, ESL, Autonomous Learning, Teacher Cognition

What Students Say and What Teachers Think: Informal Talk in ESL Learning

This paper discusses, the relationships between teachers' and students' perceptions of the informal interactions that occur both in (ICI) and outside (OCI) the second or foreign language classroom and how these interactions can impact learner outcomes and participants self-evaluations' of the learning and teaching experiences received or what I have termed previously as Self Timed Learning Modification (STLM) where students practice self-regulation in the self-access time often provided at language colleges (Boekaerts,,1999) . The original data presented was gathered from two formal studies conducted in Australia. Later, comments from the first plenary session in Semarang, Indonesia and from the writer's own students in Saipan, Micronesia were added. As much of the data ,presented in this paper ,is built upon shared personal experiences of informal spoken interactions , by a number of people across   three countries and multiple nationalities and language backgrounds, the writer has taken the creative liberty of sharing this information in a narrative format. At this point, the writer would like to ask the readers (many of whom are language teachers and students) their pre-tolerance of the switches in first, second and third person which occur, and offers, as an excuse, that this technique was purposefully chosen to assist with reading clarity. The paper will briefly present phenomenographic categories, student accounts and literature covering   informal interactions followed by academic discussions and research practitioner events experienced by the writer, as a language instructor, herself.

The best learning and teaching experiences often occur not as they were planned nor does learning stop once the classroom door shuts at the end of the day. Recently, I had the pleasure of being invited to be a Key Note Speaker and to open the first Plenary Session for the 2nd English Language Teaching, Literature, and Translation International Conference, 2013, in Semarang, Indonesia. By way of addressing the conference theme "Current Challenges and Issues in ELT" I was asked to discuss the relationship between teacher and learner beliefs when it comes to considering the place or role of informal spoken language in current teaching practices. Although teacher talk, error correction and class room interaction have been topics of frequent discussion and research informal interactions have not received a similar amount of attention. The plenary began with my asking the audience to jot down their own thoughts regarding informal interactions and particularly the informal spoken

interactions they had, had recently in the classroom if they were a language teacher or student. I then provided a brief background on the topic and how our perceptions of informal interactions have evolved over the years. . In the late-80's and throughout 1990's , when I was immersed in trying to understand these interactions much of the literature acknowledged OCI importance through claims that they needed to be encouraged through setting up opportunities for collaborative work (Slaven, 1992) and the use of "real life texts" in classroom. Lastly, when it comes to bringing real life interactions to the classroom we should be cognizant that mobile technology and handheld devices have integrated these outside of classroom interactions into our formal learning and teaching contexts much more rapidly than we would have imagined a decade ago (Bunts-Anderson technology (2011). Although there continues to be a lack of focus on teacher beliefs in the field of language teaching interestingly, the emergence and rapid integration of technologies in educational institution is one area where this is not the case and teachers of language just as teachers of other subject areas have been widely criticized for their lack of willingness to more rapidly integrate technology into everyday practice (Wood, Mueller, Willoughby, Specht and DeYoung, 2005).

A decade ago being immersion in the target language' through travel or specialty programs was viewed as 'innovative' but perhaps beyond the scope of typical, local and national language classrooms . Learners who sought out the opportunities to practice what they were learning, often traveled overseas, to study and use, the language in natural contexts. Some found their experience beneficial whereas others claimed what they learned formally and needed to progress through academia was not the same as what they needed to live and thrive in active target language communities. Initial findings for the first study presented were published in (2000) as a book chapter titled *"I'm surrounded by blokes and busy clerks- What can I say?" A cooperative action research project with foreign ESL students studying in Australia"* (Bunts-Anderson, pp.35-52). The title was an actual quote from one of the student learners who had progressed well in English courses, was attempting a formal degree in another area of study in English but was frustrated at his lack of ability to communicate socially with Australians outside the school contexts and wanted to improve his spoken communication both in and out of the classroom.

The Australian STLM Study

At that time, I was graduate student myself plus worked full time at an English Language College in Sydney's inner city "China Town". The idea of working on students outside interactions had come about through similar complaints from various students, who had lived in Australia for a number of years. There was a mix of language backgrounds with students from SriLanka, The Czech Republic, France, Italy, Russia, Japan, Korea and Hong Kong. All 13 students had reached a level of spoken ability of Intermediate or level 5 and higher on IELTS assessments and all shared the same self-study or self-access time, which is where we met. Although a few of the students had been my students, in the past, none were enrolled in one of my courses at that time. After attending an informal focus group where the majority of students echoed a need to improve their informal interactions and a desire to improve and start social relations, with Australians or other native speakers of English, we embarked on seven-week cooperative action research project looking at ways the students could improve their English interactions outside the classroom context. The students had also put together a list of factors they felt contributed to problems they were having then categorized the factors as attributing to students or others (Table 1). We agreed to work on the five 'student factors' as those were the factors the students would be able to affect change in. Each student's goals were unique to that individual.

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Table 1 – Students' initial perceptions of factors contributing to interaction problems outside the classroom

Student factors
1. Accents (Australians had difficulty understanding the students' English because of their 'strange' accent).
2. Language ability (the students didn't possess the listening or speaking skills to communicate effectively outside of the classroom).
3. English usage (the English they had studied was different from that which was being used in the real world).
4. Vocabulary (students felt that they had insufficient vocabulary to communicate on a variety of topics, specifically when specialised terminology/slang words/abbreviations were frequently used).
5. Motivation (students felt it was unfair that they always seemed to have to initiate any conversation, and felt embarrassed to repeat their own statements and to ask Australians to repeat theirs. Being frustrated by unsuccessful attempts, they would give up).
Australian factors
1. Accents (students felt that Australians spoke too quickly and with heavy accents).
2. Motivation (Australians seemed too busy and not interested in making new friends).
3. Socialising (Australians tended to socialise in small groups and closed circles and so were difficult to approach).
4. Culture (Australians rarely approached the students or initiated conversation, and easily became impatient when asked to repeat something or when waiting for students' replies).
5. Racist (Most of the students felt that Australians didn't like foreigners and were uninterested in other cultures. The Asian students specifically remarked that they felt this was the general attitude towards them).

Prior to the study officially starting the students were asked to self –evaluate their own spoken interactions by recording their own spoken interaction outside of class for two weeks. Students were asked to estimate how much they spoke outside the classroom, how many opportunities they had and describe the quality of the interactions they had. After two weeks, some students had found specific areas of interactions they wanted to work on. Others had noticed opportunities they hadn't been taken advantage of and some relayed specific interactions they had, had problems with. The group worked collaboratively, meeting weekly and adapting a cooperative action research approach similar to an action research cycle of Intent→Action→Critique published by Dick (1995 p. 3). Each week we met discussed the previous week's intention, and the students reported on their goals and outcomes. I would say it worked something like a Weight Watchers meeting in principal, as people would report on each stage sometimes do it again, sometimes try something completely different and sometimes expand, amend or radically change a particular intention and attempt it again.

For Example: Participant C reported that he had plenty of opportunities to interact in his home-stay situation, as his home-stay family was quite friendly and sociable. They frequently invited guests over for dinner. His problem was that he felt uncomfortable in group discussions.

→His goal then, was to enhance his current interactions. He began his first week by preparing answers to the standard question, 'How was your day?' He reflected on the home-stay day's events while commuting from school, and set a goal to explain what he had found interesting, discuss what he had learned, or comment on why he found it boring.

Week 2 the same goal extended version (posing a question or giving an explanation)

Week 3 extended version (join in and comment on the gist of the conversation rather than trying to understand every word).

Participant B on the other hand, began the project quietly and was in fact known as a quiet student at the college. She described her opportunities to interact as very limited but surprised everyone the first week by announcing that her goal was to enhance and increase her interactions through

volunteering at her friend's electronic shop for five hours every evening and talking with customers. While the other participants and I, felt that a goal of this magnitude would be difficult to sustain, she confidently argued that the time commitment was not a problem and stuck with her goal throughout the project.

At the end of the project, eleven of the thirteen participants reported specific improvements in their OCI. Interestingly, they all reported the greatest benefits were unexpected, that by using STLM and focusing on something they felt they could affect change in unplanned interactions occurred and new social relationships had been established. The language learners believed these unplanned interactions were the greatest benefit of the project and decided they were probably due to the confidence the learners had built up when achieving their smaller weekly goals. Most also noted overall improvements in their language proficiency and better results in their classroom participation.

The students' teachers had not been directly informed of the project as there had been no need to adjust students' schedules etc. However during the project I was approached by a few instructors who had wondered what the group was doing. Participant C for example reported moderate improvements compared to some of his peers in the group however his teacher's observations were quite different. She sought me out on her own to discover what I had done to him as she was very pleased with his current classroom participation and his improved communications with others.

To ascertain whether the students reports of their beliefs that their classroom communication had benefited by focusing on their OCI. I asked their classroom teachers to tell me if there was a change in these 13 students spoken interaction pattern this term versus the previous term. According to their instructors' observations and their course marks, all 13 students participation scores in their classes had improved .Depending on the course they were enrolled in, some had measurably improved, on the IELTS speaking and listening exam or on the Cambridge Business Exam, which focused on these skills through testing interviewing skills.

Perhaps the most prominent theory supporting the learning outcomes reported after this collaborative action based research study is what Zimmerman (2000) terms a "Social Cognitivist Perspective" where the active participation in cooperative research requires forethought , action, reflection and self-regulation of action raises the learner's awareness.

Figure 1.1.
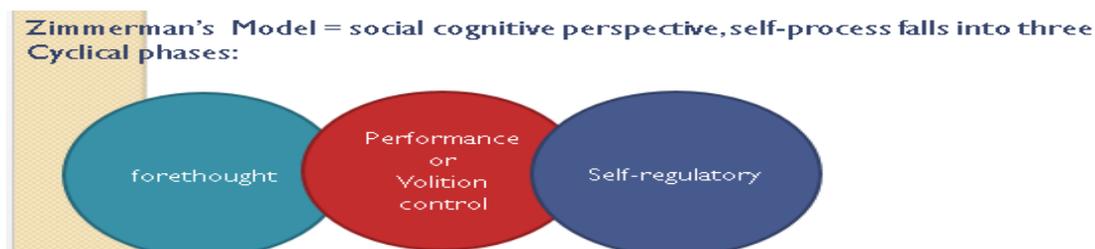
The learners had become responsible for reporting and evaluating their own interactions. In effect by setting, evaluating and developing interaction strategies that best suited their own learner needs they had become their own 'learner trainers'.

An extensive review of literature at that time indicated that there was not much published regarding the role of informal interactions in language learning from the perspective of the teachers. There was however, a wide acceptance that language learners considered natural interactions with native speakers to be an important factor in language learners . Informal discussions with language teachers working in the same language college, who were often language learners themselves, suggested that teachers generally tended to acknowledge that students consider both formal and informal spoken interactions as important. However the majority of teachers described feeling overwhelmed by the work they are expected to do and had very little time to consider what types of interactions students were having once they were outside the classroom doors.

The Macquarie Teacher Beliefs Study

As mentioned earlier, learning does not always go as expected. After spending almost two years looking at factors that support and encourage language learning I discovered an even larger gap which was very little attention or importance has been given to what it was language teachers' believe (Borg, 2003). In the field of language learning there appeared to

be a contradiction as there were numerous publication on students' beliefs and how these beliefs could motivate or impede an individual's learning (Oxford & Green, 1996) Although there were case studies describing an individual teacher's beliefs in small class based studies the lack of publication in the area suggested that teachers' beliefs were not typically considered an area of serious research in the field of language learning and teaching and that it is what these teachers did rather than thought that was considered important. One of my favorite quotes on this topic comes from a small book on education titled "Teaching as a Subversive Activity" where the authors describe the teachers and especially their attitudes as the most important factor in any educational inquiry yet bemoan what they believe to be axiomatic or given fact as frequently being overlooked.

There can be no significant innovation in education that does not have at its centre the attitudes of the teachers. The beliefs, assumptions, feelings of teachers are the air of the learning environment; they determine the quality of life within it.
—Postman and Weingartner (1969, p. 30)

A further review of literature highlighted a huge gap in our understanding of how teachers viewed informal interactions both in and outside the classroom. In other words, while teachers' were well versed in the need to set up , provide or somehow scaffold spoken communication within the classroom there was almost nothing published on what teachers defined as "good learning" through the use of informal communications either in or outside the classroom. However as teachers we must keep in mind that our students are astutely aware of the types of teacher talk they receive in the classroom and recent studies such as Matsumoto's research into students perceptions of teacher talk suggest that they are not satisfied with the types of error feedback they receive and view longer explanations and visual illustrations of informal interactions to be addressed in the classroom along with academic language practice (2010) whereas Hughes, and Chen Pei, described a large study in China which indicated that Chinese students were not happy with the limited amount of English language interaction they were receiving in theirs (2008). In an attempt to address this gap, I used a phenomenographic technique developed in Sweden which had been successfully applied to better understand and categorize teachers beliefs in areas like math & science (Prosser, Trigwell, & Taylor, 1994). 4). 4, 217-231.

- Twenty-eight EAP teachers were interviewed at the National Centre for English Language Teaching and Research (NCELTR) at Macquarie University.

- All participants had current or very recent experiences in teaching students at upper intermediate to advanced levels of English.

- The level of the students and the subject context was pertinent to the phenomenographic approach, as previous studies indicated that teacher practices altered with the perceived variation in subject area or in the ability of the students at a course level

Using a phenomenographic approach all the instructors were asked to describe the lesson they had most recently taught. They were asked to recall specific in class interactions and also to recall if out of class interactions had been described by students, observed by the instructor or played a role in the lesson. In a situation were no OCI was evident, the teachers were asked to recall a lesson where they had been evident, observed or part of the class. As lessons were reported teachers were asked to describe when they viewed learning to have taken place and how they perceived this. The interviews were quite extensive and some took place more than once in order to collect data that was current and easily recalled. The purpose of the interviews was to record the different ways the language teachers viewed learning and teaching, to develop an understanding of when they perceived "good" learning and teaching to occur and how individual instructors rated specific instances of teaching and learning. Finally, the investigation attempted to explore what role, if any, ICI and OCI had in these processes. The information collected was transcribed and analyzed using multiple analytical tools both statistically and qualitatively to uncover patterns of words, beliefs and actions reported. Data was also categorized by individual scripts and as a whole. At this point in the presentation, I asked the audience to jot down any recent classroom experience they had and to list the role, if any that informal interactions outside the classroom and informal interaction s, inside the classroom played in the teaching and learning that happened. I also asked them to consider how planned or formal ICI connected to the learning and teaching they viewed as taking place.

Teacher Conceptions of Informal Out of Class and In Class Interactions

Findings

Consistencies

Four consistent conceptions of how the teachers viewed out-of-class interactions (OCIs) in the process of learning ESL were evident across the range as a whole:

1. Outside L2 use was perceived to provide beneficial language practice, particularly with native L2 speakers or classmates with a different L1.

2. OCIs in L2 were viewed as a means of socialization and beneficial in developing learner understanding of Australian culture. Friendships or contacts made through OCIs were thought to be a good support for learners.

3. Initiating and maintaining OCIs were conceived to be the learners' responsibility - *They must make the choice.*

4. OCIs were perceived as beneficial to overall individual L2 learning.

In other words, the data collected suggested very similar attitudes towards OCI as had been described informally by the teachers of students in the STLM study. In short, OCI were considered to benefit language learning but were thought to be the learner's responsibility and outside the scope of teaching and learning that occurs in language classrooms.

In contrast, the informal interactions that occurred between learner and learner(s) and teacher and learner (s) inside the classroom were considered play an active role in the teaching and learning that occurred. The teachers' viewed, as part of their job, a requirement to plan for, promote, and provide opportunities for and to actively encourage ICI as part of the learning and teaching activities that took place.

1. *ICI Teachers' Method*: In-class interactions are conceived as a method used by the teacher to teach second language learners.

2. *ICI Teachers' and Students' Method*: In-class interactions are conceived as a method used by the teacher to teach second language and to provide opportunities for the learner to receive feedback from teacher and peers.

3. *ICI Teaching Method Provides Opportunities for Group Problem Solving*: In-class interactions are conceived as a means by which students learn experientially by interacting with others.

4. *ICI are the Context for Individual Development*: In-class interactions are conceived a means by which links between what is taught and the students' outside world are forged.

5. *ICI are a Forum*: In-class interactions are conceived as a situation in which learners' individual conceptions are built upon and changed.

The various roles described for informal ICI or spontaneous talk, as some teachers' referred to it, were much more complex than those for OCI. The roles followed almost a hierarchal pattern where in 1) they were planned by the instructor who used the interactions to provide information to the learner, 2) they were viewed as a tool for the teacher to give information but also viewed as a way for learners to confirm what was taught. Lastly, in 5) they were viewed as a free discussion time where students could speak with others and the teacher in unplanned ways to build upon or change ideas the learners already had.

Teacher Conceptions of Planned Formal versus Unplanned, Informal Talk in Classroom Teaching

When comparing and contrasting the various ways teachers described their perceptions of planned versus unplanned interactions within the context of the classroom, a clear pattern of different ways classroom talk was viewed emerged. First, across the group of teachers interviewed and the large number of teaching experiences described 5 patterns of planned talk were found in the data whereas only 4 patterns of unplanned classroom interaction were described. Conceptions reported across the transcripts moved from more limited to more developed conceptions in regards to how interactions were believed to relate to the teaching that occurred. For example in Table 2, it is clear that planned ICI within the context of a classroom are considered to be connected to the teaching that takes place as all five types are clearly described as part of the teaching. Interestingly, the most developed conceptions describes the planned interactions as connected to the teaching but also related and linked to the students' real needs outside the classroom context. In contrast out of the four types of informal interaction that occur in classroom three were described as outside of the class focus and disconnected with what was being taught. The fourth was viewed as disconnected from the teaching but related to the subject matter being taught.

Table 2

More limited	ICI Categories	OCI Categories
	⇒ A. *ICI teachers 'method*	⇒ A. *OCI are outside of class focus*
	⇒ B. *ICI teachers 'and students 'method*	⇒ B. *OCI are outside of class focus except in assigned tasks*
	⇒ C. *ICI teaching method provides opportunities for group problem solving*	⇒ C. *OCI are outside of class focus but actively encouraged*
More developed	⇒ D. *ICI are the context for individual development*	⇒ D. *OCI are related to structures presented in class*
	⇒ E. *ICI are a forum where what is taught in class is linked to students 'real world outside*	

The connection between ICI and the Teaching and Learning Reported within Specific Instances during a Lesson.

The most complex descriptions of relations between interactions both planned and informal occurred when teachers recalled specific teaching and learning they observed in a recent classroom experience. These were significant as the categories which developed closely mirrored the surface to deep approaches to learning and teaching reported in other areas such as math, science and reading. .

Below one experience indicating a surface level conception is contrasted with one that illustrates a deeper level of conception. These are followed by illustrations of how ICI is viewed in these situations.

Surface-Level Conception of ICI

Participant: We also did some skimming and scanning work, focusing mainly on scanning. So that was, you know, quite a good activity, they had: questions, to look for answers and scan to find them.

Interviewer: Were they working alone, together?

P: What we did is, I divided them into groups of four. They were scanning for certain information; they were looking for certain words, certain phrases and [would] give certain answers. (Pause) So I put them in groups of four and I said to them, you start scanning and as soon as you've found the first answer, the group runs up to the board and writes down the answer on the board.

I: So each group was doing the same task?

P: They were all doing the same text and they were reading on their own, but it was a race to see who the winning group would be

When reviewing the group interaction that is planned. It is clear that little if any interaction is required and that the individuals simply need to go to the board and answer the question to indicate understanding. This follows the pattern of a surface level conception such as provided in Illustration 1.1. A where interaction is viewed as coming from the instructor in the form of information and learner understanding is viewed as answering a question.
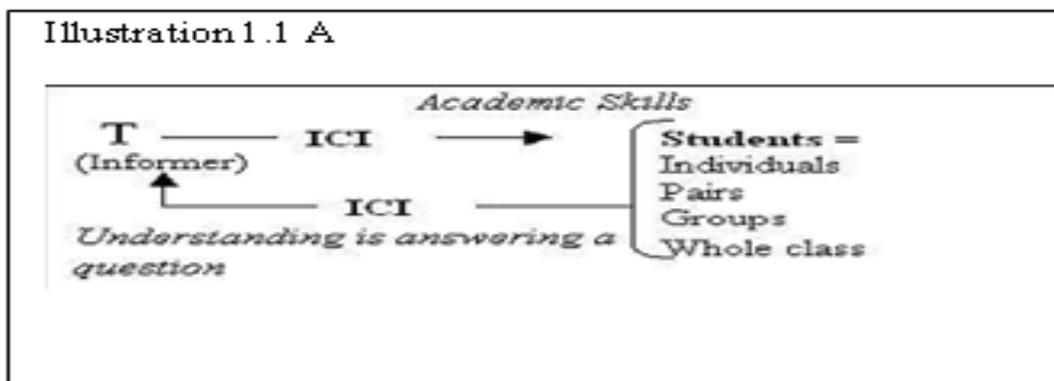
Deeper-Level Conception of ICI

Participant: Dictograph—it just means having a passage, reading it once at normal speed, they write out key words and then work in groups to reconstruct the meaning—the text, not identical but the same meaning. It's good because you use a lot of skills so you've got listening not to dictation (which is a fairly false situation) but to a person speaking at a normal speed (pause). A bit of note taking, and then they are working in groups. That's good because they are constructing working together plus they are thinking about sentence structure for one thing, "There's that word, how do you put it in a sentence—oh that's not a good word in that sentence," and all that.

When reviewing the group interaction that is planned it is clear that the instructor has scaffolded a context where interaction will take place however the type of interactions very and the task includes problem solving, looking at writing,, listening to native speakers and working together to construct a text that conveys meaning.. Differences in the complexity involved in the first and second excerpts are indicated in Illustration 1.2.E where either the teacher or a student initiates the topic where shared previous experience is required to complete the task and interaction occurs naturally between the learners, in discussion with the

class, perhaps asking the teacher a question. Learning is viewed to occur when the student can apply these skills in their own world contexts and construct meaning.

Illustration 1.2.E
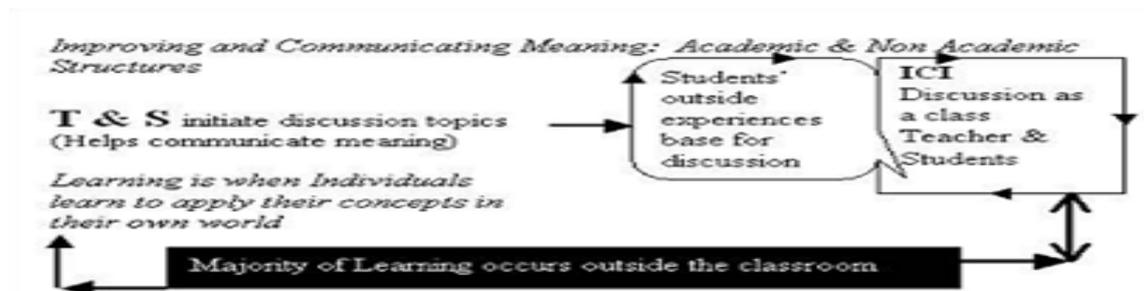
Northern Marianas College

Once I had returned to Saipan , I was bombarded with questions from new students about my trip to Semarang. A majority of my students are advanced English Speakers enrolled in Academic Research classes. However this term I also taught a class of novice English speakers and listeners who were very interested in the outcome of Participant B from the Australian study.

I explained that she was the most surprising participant of all. Because she continued to quietly attend meetings, sometimes would offer suggestions to others but generally, she would simply indicate that had maintained her goal from the week before. The outcome of her STLM did not become evident until the final day of the project when the participants gathered in a forum, reflected on their individual goals throughout the project and reported their individual outcomes to the others. She was one of the last ones to speak and she had taped recorded her reflection prior to the meeting. She started by describing her life before the project as being extremely lonely. That she had attended the college for four years but had only made a few friends who generally spoke to her in Chinese. She explained that she was a naturally shy person and had not attempted to meet anyone where she had purchased a flat and for the previous three years she had grown more and more reclusive. She claimed that prior to joining the group she had begun to fear graduation as after that she would have no reason to go outside at all and was afraid that her growing depression would only get worse. Her words stunned her peers back then and my new students in Saipan as well.

Participant C explained that she found it excruciating at first to walk up to a customer in the electronics shop and ask if they needed help but evening after evening she began to notice that she was more able to help them and that they had begun to seek her out with questions. She told of the elevator man who became curious as to why this tenant who always stayed in her flat was now out every evening. She explained she had a job and after a week or two of exchanging greetings he invited her to his home to meet his wife and kids and they had all become friends.

Surprisingly, at the end of the story an elderly woman with very low level English skills began to cry explaining that she felt exactly the same way. She had lived in Saipan for a number of years and was so tired of being lonely and unable to communicate that she had signed up for the course. She was immediately surrounded with hugs from students in the class and has struggled throughout the semester but now has a number of friends she studies and goes out with from my class and her other classes. I'm including this here because although it may appear a non-academic way of concluding a plenary paper. It was a significant moment for me as a teacher to recall how debilitating living in a foreign country can be for some and often there are other reasons beyond language improvement that should encourage us to stop and include our students' lives in our classroom interactions, these interactions some emotional can make huge differences (Hargreaves, 2000).

Author Note

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BENEFITS AND THREATS OF INTERNATIONALIZATION AND STUDENT MOBILITY: A CASE STUDY OF UNIVERSITI TEKNOLOGY MALAYSIA (UTM)

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Abstract

As we progress our living in this new millennium with all the challenges of its globalization which has affected all aspects of the human life, internationalization in higher education has emerged as a response to globalization. Therefore, many policy makers in different countries are called to take necessary steps and measures as well as establish extensive and effective programs to face these challenges. Ministries of Education, Higher Education and other educational departments and institutions - public and private - in most of world countries have launched quantum activities to develop and update its teaching methodology, facilities and programs to cope with the trend of internationalization. Mobility of the students is considered to be the most important reason for making internationalization a priority and is defined as the fastest growing aspect of internationalization. This paper discuses the internationalization and students mobility and its new trends in term of threats and benefits in general and the reasons behind international students choosing Malaysia as a destination for their study.

Keyword: Internationalization, student mobility, benefits and threats

Internationalization

Knight (2009 P. 113) says that internationalization is "a term that means different things to different people." She explains that Internationalization is not a new term, but its popularity in the educational field has appeared since in the early 1980s. Then, in the 1990s, the term international education was centered on differentiating it from comparative education, global education, and multicultural Education. (Knight, 2009 P.115). Today, as we are in the new millennium there are another set of related terms which has emerged that includes

transnational education, borderless education, and cross-border education. Knight emphasizes that there is a need to understand internationalization at the national level as well as at the institutional level. At the national level, internationalization is defined as "the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education". She explains that one of the leading rationales at the institutional level for internationalization is preparing graduates to be internationally knowledgeable and inter-culturally skilled to live and work in more culturally diverse communities both at home and abroad. Knight also believes that there is a confusion and complexity in what internationalization means**.** Internationalization has different purposes and outcomes, depending on the actor or stakeholder.

On the other hand, as we are living in this new digital age Knight (2009) says that Internationalization has become a "formidable force for change" as evidenced by many developments and initiatives, such as the creation of new international networks, the growing numbers of students, professors, and researchers participating in academic mobility schemes, more emphasis on developing international/intercultural and global competencies, more interest and concern with international and regional rankings of universities, the establishment of new national, regional, and international organizations focused on international education and the investment in recruiting foreign students and dependence on their income.

Internationalization has become a common phenomenon at the higher education. There is a growing number of universities around the world that have taken the internationalization theme as the main issue in their planning. Penn State University in its strategic plan for 2009-2013 points out that (1) the qualified faculty involvement is the main key to success in accomplishing broad vision for '"vigorous internationalization objectives". (2)It is a serious radical departure from the past modality. (3), the trend of Internationalization requires a network of partnerships with other countries that have the capacity to provide adequate intentional education for the students and to cope with the new vital global challenges of our time and (4) "Universities should take time and resources to develop vigorously and pursue strategies that will significantly enhance the education abroad offerings, the services to international students, and efforts to internationalize campuses".P.3.

Wood, Van R. (2007), outlines eight common perceptions about internationalization in reviewing a research about 110 U.S. institutions of higher education (drawn primarily from the Institute of International Education's 2004 Open Doors Report). These eight common perceptions are (1) the internationalization of campus and community is both an opportunity and a challenge that must be dealt with today. (2) Great universities need to let the world know they have a purpose and a vision concerning what they are and what they seek to become. (3) Effective university leaders do not demand an embrace of the international arena at their institutions. What they do is establish broad policies and priorities related to innovative initiatives aimed at developing a global culture throughout their campus and community, and then let the creative entrepreneurs take over. (4) Exemplary international programs and initiatives success or failure are based primarily on the dedication and capability of their faculty champions and their creative entrepreneurs. (5) No institution is an island. Partnerships and alliances are critical components of international educational development and a global focus. (6) The organization behind a university's international efforts appears to work best when it is both centralized and decentralized. And (7) Branding of the university in the international arena is a responsibility that all must understand and share. (8) Finally, Wood believes that students are central to the success of any university's attempt to globalize its campus and community, and students are the primary reason why a university should embrace internationalization.

(Knight, 2003.P.3) points out that the dynamic relationship between internationalization of education and globalization is a crucial area of study. Globalization affects each country in many different ways due to "a nation's individual history, traditions, culture and priorities" and it is "positioned as a multifaceted phenomenon and an important environmental factor that has multiple effects on education." In addition to that Knight believes that Globalization presents new opportunities, challenges, and risks at the same time. She says that "internationalization is changing the world of education and globalization is changing the world of internationalization." (Knight, 2003.P.3) She adds that substantial efforts have been made to maintain the focus on the internationalization of education and to avoid using the term globalization of education.

Student Mobility

Student mobility refers to students studying abroad to obtain a degree. Historically, international students - in spite of many obstacles - have traveled to foreign countries to obtain a higher education. Student mobility has traditionally been motivated by cultural, academic and other non-economic reasons, but nowadays the scene has changed. There are many Universities and colleges around the world which rely heavily on the fees of the international students. Also traditionally, most of the international students' movement was towards North American and European universities and some universities provide "scholarships to foreign students as a means of enhancing their international status and relations with other countries". (Kritz.2006. P4), but as we are at the end of the first decade of the new millennium the student mobility has new trends.

The 21st century has witnessed a new status of student mobility with high growth; it is a real challenge for the higher education. The increasing number of higher education opportunities for studying abroad is contributing to a rising competition in the international students market. In an attempt to attract the growing number of foreign students many institutions are working to differentiate themselves from their competitors. Furthermore, this growth has encouraged colleges and universities to take steps to upgrade their programs, and facilities to reach international demands and requirements. At the same time the growth has created new trends in the development of the international education as well. Some universities have designed programs and courses that include international content and curricula.

According to (Altbach, 2009 P.II), in the early of the first decade of the century, "higher education has become a competitive enterprise. In many countries students must compete for scarce places in universities and in many countries admission to the top institutions has become more difficult" He adds that Globalization is a key reality in this century, and it "has magnified the importance of the global context."

Knight in the 2003 International Association of the University Survey Report indicates that mobility of students is considered to be the most important reason for making internationalization a priority and is identified as the fastest growing aspect of

internationalization. She adds Student mobility is one of the biggest benefits of internationalization. (Knight2003c.P.3)

Some believe this high volume of foreign students will help to create new academic potential opportunities in many countries. Others think this growth may be at the expense of the academic quality, poor command of the English language and will be misused by some commercial providers. Therefore, the role of the Ministry of Higher Education and other educational institutions is curtailed to guide and monitor all academic activities in the public and private universities. On the other hand, (Wilen,2008) believes that technology will play an increasing role in higher education and student mobility and educational institutions will adopt solution that will change the students' way of learning, communicating and studying on and off campus.

Open Door (2008, p.3) reports that the Bureau of Educational and Cultural Affairs of the U.S. State Department also takes a special attention on this matter and "manages a wide range of academic, professional, and cultural exchanges that include approximately 40,000 participants annually, with the goal of increasing mutual understanding and respect between the people of the United States and the people of other countries." The same report estimated that there were 623,805 international students in the US in the 2007/08 academic year. In the last few years the enrolment of international students in the United States' higher institutions has declined. In his testimony, Scott (2007), the director of Education, Workforce, and Income Security Issues, has outlined three main challenges in attracting international students to the United States and their implications for global competitiveness. These challenges are: (1) the global landscape of higher education is changing and it provides more alternatives for students, particularly as other countries are also expanding their educational capacity and technology-based distance learning opportunities; (2) the cost of obtaining a degree in the United States is rising, which may discourage international students from enrolling in the U.S colleges and universities; (3) visa policies and procedures being tightened after September 11, 2001, to protect U.S national security interests, may have contributed to real and perceived barriers for international students seeking to enter the country.

Similarly, there are many other countries which are working aggressively to attract international students, such as Britain, which announced the "setting up of a goal of attracting 100,000 more international students to the country in the next five years" (Johnson 2006, p. 16). Furthermore, according to Chun-Fen (2008, p. 8), Japan's cabinet has discussed the plan to accept 300'000 international students as part of Japan's global strategy and its international commitment to expand flows of human resources. According to "College Enrolment Statistics Canada" (2009), the recent total for international student enrollment in Canada is 123,901 in 2008. On the other hand, according to the China Scholarship Council (2008), the number of international students in China reached 195,503 in the 2007-08 academic year. They are from 188 countries and regions and enrolled in 544 universities and colleges, scientific research institutes and other teaching institutions. The Chinese government has awarded scholarships to 10,151 students.

World Migration Report (2008, p. 105) states that between 1998 and 2004, the number of foreign students enrolled worldwide rose by 52% to 2.7 million with the OECD countries hosting 85% of the total number. Knight (2009) estimates that by 2025, the demand for international education will grow to 7. 2 million students, a quantum leap, from 1.2 million students in 2000. She believes that certainly not all of this demand will be met by students' mobility. (Kritz, 2006. P.11) points out that most of Australian universities have been very active in setting up transnational Branch Campuses and providing services for students from other countries as well as their own students and faculty. According to Bohm (2002.p3), the total demand for Australian education is set to increase over 9-fold in the period between 2000 and 2025. By 2025, it is forecasted that the total demand for international higher education in Australia will exceed 996,000 students.

On the other hand, Bohm (2002,p.3) indicates that Asia will dominate the global demand for higher education. Asia, China and India will represent the key growth drivers - generating over half of the global demand in international higher education by 2025.

International Students in Malaysia

In recent years, Malaysian universities and colleges have witnessed a notable increase in international students' enrolment. In 2006, UNESCO reported that the highest recent total for

international students' enrollment in Malaysia is 30.407 international students. A little more than a third of this population came from China. On March 9, 2008, a Malaysian newspaper, *The Star* said that the number of international students had increased between 2006 and 2008 by 30%, bringing the overall numbers to 65,000 foreign students enrolling in private and public institutions of higher education last year, compared to 48,000 in 2006. This increase in number came as result of the ambitious plan announced by Malaysia to attract 100.00 international students by 2010. In addition, Verbik, (2007) believes that at the present, Malaysia, Singapore and China have emerged as contenders and have a combined share of approximately 12% of the global student market. According to Malysian Ministry of Higher Education international students in Malaysia exceeded **90.000**, June 2011 and its target is **200.000** by 2020.

Why international students chose Malaysia for their study

Methodology

For the purpose of this study a questionnaire seeking information on the above was designed to address the research question of this study and explore the reasons behind the increasing number of international postgraduate students in Malaysia The questionnaires were distributed to 163 respondents who made up of postgraduate international students population. These students are studying in different majors at the Universiti Teknologi Malaysia (UTM). This study examined international students from 14 countries including Indonesia, Iran, Libya, Saudi Arabia, Somalia, Jordan, Iraq, Yemen, Sudan, Kazakhstan, Nigeria, Syria, Turkey and Algeria.

Findings and Results

With regard of international students' choice to study in Malaysia, the data shows that 95 (58%) of all respondents agreed that the cost of living and study fee is affordable. 85 (52%) of all respondents agreed to choose Malaysia for study because Malaysia is a modern and technologically advanced country and Malaysia is a safe country to live in respectively. The data also shows that 75 (46%) of the respondents agreed that Malaysia has a good reputation around the world. Also, the data shows that 75 (46%) of the all respondents agreed that they chose Malaysia because of the excellent quality of higher education and 73 (44%) of respondents agreed home qualification are acceptable and it allows them to pursue the studies

wanted while 43 (26%) of all respondents said because there are limited places available to study at (high prestigious) University in the home country. 58 (35%) of the respondents also said that they found difficulties with the recognition of credits/academic qualifications obtained in their home country. In addition, the data shows that 65 (39%) of the respondents believed there are good chances to live and work in Malaysia after their studies and 65 (39%) of the respondents chose Malaysia because Malaysians are welcoming towards foreigners/people from different ethnic backgrounds while 68 (41%) the respondents like the climate/weather in Malaysia.

Threats and benefits

As the student mobility has witnessed a significant increase in the last two decades, the foreign students have started to face new challenges such as the absence of clear guidelines and systems of some of the universities and this has led to many types of frustration to many of the students. Some international students are discouraged to study abroad when they have to face too much bureaucracy such as the process of the applications and there is a lack of knowledge of the people dealing with international students' backgrounds. On the other hand, some universities have developed well prepared programs and facilities to attract more foreign students. The increased student mobility has two folds; it has created a new competition among higher education for better and new programs to face the new challenges of the global and digital education and it has also created a new phenomena of a commercial education on the expense the students' own national and cultural identity as well as on the expense of the academic quality. Many countries around the world have lost many of their talented and gifted students as a result of student mobility due to different political, social, and economical reasons. (Knight 2003c, p.3) states that "Brains drain and loss of cultural identity are seen as the greatest risk of internationalization". Some countries have launched plans to attract their graduates to go back home. According to (Hvistendahl, 2008) China has set up a plan to attract its graduate students to return back home as a high percentage of Chinese students who are studying abroad are not returning back to China. Tremblay (2005) compiled data on the return rate of Chinese students by destination and found that whereas 48 percent returned home after studying in France, only 14 percent returned after studying in the United States. That study and other evidence that students in some fields are more likely to return than others suggest that steps could be taken by sending and receiving countries to

increase return rates if the latter are perceived as too low. (Kritz, 2006. P.27) explains there is one "criticism directed at international student mobility is that it leads to a brain drain for the sending country and a brain gain for the receiving country".

According to Teferra (2008, P.12) the results of a worldwide survey on internationalization carried out by the International Association of Universities, polled senior institutional leaders of higher education institutions in 95 different countries and received their opinions on a common set of questions related to the importance, rationales, benefits and risks, growth areas, etc. The survey revealed "96% of all respondents support the statement that internationalization brings benefits to higher education, 70% believe there are also risks associated with the international dimension of higher education." Therefore, there is no doubt at all, the mobility of students is an essential factor of these dimensions as the students is one of main components - maybe the most important one, in the development of global or international education .

The student mobility can benefit universities, countries and students in a number of ways and help to:

- Bring cross-cultural and international diversity to universities, and encourage an awareness of cultural differences, and prepare graduates who are internationally knowledgeable and inter-culturally sensitive.

- Increase the skills of the local workforce and contributes to social transformation processes in most countries around the world.

- Stabilize their universities' student bodies and revenues. Because most foreign students pay their own living costs and student fees, the governments recognize that they bring in foreign exchange for expenditure in the cities and regions where education institutions are located, thereby stimulating local economies. Foreign students become substitutes for domestic students and can allow universities to stabilize their enrollments.

- Benefit students by better preparing themselves to function in a world dominated by transnational corporations and changes in communications technology that have radically increased the speed of communications as well as challenge students to appreciate the complexity of issues and interests.

In recent years, the international student mobility has been changed towards new destinations and countries as well as the traditional countries. This is a result of globalization and internationalization beside many other mixed economical, political factors.

Conclusion:

As a conclusion, student mobility has increased in recent decades, bringing growing numbers of students from diverse cultures into exchange with each other. Internationalization in higher education has created more opportunities in international competitive market which will impact the mobility of students among the countries and create new trends and directions, therefore colleges and universities must develop strategies that provide the global perspectives and international experiences that will help their graduates excel in this new world order. Students who have crossed international borders for higher education purposes used to originate mainly from countries in the South and flowed to countries in North America or Western Europe to continue their advanced studies. Today, in contrast, significant south-to-south and north-to-south flows are occurring as well and flows in all directions are growing rapidly.

The survey respondents of this study indicated international students' decision to choose Malaysia for their study was influenced primarily by the attractive cost of living and tuitions fees and Malaysia being a modern and technologically advanced country, it is a safe country to live in and has a good reputation around the world. Secondly, higher education/reputation of universities is excellent, home qualification is acceptable and it allows students to pursue the studies they want. There are limited places available to study at universities in the home country and because they find difficulties with the recognition of credits/academic qualifications obtained in home country. Thirdly, there are good chances to live and work in Malaysia after their studies.

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ENGLISH LANGUAGE TEACHING

PROCESS OF WRITING IN AN ESSAY WRITING TEST:

DOES IT WORK?

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Abstract

In the writing teaching and learning, good students should involve process of writing in order to produce an effective writing. This statement is supported by Oshima (2006:3) that writing is as a process rather than a product. The process of writing includes prewriting, drafting, revising, editing and publishing. The process of writing is used to organize what the students think, plan and help them in writing a composition, especially an essay. It means that the ideas organized can be done through steps or procedures in the process of writing. However, the problem appears when students take an essay writing test. From the writer's point of view, this process seems inapplicable in the test. Therefore, it is necessary for the writer to get further information on the factors related to the process of writing in the essay writing test. This qualitative study tries to answer the following questions: (1) Do lecturers acknowledge process of writing to the students? (2) Do students practice and apply process of writing in the essay writing tasks? (3) Does process of writing work in an essay writing test? In order to collect the data, test and questionnaire are applied. It is expected that students are able to apply the process of writing in the limited time such as an essay writing test. Therefore, the final draft of writing an essay is expected to be an effective writing.

Keywords: process of writing, an essay writing test, writing an essay

INTRODUCTION

According to Oshima (2006:3), writing is as a process rather than a product. In this matter, writing is considered as the process of writing. It means that the ideas organized can be done through steps or procedures in the process of writing. On the other hand, the process of writing involves some activities or steps of writing task completion (Chen, 2002; Watskins, 2004; Clark, 2008; Widodo 2008). The steps in the traditional writing process are prewriting, drafting, revising, editing and publishing (Donoline, 2009:9). According to some experts, the steps could be different, but they have the same basic concept, planning – drafting – revising

– editing - writing the final draft/copy . Here, the process of writing is expected to help students think, plan and write a composition, especially an essay. However, the problem appears when students take an essay writing test. The problems Indonesian students met in the essay writing test are how to generate and organize ideas in an EFL context and how to turn ideas into a understandable text with certain pattern (Widodo, 2008). From the writer's point of view, this process seems inapplicable in the essay writing test. Therefore, it is necessary for the writer to get further information on the factors related to the process of writing in the essay writing test.

THE RESEARCH METHODOLOGY

This study is the qualitative study which aims at answering the following questions:

(1) Do lecturers acknowledge process of writing to the students?

(2) Do students practice and apply process of writing in the essay writing tasks?

(3) Does process of writing work in an essay writing test?

In order to collect the data, test and questionnaire are applied. The participants are 30 students of the academic writing class of the English Department of IKIP PGRI Semarang (Semarang Private Teacher Training College). The students will take two tests, the essay writing test without process of writing and with process of writing. The scoring grade is adopted from Brown (2004: 244-246). The category is based on the following scores (Sudijono, 2007).

80 – 100 = Very Good

66 – 79 = Good

56 – 65 = Fair

40 – 55 = Poor

30 – 39 = Very Poor

PROCESS OF WRITING

As previously mentioned, the process of writing involves some activities or steps of composing an effective writing, such as prewriting, drafting, revising, editing and writing a final copy. The steps are expected to help students in order to express their ideas in writing an essay. During the writing process, the students will realize the mistakes or errors they made because each of steps provide its own fuction.

However, some experts conveys process of writing in different ways. They are shown in the following table.

Table 1. Process of Writing

No	Harmer (2004:5)	Oshima (2006:265-279)	Savage (2007:147)	Hyland (2003:11)	Bailey, Stephen (2003:1)	Other linguist's opinions
1	Planning	Prewriting	a.Brainstorming b.Creating Online	Selecting topic & Prewriting (Planning)	a.Understanding essay title b.Assessing reading texts needed c.Selecting relevant areas d.Making notes on relevant areas	Prewriting: a. Talking b. Free writing c. Brainstorming d. Journal writing e. Reading f. Searching the internet
2	Drafting	Planning (Outlining)	Writing a First Draft	Composing (Drafting)	a.Making plan for essay b.Organizing and writing introduction, main body, conclusion	Organizing a. Clustering b. Outlining
3	Editing	Writing	Editing	Revising	Reading critically and rewriting the essay	Drafting
4	Writing	Polishing	Writing a Final	Proofreadin	Final proof-	Revising

	Final Copy/Draft	(Revising, Editing/Proofreading, Writing the Final Copy)	Draft	g and editing	reading	a. First revision b. Second revision c. Third revision
5				Evaluating		Editing
6				Publishing		Revision
7						Final Draft

Pre-writing

Through planning or pre-writing activity, students are encouraged or motivated to write. This step assists students in exploring certain topics before producing effective essays. According to Oshima (2006; Widodo, 2008), in this activity, students have to choose a topic, narrow the topic, get information and develop the ideas in order to produce an effective essay writing. Some techniques can be applied here such as free writing, brainstorming, listing, outlining, clustering, and cubing.

Drafting

On the drafting stage, students develop their ideas into the first rough draft based on the data they have got in the previous stage. The draft must be revised.

Revising

Students have to revise the draft they made. They check the whole content of the essays and the organization of the ideas. Misconception frequently appears here because students just check the grammar, not the whole content of the essay. When revising the draft, students can give supporting ideas and check the existence of introductory paragraph, the paragraph in the body of the essay and the concluding paragraph (Brandon, 2009).

Editing

The purpose of editing is to check the mistakes related to grammatical pattern, punctuation, spelling, contraction and vocabularies. Some researchers called editing stage as proofreading stage.

Writing a Final Copy

 Students have to compele their essays. They can submit their essays to the lecturer or put the completed essays on the notice board and let other students give a great appreciation. They have to make sure that their essays have minimum errors and mistakes.

RESULTS AND DISCUSSION

Based on the research conducted, the important points of the research questions can be found as research findings. The points are as follows:

1. To find out whether lecturers acknowledge process of writing to the students or not.

In the writing teaching and learning, the process of writing must be acknowledged and given to the students who have been taking the academic writing class. This activity must be done based on the syllabus and the lesson plan of the academic writing. Therefore, based on the research conducted, all lecturers conveyed the theory of the process of writing. Thus, the students understand what to do in writing task. The students conveyed that the process of writing was necessarily needed when they filled out the questionnaires (See Appendix E for the Questionnaires).

2. To find out whether students practice and apply process of writing in the essay writing tasks or not.

Actually, lecturers have acknowledged the process of writing. However, the willingness of practicing and applying process of writing depends on the students or the learners. When they have to write an essay, they have difficulties of expressing their ideas because of the different concept and vocabularies between their native language and target language. This can be seen in the result of the essay writing test. They have greater scores in how to organize and mechanism, but they have the lower ones in vocabularies, grammar and content (see Appendix A and B for the Results of the tests). In order to overcome the problems, students should apply the process of writing in the essay writing task or in writing composition. Therefore, students can get accustomed to write an essay without having steps of process of writing printed in the test, see Appendix D. However the students do not apply the steps if the lecturer does not give the writing instruction vividly, see Appendix C. The students just write what they want to write. To sum up, practicing and applying process of writiong in writing

task or test are important and make them as habits. Then, they do not have any difficulties of doing or completing an essay writing task.

3. To find out whether process of writing work in an essay writing test or not.

Whether process of writing in an essay writing test works or not can be checked through the instructions which are provided in the test. In the essay writing test, students depend on the test instructions. The instructions given vividly is the key of success in the test or examination. Based on the questionnaires distributed, students agreed if the essay writing test is completed with the process of writing and the test with process of writing steps increases the scores of the students. The results of the essay writing test with the process of writing are greater than those of the essay writing test without the process of writing. The average score of the former is 55 and that of the latter is 71.6. In a conclusion, process of writing works in an essay writing test if the instruction is vivid, see Appendix D.

CONCLUSION

In a conclusion, process of writing is necessarily needed and very useful in increasing the scores of the students in the essay writing test and in enhancing the writing skill of the students. The process of writing will work in the essay writing test if the students practice and apply it.

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APPENDIX A

Test of composing academic essay without process of writing

Students	(1)Organization 20	(2)Content 30	(3)Syntax 25	(4)Mechanics 5	(5)Vocabulary 20	Total 100	CATEGORY
1	16	20	15	4	5	60	fair
2	14	15	10	4	10	53	poor
3	15	13	10	5	10	53	poor
4	15	12	10	4	12	53	poor
5	12	11	10	4	12	49	poor
6	11	10	10	5	10	46	Poor
7	12	13	10	4	10	49	poor
8	13	12	10	5	12	52	poor
9	12	11	12	5	12	52	poor
10	17	16	12	4	15	64	fair
11	18	17	12	4	15	66	good
12	13	15	10	5	12	55	Poor
13	12	12	12	4	10	50	Poor
14	14	14	12	5	14	59	fair
15	12	11	10	4	12	49	Poor
16	12	11	15	5	10	53	Poor
17	18	18	10	4	12	62	fair
18	15	16	10	4	15	60	fair
19	12	12	10	5	12	51	poor
20	11	9	15	5	12	52	Poor
21	12	10	15	5	14	56	fair
22	12	11	10	4	12	49	Poor
23	12	12	10	5	10	49	Poor
24	16	17	10	4	12	59	fair
25	15	13	10	4	14	56	fair
26	18	14	10	4	16	62	fair
27	17	16	10	5	15	63	fair
28	15	13	17	4	14	63	fair

29	16	15	15	4	14	64	Poor
30	14	10	12	4	12	52	Poor
Total	421	399	344	132	365	1661	
Average	14.03333	3.93	10.83	5	5.17		
Percentage	70%	44%	46%	88%	61%	55%	

(Adopted from Brown, 2004:244-246)

APPENDIX B

Test of composing academic essay with process of writing

Students	(1)Organization 20	(2)Content 30	(3)Syntax 25	(4)Mechanics 5	(5)Vocabulary 20	Total	CATEGORY
						100	
1	17	24	20	4	12	77	good
2	16	21	19	4	15	75	good
3	16	20	19	5	15	75	good
4	15	16	18	4	15	68	good
5	15	15	16	4	12	62	fair
6	15	16	15	5	12	63	fair
7	16	17	15	4	12	64	fair
8	15	16	14	5	12	62	fair
9	15	17	15	5	13	65	fair
10	17	23	19	4	16	79	good
11	18	25	22	4	17	86	very good
12	16	21	19	4	16	76	good
13	17	21	16	4	13	71	good
14	16	20	18	5	16	75	good
15	15	20	20	4	17	76	good
16	15	22	18	5	15	75	good
17	18	22	17	4	17	78	good

18	17	22	18	4	15	76	good
19	16	20	20	5	14	75	good
20	14	12	17	5	14	62	fair
21	15	17	17	5	14	68	good
22	14	18	17	4	14	67	good
23	15	19	17	5	13	69	good
24	17	23	19	4	15	78	good
25	16	20	18	4	14	72	good
26	18	20	18	4	16	76	good
27	17	23	19	5	15	79	good
28	15	20	17	4	14	70	good
29	15	19	16	4	14	68	good
30	15	16	15	4	13	63	fair
Total	476	585	528	131	430	2150	
Average	15.3	3.93	10.83	5	5.17		
Percentage	79%	65%	70%	87%	71.6%	71.6%	

(Brown, 2004: 244-246)

APPENDIX C

THE ESSAY WRITING TEST WITHOUT PROCESS OF WRITING

NAME	:
REGISTERED NUMBER	:
DEPARTMENT	:
UNIVERSITY	:

1. Determine an essay you would like to write (just circle the following options)

    a. Good and Bad Teachers

    b.   Fashion and Identity

    c.   Effects of Reducing class size

    d.   Is Having School Uniforms a Good Idea?

    e.   High School and University

    f.   Living at home and living away from home

2. Write here the topic you have chosen

APPENDIX D

THE ESSAY WRITING TEST WITH THE PROCESS OF WRITING

NAME	:
REGISTERED NUMBER	:
DEPARTMENT	:
UNIVERSITY	:

1. Determine a topic of essay you like to write (just circle the following options)

    a. Good and Bad Teachers

    b. Fashion and Identity

    c. Effects of Reducing class size

    d. Is Having School Uniforms a Good Idea?

    e. High School and University

    f. Living at home and living away from home

2. Generating /prewriting your idea here

3. Drafting, doing revision and editing the draft here

4. Write the Final Copy

APPENDIX E

QUESTIONNAIRE FOR STUDENTS

(Adopted from Ary, 2002:225)

PERSONAL IDENTITY

1. Name   :

2. Student's number   :

3. University/Institute   :

4. University Address   :

Dear Student;

Please mark one of the following choices where SD stands for (Strongly Disagree) , D (Disagree), U (Undecided), A (Agree), and SA (Strongly Agree).

When writing an English essay,	SD 1	D 2	U 3	A 4	SA 5
1) I know clearly the format of writing an essay: margins and double-spaced text.					
2) I see the punctuation, capitalization and spelling.					
3) I see that the essay is interesting to read					
4) I think it is useful for my teachers for improving knowledge.					
5) I identify ideas relevant to the process of writing					
6) I make use of what I learned before to improve my writing.					
7) I see that the essay follows the outline, and it has an introduction, a body and a conclusion					
8) I start writing only after I generate the ideas or list the ideas					
9) I decide my own standards, techniques, and procedures.					
10) I try to apply the process of writing					
11) I question the usefulness, relevance, and accuracy of what I include in my essay.					
12) I revise and analyze what I write in order to handle the task properly.					
13) I edit what I write in order to improve my writing performance.					
14) Making a process based essay writing is an alternative of producing					

effective essay					
15) I think, making a process based essay writing is a practice of avoiding plagiarism					
16) When I face writing difficulties, I wait till someone offers help.					
17) I ask the instructor what I should include in my essay.					
18) I strictly follow the directions stated by the instructor.					
19) I write about challenging and difficult topics					
20) When I need help, I depend mainly on the instructor.					
21) I ask the instructor to correct every single error I make.					
22) I consider the instructor to be just a facilitator					
23) The instructor decides what we write about; the topic, ideas, the quantity, quality					
24) The instructor knows best what I should or should not write about.					
25) I depend on the instructor to revise my essay in order to identify problems.					
26) I depend on my colleagues to provide me with relevant writing resources.					
27) I depend on the classroom textbook as the sole source for writing.					
28) I go to the library to gather information relevant to my writing.					
29) Even out of class, I try to obtain relevant essay writing material.					
30) I use the Internet to search for material I can use in my essay writing.					

MULTICULTURAL CHARACTER BUILDING AS AN ALTERNATIVE ASSESSMENT IN ELT

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Abstract

The successfulness of English learning and teaching in Indonesia is measured into written test given by teachers. The students must pass the passing grade determined by the government based on the government decree no 23 year 2006 about Competence Graduated Standard (SKL). The standard is published by the government based on the educational level, from basic until higher level. The competence graduated standard is a qualification of graduated students' ability that covers knowledge, attitude and skill. This standard is used as an evaluative guidance in determining the graduate students from each educational level in Indonesia. For basic educational level, the standard is aimed at planting basic intelligence, knowledge, personality, morality, also skills to be independent and to follow higher educational level.

One alternative for assessment in ELT is multicultural character building. As a multicultural country, Indonesia has many cultures that are still used by the people and it gives contribution in shaping students' character. The students who are from different cultural background should be able to adapt and adopt the local values where they are living and schooling. Since the government determined that character building is important then it transforms into different ways of thinking. Some private schools in Indonesia have their own schools' culture based on religion and nationality. Those two bases will be broken down into competences that can be used as an alternative to measure the successfulness of ELT.

Keywords: competence, character building, multicultural, assessment, ELT

Introduction

Ministry of education has changed some curricula in conducting education in Indonesia. The 1975 curriculum changed into 1984 curriculum. The 1975 curriculum focused on the

objective that must be achieved in every learning activity. The teachers are expected to set up the target to reach the objective therefore they spend more time in determining it then teaching. The 1984 curriculum had different focused that is emphasizing on the skills. Though both curricula have different focus but both apply the same teaching methodology. As Dwi Winarsih wrote in her dissertation (2012) that during the application of 1975 and 1984 curriculum the teaching methodology used is known as Grammar Translation Method. Based on this reason, some scholars said that 1984 curriculum is the improvement of the 1975 curriculum.

During the application of 1984 curriculum, some weaknesses were found therefore this curriculum changed into 1994 curriculum. The implementation of 1984 curriculum up to 1994 curriculum used communicative language teaching. The 1994 curriculum is based on the process and objective, it means that this curriculum focused on both elements. Practically, this curriculum has some weaknesses and one of them is that the students have to work harder just to do one subject. As a result the content of the curriculum becomes uneven and varied therefore it replaced with 2004 curriculum eventually.

The 2004 curriculum is called Competence Based Curriculum (CBC). It focuses on students' competency. This curriculum is expected to change the 1994 curriculum through national program proposed by the government. Two years after the 2004 curriculum is implemented, in 2006 government through its ministry of education published a new curriculum known as School Based Curriculum. This curriculum gives school the authority to conduct the education at local context. The schools are expected to be creative in adopting local values, content and accommodating students' needs and interests.

To improve the quality of education in Indonesia many efforts and real actions are needed so that the quality of human resource will improve accordingly. The government published the law for education known as National Educational System no 20 year 2003 chapter 11 verse 1 stated that it is a mandatory for state and local government to guarantee the acceleration of qualified education for all Indonesian people. Unfortunately through many changes in curriculum applied in Indonesia the quality of human resources is still at the bottom level compares to other Asian countries. It is proved by the data taken from UNDP published in

2013 about Human Development Index showed that Indonesia is on the rank no 121 out of 187 countries in the world.

Department of National Education (*Depdiknas,* 2001:3) stated that Indonesian government has done many efforts to improve the quality of national education through curriculum development, evaluation system improvement, learning material development, books and teaching aids increment, learning means and facilities development, teacher's competence improvement and the improvement of school leaders' quality. The result is unsatisfactory as Indonesian human resource quality index is still low. The HDI of Indonesia of 2012 is 0,629 below the average of 0,64 for countries in the medium development group and below the average of 0,683 for countries in East Asia and Pacific (UNDP, 2013). This HDI of Indonesia shows that Indonesia has lower position than Philippines. The data show that what the government has done so far did not give significant result as we expected.

Talking about teacher is talking about teaching. Teaching can be seen as a type of teacher performance thus the goal of teaching is aimed at facilitating student learning. There are two kinds of approaches used in giving a lesson namely teacher-centered and learner-centered. Both have different characteristics among them are the extent to which the lesson reflects the teacher's lesson plan (teacher-centered) and the extent to which the lesson reflects learners' needs and preferences (learner-centered). The approach chosen by a teacher will reflect their teaching.

As a social human being, teacher and student have their own sociocultural perspective. The teacher can reflect their own identity within the social interaction of the classroom. The identity here means different social and cultural roles between teacher-learners through their interactions in the classroom during the lesson. The identity might be shaped by several factors such as culture, gender, age, school and classroom culture. With this condition teacher and student can interact by respecting others in terms of culture.

Culture is important as it illustrates different pictures in a certain condition and society. Longman dictionary (2004:382) defined culture in a society as the beliefs, way of life, art and customs that are shared and accepted by people in a particular society while culture in a group

is the attitudes an beliefs about something that are shared by a particular group of people or in a particular organization. Referring to the definitions above culture is an important element in a shaping and reshaping someone's identity.

Some people may think of the relationship between identity and culture can influence someone's character. The character is built within some elements and the appearance of it is the attitude and behaviour. How can teachers value student's attitude and behaviour through written exams? The answer is very difficult because it will need longer time and very specific statements to cover all aspects of assessment. The option to do it is by using multicultural character building as an alternative assessment to evaluate students' characters. The evaluation should be done in two ways, written and non written. The need to evaluate character is because character building no longer a new issue as the government has published 18 chacater traits to be implemented into curriculum.

This study is a research and development study that is a research method used in order to design multicultural character building as an alternative assessment in ELT in teaching English that can build students' character. The assessment that is designed will be limited to multicultural English character building assessment of Elementary School of Pangudi Luhur Santo Yusup. The research is limited in terms of their respondents and sources of data. The respondents involved are English teachers, school's principals and vice school's principals of curriculum affairs, parents of student of SD PL ST Yusup Semarang and ILP coordinator in Semarang.

Problem statements

There are two problems formulated in this study as follows:

1. What is existing curriculum in Elementary School of *Pangudi Luhur Santo Yusup* like?
2. How is character building integrated into multicultural curriculum of Elementary School of *Pangudi Luhur SantoYusup* developed?

Objectives of the study

In order to answer those two problems the objectives of the study are as follows:

1. To find out the existing curriculum in Elementary School of *Pangudi Luhur Santo Yusup Semarang.*

2. To find out the development of character building into multicultural English curriculum of *Elementary School of Pangudi Luhur Semarang.*

Theoretical Framework

In order to build the theoretical bases for this study, there are some theories that can be used in this study. Start from the character education. The character education starts at younger age too so that the students will implant what adults surround them teach them to do something. Teachers also influence them to do something based on character traits applied through school subjects. At the end they are expected to build their own character as what have been taught by the teachers at schools and societies at their environment. This supports the condition that Indonesian students are from many different cultures so that they have their own habits and way of thinking that effects them in talking and behaving.

The multicultural education is a key to open deeper understanding for Indonesian students in order to respect others. The education which relied on the diversity will create a well-built Indonesian student whom is characterized by their own understanding. The form is the dialog and the content is the tolerance. Teachers are expected to involve themselves to bring multicultural education at the classrooms so that the students can feel multicultural education starts at small milieu.

Some countries may have their own character traits applied into curriculum for instance England, America and Japan. They consider that those characters are part of cultures thus they have their own goals in the end to develop students as responsible generations. As part of culture, the characters are necessary to put into curriculum so that the teachers can teach students in various activities. This kind of education is called multicultural education. Mahfud (2010) wrote that principally, multicultural education is a kind of education that highly respects differences. This multicultural education creates structure and process where the schools can express their own culture. He stated that there are two things to create multicultural education namely dialog and tolerance. The dialog is the form and the tolerance is the content (2010,xiii-xiv).

Maguire (Pollard et al, 1997:51) conducted research on socio-cultural embedded of children's acts of meaning wrote that:

> Biliteracy development is deeply rooted in socio-cultural historical forces;
>
> Children's emerging control of any symbolic system like written language simultaneous with their active co-participation in cultural practices and cultural dialogues with significant others;
>
> Children's cultural identity is socially derived, individually generated and enacted, and historically and politically situated. (1997:52)

Children as students likely join themselves through their own language. When they write something they will use their own understanding and it is based on their way how they use the language. Himley (1991) and Maguire (1995) stated that children's conversations and texts provide insights into how their understandings are constructed and negotiated through the shared territories of languages. Children grew up with their own understanding and influenced by their surrounding such like family and societies. According to Bruner (1986) children's acts of meaning involve taking a social attitude and evaluative stance towards the world. These acts of valuing are located in their individual contractions and co-participation in the cultural practices of different communities.

English teacher especially non native should consider that they also have their own understanding about English because English is not their own mother tongue. Therefore when they read students writing they should look at the texts as 'culturally expressive works' that are historically situated in time and place. (Himley, 1991; Maguire, 1995). Their texts then must be understood not as an 'experiential add on component' in school curriculum but as meaningful and purposeful acts of meaning. They are windows on and representations of their experiences and cultural stances (Maguire, 1994a). Children are active learners as they like to learn something new around them but they will try to develop their own understanding by participating in cultural stances like contributing in conversation with the communities.

Talking about the world and how children try to bring the world closer to them with their own effort in understanding it is done using their own knowledge. Vygotsky's (1978) concept of learning as socially and culturally mediated and Bakhtin's (1978) concept of language as

involving dialogic relationships provide the theoretical framework for my central arguments: children subjectively locate themselves in the languages, cultures and communities in which they find themselves construct their meaning of the world (Maguire, 1997).

Formulating student understanding in learning another language needs another thinking framework involving character's trait. Those character traits applied in schools' subjects taught by teachers. The topics accommodated character's traits are in accordance with the school's vision and mission. Some religious schools have their own traits taught separated as a school's subject. In USA, as stated by McElmeel (2002) the importance of character education appeared due to many serious violence. The character education taught through schools in many different countries in the world involving the government and educators. The emergence of character education becomes a national priory and general public as in the long run the younger generations are expected to be responsible persons wherever they are.

The movement of raising awareness of the needed to have character education at schools also influenced Indonesian government. The government has determined 18 character traits to be implemented at schools. The government is serious in making this character education working well by implemented into curriculum. Thus the character traits are interpreted based on the school's vision and mission. Practically those character traits are applied through the subjects taught at schools therefore the teachers can give assessment towards the application of those character through the written text.

To assess students' characters is not an easy thing to do as students are varied. They are from different socio cultural background therefore the teachers should employ a new method to evaluate students' ability, skills and competences that are internalized into students' characters. With reference to the assessment, the role of assessment is also important to be considered before formulating the assessment. As Bound (1989:39) said that......assessment methods and requirements probably have a greater influence on how and what students learn and any other factor. This influence may well be of greater importance than the impact of teaching. Based on the definition above assessment influenced student's learning pattern, educational focus, and allocation of time.(www.ucd.ie/teaching)

Theoretically, this study is useful for increasing knowledge related to multicultural curriculum and character building. The government publishes 18 character traits for character building. There is another term which has the same basis as character education called Life Skills education. Both have the same theoretical basis for integration. While the curriculum for teaching English is based on multicultural values as Indonesia is a multicultural country. By integrating character building into multicultural curriculum for teaching English will give a new finding in teaching English for young learners.

Practically, this study proposes a new curriculum named multicultural English curriculum integrating character building for Elementary School of *Pangudi Luhur Santo Yusup*. The current curriculum applied in Elementary School of *Pangudi Luhur Santo Yusup* is known as syllabus or lesson plan, by creating a new curriculum which has multicultural values adopted from *Ke-PangudiLuhuran-an* values it is hoped that the new curriculum will give new perspective in teaching English. The character education itself is needed to implement into English subjects with the expectation that students can apply the character traits in their daily life.

Pedagogically, the proposed multicultural curriculum integrating character building can employ character building though English lessons with the guidance of multicultural curriculum. The integration of character building into curriculum is not a new thing as there are many discussions about this matter. The curriculum should be applicable so that the students can have better attitude and behavior and the character building is not just a written note but more than that.

Research Method

The method of the study refers to the R and D research method. In Research and Development, there are two phases derived from this type of research namely the Research and then the Development. There are some steps needed in each phase. The R&D also applied in education therefore the name is called Educational Research. Borg and Gall (2003:569) stated that Educational Reserarch and Development (Educational R & D) is an industry-based development model in which the findings of the research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standard.

Moreover, Borg and Gall (1983:772) said that

... a process used to develop and validate educational **products**. The steps of this process are usually referred to as the R & D cycle, which consists of studying research findings pertinent to the product to be developed, developing the product based on these findings, field testing it in the setting where it will be used eventually, and revising to correct the deficiencies found in the field-testing stage. In more rigorous programs of R & D, this cycle is repeated until the field-test data indicate that the product meets its behaviorally defined objectives.

Based on the statement above, the products produced using the R&D are software and hardware. The examples of software are a design, process and procedure such like method and strategy. While the hardware as R&D products are books, curriculum, syllabus, lesson plans, and movie. The findings as the product will be field tested in order to meet the criteria or objective like effectiveness and quality.

Data Collection

There are some activities to collect the data as follows: the teachers' opinion concerning the kinds of character building needed by the students of SD PL ST Yusup Semarang, the information about the implementation of multicultural English curriculum integrated character building at SD PL ST Yusup, the information about the extent to which the current syllabus and lesson plans meets the teachers' need.

The data are collected step by step. The first data deal with the information about teachers' opinion towards the character building perceived for the students. The next data that is the second data are divided into some parts namely the kinds of character building integrated into syllabus and lesson plans, the strategies of integration, the moments of integration, and the model of English syllabus and lesson plans. Those data build the information about the current model of the integration of character building into syllabus and lesson plans and how the model is perceived by English teachers, school principals, and students.

The sources of data are also important for the study to be conducted. Based on the data collection, the sources are from: 1) relevant documents (example: syllabus, lesson plans, ILP students' books, Ke-PangudiLuhur-an) and 2) relevant parties (teachers, school principals, vice school principal for curriculum affairs, ILP coordinator, parents) engaging in the planning and the evaluation of character building into syllabus and lesson plans.

Data Analysis

The data analysis is done following Research and Development suggested by Borg and Gall (1983:775-776) that R&D in education has several steps to follow. For instance, when the researcher finished in collecting information, the following steps is to do assessment. For some reasons, those steps above are simplified into three steps namely: exploration stage, developmental step; and testing step. Based on those ten steps, the first three steps classified into exploratory stage, the second two steps classified into developmental stage, and the last four steps belong to testing or field testing stage. Those three classified stages above are categorized in terms of: 1) its approach; 2) data and sources of data; 3) its technique of data collection; 4) its techniques to improve validity; and 5) its data analysis.

Discussion of the findings

Start with the Exploration Results that covers the Profile of the Existing Curriculum applied in SD PL ST Yusup containing the Syllabus, the Content of Syllabus, the Character Building Integrated into Syllabus, the Strategies of Integration, the Intensity of the Existing Syllabus at the Target School and The Relevance of the Existing Syllabus to the Teachers' Needs. Then more informtaion about the Teachers' Need in the Multicultural Curriculum Integrated Character Building in ELT in SD PL ST Yusup and the Kinds of Character Building Needed by the Students of SD PL ST Yusup.

The next step is thePrototype Development, this step needs References Used to Develop a Draft Model and Description of the Prototype Model. In the decsription, there are some acivity related to product description strats from Scope of Multicultural Curriculum, Syllabus for ELT for Elementary School Integrated KePLan, and Lesson Plans for ELT for Elementary School Accommodates Competence Standard, Basic Competence, and Indicators.

The next phase after this is conducting field try out consisting of the first stage of the field try out covers Time and Partick, Activities, Expert, and Recommendation of the Workshop. The second stage of field try out is me and Participants, Activiti Recommendation of the Workshop.

The last step is the first stage of field try out.The Third Stage of Field Try Out consiting of Time and Participants, Activities, Recommendation of the Workshop seminar Revision. After the product is revised, it is important to do validation. The validation consist of Expert Judgment, Result of Questionnaire andResult of Interview. Finally, the final product is ready to be the final product. The Final Product consisting of the Description of Final Product; Scope of Multicultural Curriculum; Multicultural Curriculum Integrated KePLan and The Evaluation of the Use of Model.

Conclusions

In this part some conclusions can be drawn based on the findings and discussion of the findings. There are some conclusions concerning the multicultural character building as an alternative assessment in ELT. The character building is integrated into multicultural English curriculum therefore the assessment is carried out in two ways, one is having oral test by obervation and interview and the other one is giving written test to complete the detail information.

Pedagogical implication of this study is that the students' character can be built and shaped on the basis of the multicultural values. The schools and society will see the character identified by the school culture regarding the five bases principle of Indonesia (Pancasila) and Unity in Diversity (Bhinneka Tunggal Ika) as the fundamental bases to produce multicultural English curriculum integrating character building in SD PL ST Yusup Semarang.

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ERI APRILIYANTO

LITERACY-BASED APPROACH IN INTERPERSONAL AND TRANSACTIONAL CONVERSATION CLASS

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Abstract

Teachers at higher educations need to enlighten their students by introducing literacy, as it can be considerd as one approach to solve the endless problems in Indonesia. In doing so, discussion in classes by issuing students' different problems of their own kowledge based on media they are interested to read, see, listen or watch can be one way to improve students' literacy. This study is aimed at improving students literacy through discussion in classes. This is an action research in which one interpersonal and transactional class became the subject of the study. The result of the study shows that a number of problems become the main discussions in classes. Such problems are corruption, multicultural clash, moral degradation, double-standard democracy, humanism ignorance, education pragmatism and terrorism. The students discussed such problems in the interpersonal and transactional conversation class through small group discussions. Based on the findings, the students start concerning to solve those problems by sharing and giving their voices. Moreover, they also tried to give solutions to solve such problems using their varied ways and this triggered students' awareness to respect others for their different points of view. They can use language to link the gap between the language and its relation to the world or themselves.

Keywords: interpersonal transactional conversation, literacy, small group discussion

Introduction

Interpersonal and transactional conversation was one of the courses that I was assigned to teach in the academic year of 2012/ 2013. The course was given for the students of the second semester for both education and literature students. It was the first skill to achieve by the students as they have other courses related to spoken activities, namely speaking for instructional purposes, speaking for general purposes and public speaking. The standard and

basic competence of this course is how the students are able to communicate with others by using both interpersonal and transactional purposes using each different features. The students must have competence to communicate in spoken languages by expressing English expressions, genres, etc. in a very meaningful and natural way. Moreover, the students are supposed to be able to shift from the native language context (L1) into target language context (L2). In doing so, the students need to use such linguistic ways that the messages are achieved by the interactants. They are fillers, discourse markers and prosodic features. Furthermore, the students need to have others in order to communicate and interpret the world. They need to view the world not only through lingusitic strand, but also from social and cultural strands. The students are supposed to fill the gap between the language and the world, so they need to be aware of literacy.

Language is used to convey meanings. Through language students can share intended messages with others. The students communicating messages through languages does not only produce linguistic utterances in the spoken language, but also how the students can construct meaning through cognitive and sociocultural strands. By doing communication through those three strands, the interactants will get mutual understanding. It is generally called as literacy. Based on Kern (2000: 16) literacy is defined as 'the use of socially, historically and culturally-situated practices of creating and interpreting meaning through texts'. The texts refer to both spoken and written contexts. Kern also stated that literacy is dynamic not static and variable across and within discourse communicties and cultures. It draws on a wide range of cognitive abilities, on knowledge of written and spoken language, on knowledge on genres, and on cultural knowledge.

Teaching students in language context should involve seven principles of literacy, by which the students are able to link the gap between language teaching and the real world. The literacy principles are interpretation, collaboration, conventions, cultural knowledge, problem solving, reflection and self-reflection, and language use (Kern, 2000: 16-17). Based on the elaboration above, I was interested to conduct a classroom action research in which the students' competence on literacy became my focus of the study. The research question of the study is "How I can improve my students' literacy by applying seven literac principles".

Research Methodology

Research Design

I used classrom action research to pursue my study. It consisted of two cycles in which every cycle involved planning, action, observation and evaluation. The following is research cylce:
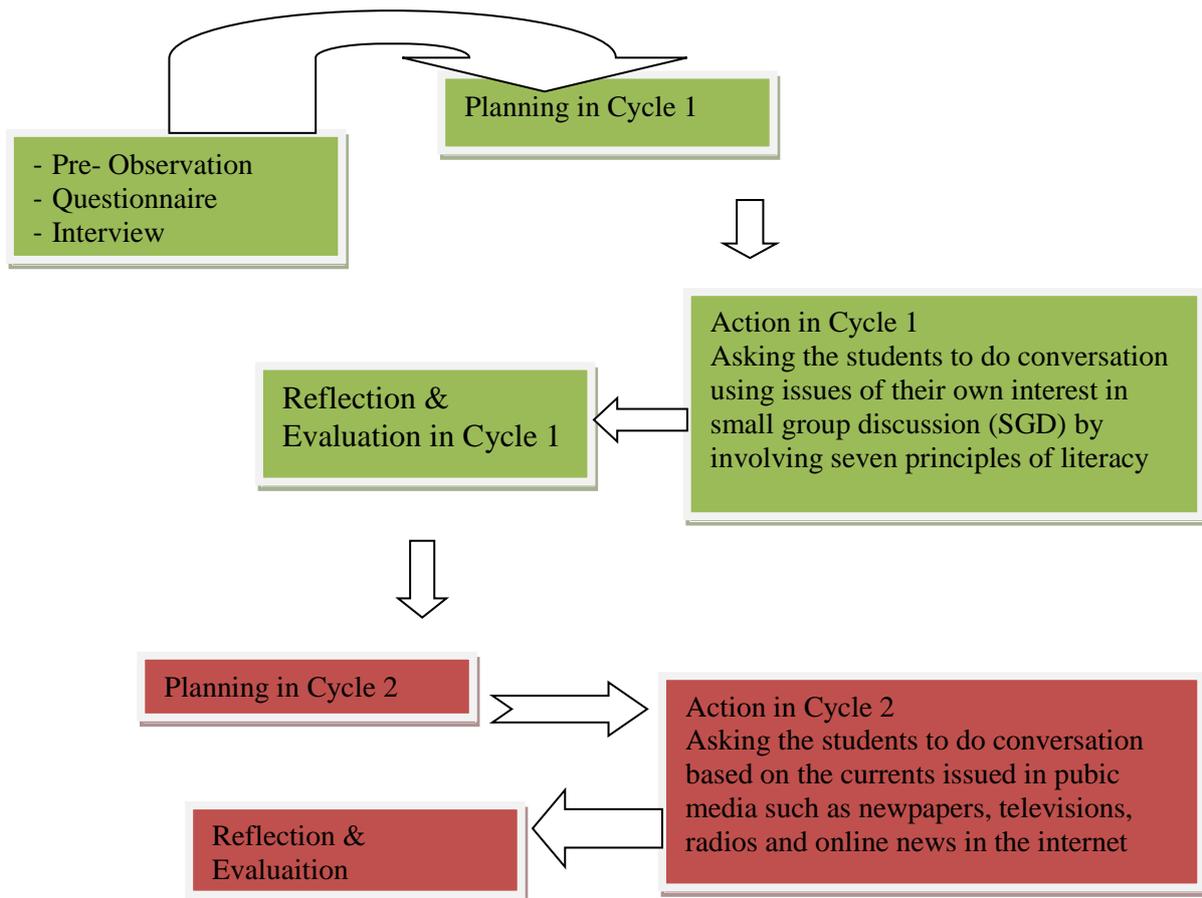
Figure 1. Action Research Cycle
(Source: Kemmis & McTaggart, 1988, p. 10)

Subject of the Study

One classs of interpersonal and transcational conversation consisting of 24 students became the subject of the study. It was my students in my own class.

Data Gathering

To gather the data, three instruments were used. The first one was observation. This was used to find out the literacy level of the students based on the seven literacy principles. It was based on the direct observation, and here I observed directly while the teaching and learning process was going on. Next, I used a questionnaire to find out their views of the world through their voices. Lastly, interview was used in order to hearing their deeper reason of their views toward the worlds.

Data analysis and interpretation

1. Collecting the data based on pre-observation, pre-questionnaire, and pre-interview
2. Interpreting the data into evidence
3. Doing the cycles – planning, action, observation, evaluation & reflection
4. Collecting the data based on post-questionnaire and post-interview
5. Interpreting the data into evidence

Findings and Discussion

To achieve the literacy level, seven principles were given for the students. They were interpretation, collaboration, convention, cultural knowledge, problem solving, reflection and self-reflection, and language use. Based on the data collection, the followings are the most topics appeared in the SGD:

Table 1. Most topic discussions

	1	2	3	4	5
Issues	Corruption	Moral degradation	Education	Humanism ignorance	terrorism
Precentage	45%	25%	15%	10%	5%

The table above can be elaborated by the following discussions. First, interpretation refers how the speaker and listener participate in double acts of interpretation. Here, the speaker interpret the world (events, experiences, ideas, etc), and the listener interprets the speaker's interpretation in terms of his/ her conception of the world. In the small-group discussion, the students actively participated in the class discussion issuing the currents topics in this country.

Such problems are corruptions, education, multiculture, etc. Every student had different point of view toward the topic discussion. In the first cycle, those tended to be common issues for them as they did not know what really happened and what triggered to such issues. Furthermore, they can produce their self-awareness in the second cycle It can be seen from the following voices:

Student 1:

Issue of dicussion (corruption)

I think we have seen the issue of corruption in our country. It was conducted not only by the people there, but also here by people in general (source: SGD in the 1st cycle).

Corruption is not only a common issue for us becuase it has happened in a very long time. It is such a systematic problems conducted by every element in this country. We can see such problem in television as if it has become the main issue in our country and people show their ignorance to solve that problem. We need to push ourselves not to commit such crime. We can do from the smallest step, that is by being a good student (Source: SGD in the 2nd cycle).

Based on those different voices of how the students share their views is interesting. In the first cycle, the students just gave their opinion related to the issue. Here, the students seemed to be unaware and ignorant to the corruption issue. Meanwhile in the second voice of the second cycle, the student interpreted the problem using his own interpretation. He elaborated the issue of corruption, who committed the corruption, and how to overcome it from the simplest way based on their position as a student. I can be conlcuded that, the student started to interpret problem.

Then, the second principle of literacy is collaboration. It refers to how the speaker produce utterance not only for the listeners but also for him/ herself. What to say as their decision are based on their understanding on their audience. Listeners in turn must contribute their motivation, knowledge, and experience in order to make the speaker's utterances meaningful. The following relates to the collaborative princliple on literacy based on the dialogue of the students:

Dialogue:

S1: *"Hi, you've heard the news?"*

S2: *"About what?"*

S1: *"Our government has just launched a new curriculum"*

S2: *"Yup, i see that"*

S1: *"I think it will become a controversial issue".*

S2: *"I think so, as many people do not agree with it"*

S1: *"Yes, some courses such Javaese language and Computer course will be eliminated from the curriculum"*

S2: *"How come?"*

S1: *"Dunno, it makes me confucsed as a teacher candidate"*

S2: *"Me too"*

It can be seen from the dialogue that they were at the same level as students. The students had the same understanding about the topic discussed as they are teacher candidates. First, the student (S1) initiated the conversation by asking a very common issue with his interlocutor as he assumed that he quite understood the topic. The interactants also showed their interest in doing the conversation as they produced understandable utterances by which the message in the conversation was achieved by the interactants. They collaborated in sharing ideas to achieve the intended meaning about the education problem happening in their country.

The next principle of literacy is convention. It relates to how people speak and listen governed by cultural conventions that evolve through use and are modified for individual purposes. People speaking in a praticular society needs to consider about the cultual context/ convention. The people should have awareness toward goodness. The following is a small speech given by a student in the small group discussion:

Theme: humanism ignorance

"We have a culture of humanism as we are living in a particular society. We are supposed to show our care to others. We should ignore about the other background related to the issue of humanism as it has been promoted by our founding fathers. Furthermore, we rarely find such humanism in our daily life. It seems that people living in their own society. They do know care

of others. We can find these cases every time. For example, we can see how the people kill each other reported in the television program, how people do not respect other possession, how the people obey the rules, etc. So, what is happening now? I think that we can start doing good things from ourselves as students. We can do from the simplest ones such as by helping a motorcycle rider on the street while they have a problem to his ride. Then, we can collect trash in in the surrounding, etc. It's simple, right. Let's do from us" (Source: a student speech in SGD)

It can be inferred from the a speech above that the student tried to show her self-awareness toward a problem happening in recent times. She did not only produce spoken language but also by sharing her idea. Humanism reflects where she comes from, and she tried to link what has become a custom in her cultural convention in the society and the world. It is impossible for her to overcome such problems alone in the bigger contexts, but she can do from the simplest ones as she realized that she is a student. Then, she also tried to ask the audience (the students in SGD) to confirm her voice.

Next principle is cultural knowledge. Speaking and listening function within particular systems of attitudes, beliefs, customs, ideals and values. This culture relates to the cultural context given by Gerot and Wignell (1994: 10), that all meaning is situated in a cultural context – who we are, what we do and what we say. It can be seen from the following dialogue between twi students pretending to have different social status which reflect Indonesian's culture:

S3: "Good morning Sir. I am sorry to bother you, is it possible for me to see you now?"
S4: "Of course. What is it about?"
S3: "I am sorry, I need to see you since I need to get information about my remedial assignment in Academic Writing".
S4: "Yes, well you need to revise your assignment as you did bad in structuring the ideas"
S3: "I am sorry sir, do I need to have another new assignment or just revised the previous one"
S4: "New is better"
S3: " Thank you Sir, I'll do that. I think that it is clear for me what to do"

S4: " You may leave this room and do your work"
S3: " Thank you sir"
S4: "OK"

This is a transactional conversation between a student and a teacher. We can see from the language used by the interactants. In one side, the student (S3) used very grammatical and formal language as his position is lower than the teacher (S4), by which he is supposed to use appropriate language. On the other hand, the teacher (S4) produced informal language as he is superior than the student. Here, the student and the teacher know what to say using different languages. It reflects what the Indonesian people should say in this particular context. The students have learned how to differentiate the language use for different purposes in conversation.

The last three principles are problem solving, reflection and self-reflection and language use. Problem solving means that words are always embedded in lingusitic and situational contexts, speaking and listening involve figuring out relationship between words, between larger unit of meaning and between text and real or imagined worlds. Then, it can be inferred from reflection and self-reflection that speakers and listeners think of the relationship between language and its relation to the world and themselves. Lastly, language use means that the students can use language to produce discourse in both spoken and written contexts since literacy is not only how to write with its lexical and grammatical knowledge. As I mentioned in the previous discussion that the students are supposed to communicate meanings through language. It relates to the theory of Speech Act by Austin (1962) and Searle (1969). People speaking to the interlocuters must have meaning inside their utterances. These meanings can be inferred by analyzing the purpose and context. These three principles are elaborated by the following example of a speech given by a student in SGD.

Topic: Election Day in 2014
"Indonesia as one of the developing countries has addopted democracy as the main framework to hold election. The country assume that it is as the best way to accomodate people's voices. Every one has the same right to vote or to be voted. It seems good, but it is actually not accepted in our country which has different philosophy. The democratic system

has great weaknesess as no distintcion between the people. Educated people have the same right with those uneducated people. The main issue is how the candidates get the votes from how many voters have voted them. It neglects the quality of the candidates. I think we need to reconsider again about this system".

Based on the speech by a student, it can be seen that the student tried to give his criticism toward the system of democracy. He thought that it has many disadvantages to be applid in Indonesia as this country has different philosophy in how to see leaders. Problems have never been solved as the consequences of this system. People from legislative often commit crime such as corruption. It is one of the effects of the system. He has voice that we need to rethink about it.

Conclusion

Teachers can enlighten the students' self-awareness through the introduction of seven principles of literacy. By having such knowledge of literacy, the students can produce not only language but also messages in the language itself. This can be conducted by making small group discussion issuing current issues by which they can try to have knowledge of those issues and effort to overcome from varied ideas or voices.

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BUILDING ADMIRATION OF CULTURAL DIVERSITY
IN EFL CLASSROOM

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Abstract

The purpose of this paper was to provide the importance of respecting cultural diversity in the classroom. We identified some problems that occur in EFL classroom dealing with how to respect other different cultures among learners in daily communication. The problems were: (1) the learners had limited comprehension about the nature of each culture possessed by each learner who came from different region and country; (2) the learners did not have knowledge on how to communicate with others with appropriate manner; (3) the difference of accent led to uncommunicatively communication. The last problem was clearly appeared when the communication was carried out by using English. Those three problems must be figured out to produce understandable communication. Sharing and recognizing about the nature of other cultures should be done intensively, and supporting each other to use the correct pronunciation was a must. Those acts needed high admiration toward the cultural diversity among learners.

Keywords: *culture, cultural admiration, cultural diversity, EFL classroom, communication.*

Introduction

It is very interesting to be together in a heterogeneous environment with various different habits, norms, and attitudes since we realize there is other dissimilar community from us. In EFL classroom consisting of multicultural learners, to communicate intercultural is not a simply thing. There must be many misunderstanding of the habits, norms, or attitudes among the learners. They will see other cultures as an awkward thing since they are not usual with this.

In many experiences, communication occurred in the classroom has not involved cultural aspect. It only tends to use linguistic aspect. Sometimes to avoid misunderstanding and misconceptions, the culture term is hidden behind the communication. Whereas, we search for more, there are many interesting different culture to be learned. In order to have respecting

and feeling and to open mind for new thing, there should be such kind of admiration from the learners toward of the dissimilar cultures. Considering this situation, this paper writing aims to present the way to build admiration of cultural diversity.

To solve the communication problems in target language within EFL classroom, the learners need to learn not only the target culture but also the other learners' cultures. They should be sensitive to the cultural diversity and view this as an exciting obsession. If they realize it, the learners will find many new experiences through other cultures. On the other hand, when they cannot open their mind in receiving other culture and have a paradigm that their cultures are the only best, they will find nothing.

Furthermore, Ismail Cakir (2006) adds that a successful communication depends on not only the mastery of grammatical structures of words and forms but also the awareness of using it in correct time and place. Grammatical competence, discourse competence, and sociolinguistic competence support the communicative competence in which the learners must have. A simple communication might be meaningful when the learners have communicative competence and admiration of other cultures.

What is Culture?

The term of culture in English as foreign language classroom has specific meaning deals with social personality. Leuthold (2011: 10) has two definitions of culture. He defines culture in anthropological and social meaning. In anthropological meaning, culture is defined as the combining characters of a group of people include geographical closeness such as language and artistic traditions such as religious, economic, or political systems. It means that culture is defined as the circumstances, worldviews, and habits of life that distinguish a group of people from other groups. In the second definition, social meaning, culture is defined as the practices, tastes, and values that are associated with particular social classes.

Brown (in Cakir, 2006) defines culture as way of life. He elaborates this way of life as person's world view, self-identity, and system of thinking, acting, feeling, and communicating. It provides an explanation how a person is tied in a group of people where there are some traditions or rules that come up to direct and manage the people with

expectation responsibility. These tradition and rules show the identity and the status of a person, form the way how a person act and communicate. In other words, Hinkel (in Diana Ariza, 2007) has the same definition of culture with Brown's definition. He defines that culture is the way of people live in a group involving the ways of thinking, feeling, believing, and behaving. These people's ways of life are evolving within the group.

For the current research paper, culture is defined as norms or values existing in a group of people which show the way they are thinking, feeling, acting, communicating influenced by geographical and social closeness. This definition is based on the geographical and social closeness since the participants of this study has a contrast geographical living area and social life for the opponent.

What kinds of Cultural Diversity exist in the classroom?

Diversity cannot be avoided existing around the world. This is such a thing happens in which there are large amount cultures from the North to the South Pole. Diversity happens not only in culture but also in language. Mohanraj (2013) supports it by stating 'when native speakers of other languages speak English, English acquires a variety.' It is a proof that language has diversity. When we take a look at EFL classroom with heterogeneous learners' backgrounds, it is obviously existing cultural diversity. By several different life backgrounds, it is found several cultural diversities among the EFL learners. Based on the writers' observation, the diversities might be divided into three aspects; social aspect, manner aspect, and communication aspect.

Social aspect

Social life in one country will be different from other countries. In this paper, the EFL learners researched are in Indonesian and Libyan nationality. Although Indonesia and Libya has the same east culture, they are definitely different. So is the culture. Indonesia is popular with humble-to-anyone profile without considering any statues, gender, or nationality. They provide the kind profile for anyone they know. Man will help woman when she gets difficulties and vice versa. On the other hand, Libya has a little different characters of person. Libya is a country which still has big influence of Arabic culture. The famous culture of Arabic deals with gender between man and woman. There, man and woman are not usual to

be close each other physically. They should not do a shaking-hand when they meet each other. This gesture of greeting is made for men. When these two different social cultures bring to one EFL classroom, sensitivity will come up.

Manner aspect

Indonesia itself has a large number of cultures from many tribes. In EFL classroom, the most dominating culture is Javanese culture. The characteristic of this culture is politeness to older people. The younger people must be careful to act and speak in front of or with the older people. They cannot act or speak the same they do with their friend. All Indonesian learners know it. Libya learners do not have culture like Javanese. There is no rule in Libya deals with how to speak and act to older people. Therefore, they do not act and speak like the Indonesian do. Even with the lecturers, they act like they do with their friends.

Communication aspect

Javanese is associated with 'medhog', original mother tongue accent style, while Libya is associated with Arabic accent. Although the communication is conducted in English these two accents still dominate in learners' pronunciation. Some can speak with correct pronunciation; some still have poor pronunciation because of the accent. It gives effects that every time they do not get the meaning of the speaker, the words or the sentences must be repeated. Besides the pronunciation, the dialect of each first language also makes cause the cultural diversity. The first language gives influence to the choice of words or the pattern of the sentences the learners speak English.

How is the description of EFL Classroom

EFL classroom observed here is English Education study program of Graduate Program in Sebelas Maret University. The class consists of 28 learners, twenty females and eight males. The learners come from two different nationalities, Indonesia and Libya. The learners from Libya are four males while the learners from Indonesia come from various different cultures, such as Javanese, Madura, Lampung, Surabaya, etc.

Coming from different culture background, the communication build gets much distraction. Communicative competence must be had by all learners to minimize the distraction.

Sometimes, there are many misunderstandings happen among the learners since they have different understanding.

Cultural Confrontation in Classroom

Learners in the classroom need to share their ideas to others. To achieve the main goal of information that is shared, the mediums are needed. Language is considered as the most common medium which is used among human being to communicate. Besides language, there are other symbols that can be used such as wink, nod. It is supported by Canale (1984 : 4) who says that communication is "the exchange and negotiation of information between at least two individuals through the use of verbal and non-verbal symbols, oral and written/ visual modes, and production and comprehension processes" (quoted in Richards and Schmidt, 1984). It can be seen that symbols are very important to get the understanding between the speaker and listeners in communication. Communication is not only carried out in formal situation but also in informal one. It is able to use at the society like family and institution like school.

Communication among learners in EFL classroom does not always go fluently. There will be some misunderstanding in the process of communication. Misunderstanding is able to lead to something funny or dangerous. Conflict can be caused by such matter. It can appear if there is no mastering of intercultural communicative competence (Si Tang Kiet Ho, 2006), and the lack of communicative competence and academic language competence as stated by Cummins (2000).

According to Kramsch (1993), the term of 'intercultural' reveals that the learners must get deep understanding of their own and the foreign cultures belonged to their friends (quoted in Si Tang Kiet Ho, 2009). Intercultural communicative competence refers to the "ability to ensure a shared understanding by people of different social identities, and the ability to interact with people as complex human beings with multiple identities and their own individuality" (Byram, Gribkova & Starkey, 2002: p. 10). In this context, language gets the important place to gain purpose of this competence. It means that the use of language also must be related with culture. "Each culture basically has its own cultural norms for

conversation and these norms are different from one culture to another, some of the norms can be completely different and conflict with other" (Cakir, 2006: p.1).

Communicative competence and academic language competence are able to be the other reasons of the raising barriers and conflict in communication among learners in EFL classroom. Communicative competence deals with accent, oral fluency, pauses, pragmatic and sociolinguistic competence. Academic language competence consists of syntax, vocabulary, and morphological rules. Both of the competences have impact on how communication among learners is built effectively. Here is the example of ineffectively conversation that had been done in EFL classroom between two non-native speakers. The first learner is foreigner and the second one is from Indonesia.

First learner (male)	:	***I want to marry you.***
Second learner (male)	:	*Sorry? (With a little bit confused)*
First learner	:	*I want to marry you. (With warm smile)*
Second learner	:	*Excuse me; you cannot marry me because we have same gender.*
First learner	:	*No, no.Sorry, I mean that I want to help you marry with any woman.*
Second learner	:	*Ok, I see.*

The dialogue shows that the inappropriate way to construct the sentence will cause misinterpretation of what someone has been said about. The first learner delivers his sentence with grammatically incorrect. That is why it makes the second learner is confused to interpret what the first learner means by delivering the sentence "I want to marry you." It means that the speaker wants to marry the listener. It sounds so strange because both of them are male. It is not habit to marry with the same gender in Indonesia. It will be clearer if the sentence is

constructed by using appropriate way like this sentence," I want to make you marry with someone."

There are other causes of confrontation that are able to occur in EFL classroom. According to Levine and Adelman (1982), emerge of cultural confrontation is caused by four aspects. The aspects are misinterpretation, ethnocentrism, stereotype, and prejudice. Misinterpretation is possibly caused by the different accent and dialect among the non-native learners. Based on the interview, writers recognize that the interference of L1 of each participant is not able to deny such as substitution of /p/ with /b/ in Arab speakers, /v/ with /f/ Indonesian speakers (Mohanraj, 2013: 3). Furthermore, Mohanraj said that the fact is still tolerated if only it does not interfere with intelligibility.

Another aspect of causing cultural confrontation is ethnocentrism. Ethnocentrism influences the communication process undertaken in EFL classroom. The improper measurement that is used to evaluate other cultures often gets opportunity to open the cultural confrontation, such as the different manner on how to keep politeness to older people. The difference is going to produce confrontation if there is no sharing and understanding among learners. It is very important to build admiration that each culture has its own features.

The next aspects are stereotype and prejudice. According to Moran (2001), stereotype is "common and natural function of human mentality. It is tendency to classify and label others" (quoted in Dat Bao, 2013:1). Stereotype can be positive and mostly negative. The negative stereotype is going to lead cultural confrontation if it does not communicate well. Here, is prejudice able to get convenience to play its role. Therefore, confrontation will find its supporting moment to emerge. By communicating that such stereotype, the awareness that they had done to label each other has not certainly correct, will be achieved. This action is considered able to abolish the possibly emerge of cultural confrontation in EFL classroom.

All the causes must be prevented by controlling the attitude as well as the awareness of cultural differences in EFL classroom. It means that we don't have to change our cultural identity but we must recognize the other cultural value.

How to Build Cultural Admiration in EFL Classroom?

As is mentioned above, cultural admiration has to be built among learners in EFL classroom. It is undertaken to make the communication goes fluently without some barriers. Here are some alternative solutions proposed to figure out either the communication breakdown or building cultural admiration in EFL classroom.

a. Group discussion.

According to Wjadmin (2012), group discussion (GD) is group activity that is undertaken to exchange the ideas among the participants on a particular subject. The participants can be heterogenic in background knowledge, ethnic, culture. The various topics are able to be discussed and shared in the discussion based on the need of the participants. Intercultural topic gets the chance to be discussed as well as other topics. GD can be a forum to build the understanding and self-respect of each participant. The gap among learners can be bridged by intensive communication in GD.

b. Cultivating critically reflective mind.

Building cultural global consciousness is one of the ways to go to the situation that is full of understanding among the different culture. And cultivating critically reflective mind is the key to bridge the communication among learners who have different culture in EFL classroom. Kumaravadivelu (as quoted in Aubrey: 2009) said that," Only such a critical mind can help the individual develop the knowledge, skill, and disposition necessary to deal with the challenge of contemporary realities." In addition, Aubrey (1999: 5) strengthens that opinion. He said that building critically reflective mind is a must to create global cultural consciousness because it is able to share the differences between information and disinformation, real and unreal ideologies. By creating critically reflective mind, learners are able to think critically and reflect what they had done and what action they have to undertake to make communication goes fluently among learners who have different culture.

c. Supporting for understandable pronunciation.

Pronunciation is very important in building effective communication. It parallels with Baker (1920) once said that "pronunciation is very important and learners should pay close attention to pronunciation as early as possible" (as quoted in

Martono, 2013:2). Pronunciation is one of the mechanics of English that gives impact toward the communication process. Communication process will go effectively if the communicators illuminate the information clearly. The communication fluency is going to emerge speaker's self confidence in social interaction. The other way around, speaker's self confidence will be reduced if they meet communication breakdown. Moreover, the listener does not trust the communicative competence of the speaker when he shares information with inappropriate pronunciation. That is why, pronunciation has very useful role in undertaking effective communication. Communication among learners in EFL classroom is often influenced by the use of pronunciation. Misunderstanding, confusion emerges due to the fail of encoding information to anybody else. It is able to be figured out by supporting each other to use appropriate pronunciation. They have to have warm welcome to take input from the others in pronouncing the word with appropriate manner.

Conclusion

Diversity cannot be avoided even abolished in EFL classroom. Since English is used as the mean of communication among learners, the variety will emerge. The non-native learners who take a part in daily communication are not completely able to avoid the interference of their mother tongue. Moreover, the communication situation does not support the effectiveness of communication process since such condition is undertaken among non-native speakers. So, misinterpretation is sometimes produced by the fact. Misinterpretation is one of the causes of confrontation in classroom.

Stereotype and prejudice are considered as other causes of confrontation. Stereotype that embeds to other people with characteristic that it is actually not like drawn. By judging other people, prejudice gets opportunity to be involved in daily communication. Such condition will give impact to the effectiveness of communication. That is why; building admiration of intercultural value is a must.

Building cultural admiration is considered as the important action that must be undertaken in EFL classroom. The process of that will help learners to understand the norms, beliefs, habits

among learners. Learners should have ability to discuss with other friends with appropriate manner. And all the process will lead the situation to hold effective communication.

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SCHOOL OBSERVATION AS ONE OF THE ASSESSMENTS FOR ENGLISH EDUCATION DEPARTMENT STUDENTS OF MURIA KUDUS UNIVERSITY

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Abstract

Nowadays, learning requires students to develop their knowledge through critical thinking. Knowledge is not just receiving the information but also interpreting the information. It requires new learning goals change the relationship between assessment and instruction. So, the lecturers need to assess the students' ability to comprehend the materials. In addition, the lecturers have to take an active role about the purpose of the assessment and the content that is being assessed. There are many kinds of assessments used by the lecturers given to their students. For example: asking the students to do the discussion, test, questioning, observation etc. School observation tends to be familiar for the students of English Education Department of Muria Kudus University since by doing the observation they can face the real school condition. The students can observe the English teaching and learning process in the classroom. This paper focuses in AMEL (Approaches and Methods in English Language) class. It discusses the application of school observation as one of the authentic assessment for English Education Department students of Muria Kudus University through exploring the approaches and methods used by Junior High School teachers in Kudus. In the end of the observation, the students have to report the discussion in form of poster presentation.

Keywords: school observation, assessment

Introduction

The students of English Education Department of Muria Kudus University are prepared to be teachers. So, they have to master English well. English skills and components are the basic knowledge that needs to be mastered. In English major, there is a subject called Approaches and Methods in English Language (AMEL). It is given for the fourth semester students. Based on the syllabus, the goal of this subject is giving the knowledge about the English teaching methodology as international language. In the end of this subject, the students are able to select the approach and method that is appropriate for the students when they teach.

One of the assignments is doing observation at schools. By doing this activity, the students know the real condition of the teaching and learning process. Some people say that theory and practice are two different things when we applied in the classroom.

In the teaching and learning process, the lecturers/teachers measure their students' achievement. It is done to know whether there is a progress or not in the teaching and learning process. Nowadays learning requires the students to solve the problems. In this case, teachers play an important role in educating their students. Teachers do not only delivering the materials to the students but they also teaching soft skills. Soft skill is an important element to build students' characteristics. For example, the teacher asks the students to submit the assignment on time, but there are some students do not submit it on time. So, discipline needs to be considered in teaching.

Knowing the students characteristics is one way to help teachers manage the class well. The successful teaching and learning process comes from the active participation from teacher and students. In addition assessment also plays in improving and educating students' performance. By assessing the students, the teachers can measure how far the capability of the students in understanding the materials during the learning process. Assessment is also essential way to evaluate whether the educational goals and standards of the lesson are being met. It cannot be separated in the teaching and learning process. Nowadays, the students do not only need to the English skills but also the skills that will allow them to face the real world that is different from the theory they got from schools or university.

This paper explores the use of school observation as one of the authentic assessments in language teaching. The writer analyzed the students' assignment in AMEL class of English Education of Teacher Training and Education Faculty of Muria Kudus University. In this case, the students have to observe the approaches and methods used by some teachers of Junior High Schools in Kudus. In the end of the class, they have to report the result of the observation in form of poster session in front of their friends. By doing this activity, the students do not only get the knowledge about the real condition of teaching and learning process at school but they also have to make their friends understand in the presentation.

Literature Review

Assessment

Assessment is a very important role in the teaching and learning process. It deals with the measurement of the students' ability and knowledge. The teachers test the students' competence in the daily activity, middle or in the end of the semester. The evaluation of the learning process is needed to know whether the teaching process is successful or not. Assessment is on going process in the classroom. So, the teachers can make an assessment of the students' performance. In this case, the students have to do the test, respond the teacher's questions or offer a comment. Test is a device for the teachers to assess the students. Below is the diagram of the relationship among testing, teaching and assessment suggested by Brown (2003).
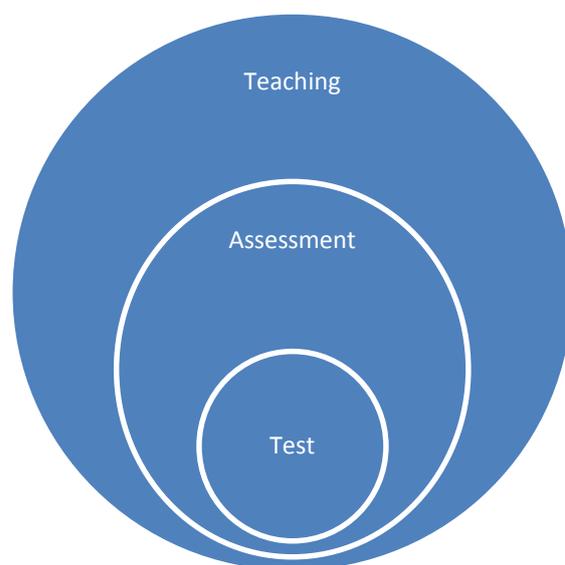
In the teaching and learning process, both teacher and students have to take an active participation in the class. Today, assessment is popular in educational practice. One of the parts of assessment is delivering a test to the students. A good teacher always asks the students to be well prepared test takers. In constructing the test, the teachers have to construct a test as an instrument that provides an accurate measurement of the teaching and learning process.

Gronlund (1981) stated that the purpose of classroom interaction is to help the students achieve a set of intended learning outcomes. The outcomes include the intellectual, emotional

and physical spheres. Evaluation in the classroom becomes an important part of the teaching and learning process. The evaluation process includes the changes of the students toward the better performance. The technique of evaluation is varying among the teachers. Many teachers tend to use measurement and non-measurement technique in the classroom. Furthermore they have to consider about their students' ability and knowledge in comprehending the materials. The teachers also have to select the appropriate technique in giving the evaluation to the students.

Types of Assessment

In the teaching and learning process, the teacher/lecturer needs to assess the students' competence. Brown (2003) divided the general classification of assessment, namely informal and formal assessment. Informal assessment can take a number of forms, starting with incidental, unplanned comments and responses, etc. On the other hand, formal assessment is systematic planned sampling techniques constructed to give teacher and student an appraisal of student achievement.

Another classification of assessment proposed by Brown (2003) is traditional and alternative assessment. Traditional assessment tends to be standardized exams, having multiple-choice format, norm-referenced scores and non-interactive performance. While, alternative assessment often called authentic, comprehensive or performance assessment. It is usually designed by the teacher to gauge students' understanding of material. Examples of these measurements are open-ended questions, written compositions, oral presentations, projects, experiments, and portfolios of student work, observation, essay, etc. Alternative assessments are designed so that the content of the assessment matches the content of the instruction.

Approach and Method

Approach and method cannot be separated from the teaching and learning process. According to Anthony's model in Richard and Rodger (2001) approach is the level at which assumptions and beliefs about language and language learning are specified. While method is the level at which theory is put into practice and at which choices are made about the particular skill to be taught. In addition, Patel and Jain (2008) stated that method is the systematic and scientific way of teaching. It guides the teacher how to teach and how his/her teaching may be effective.

Before teaching, it is very necessary for teacher to know various types of methods and techniques of teaching English. There are many kinds of approaches and methods in the English teaching. They are Grammar Translation Method, Direct Method, Bilingual Method, Reading Method, Situation Method, Total Physical Response (TPR), CLT (Communicative Language Teaching), and CBI (Content Based Instruction).

Each method has different characteristics. The characteristic of each approach and method is as follow:

1) Grammar Translation Method

   a. The unit of teaching is word not a sentence. It means teaching vocabulary in isolated words

   b. It considers grammar as s soul of language

   c. Teaching English of grammatical rules is using mother tongue

   d. Reading and writing are the major focus

   e. Students are expected to attain high standards in translation

2) Direct Method

   a. There is no interference of mother tongue

   b. Unit of teaching is sentence

   c. Direct method is interesting and natural for learners

   d. Teacher shows the meaning of the sentence with help of gestures, postures and action

   e. The teaching and learning process is carried out in English environment

3) Bilingual Method

   a. Due to use of judicious use of mother tongue, the student can easily grasp the situation of learning English

   b. The student can learn abstract ideas easily in mother tongue while in secondary environment it is very difficult for student

   c. It saves time and money because of use of mother tongue

4) Reading Method

   a. Reading method emphasized on reading ability

   b. Silent reading: the reading is also very complex skill

c. Reading material: the material that enable student to read was developed and they were called readers

d. This method is not helpful to average because it aims at the active command over the language

e. This method ignores reading and writing aspect of language learning

5) Situation Method

a. Language learning is just a habit formation

b. The mistakes should always be avoided because they create bad habit among the students

c. The language skill can be learnt more effectively if they are presented orally first and after in written form

6) Total Physical Response

a. Total Physical Response built around the coordination of speech and action

b. It attempts to teach language through physical (motor) activity

c. It reflect grammar-based view of language

7) CLT (Communicative Language Teaching)

a. Language learning is learning to communicate

b. Effective communication is sought

c. Drilling may occur, but peripherally

d. The target linguistic system will be learned best through the process of struggling to communicate

e. Teachers help students in any way that motivates them to work with the language

8) CBI (Content Based Instruction)

a. CBI better reflects learner's needs for learning a second language

b. CBI views language use as involving several skills together

c. Teaching is organized around the content or information that the students will acquire

Observation

Observation is the process of observing something. In this paper, the writer focuses on the school observation. So, school observation is one kinds of observation of teaching while it is place in a classroom/school. In AMEL class, the students have to observe the proses of

English teaching at different level of schools. The students as the candidate of English teacher got many experiences when doing school observation. There are some advantages of applying school observation. They are the students knew the real condition of the English teaching and learning process, they also knew the application of the theory they got from campus and the real condition of school, they knew the methods used by English teacher at schools.

In AMEL class, school observation is one of the assignments for the students. School observation is the new experience for the students because they knew the difference between theory and practice. Teaching English for the students at school is not an easy job because the teacher must have the ability in managing the class well. Furthermore, she/he must master the knowledge of English material. So, before teaching the teacher has to prepare everything she/he needs for the students.

Poster Presentation

There are some activities in the classroom which can improve students' ability in learning English. They are discussion, group work, presentation, etc. Presentation is a good activity for the students. It is the activity which is done in front of public (students). By doing the presentation, the students can improve their speaking skill. In addition, presentation can be used to improve students' structure and pronunciation. In the presentation, the students can do individually or group. Both the students and the lecturer take an active role in the presentation. If there is a mistake from the students, the lecturer has to correct it. So, presentation is something which gives benefit in the teaching and learning process.

In this paper, the writer as the lecturer of AMEL class asked her students to do the presentation in group. They have to deliver the result of the observation in the form of presentation. The students have to make the poster presentation. Poster is a kind of picture to demonstrate something. So, it can be concluded that poster presentation is presentation consisting of poster. Poster presentation has some strength. They are more colorful, using picture/diagram/chart and sometimes having big size. Based on the writer's observation, the students used good poster presentation. It can be seen that when the students presented the result the other students give attention and the class is more active by interaction between the presenter and the audience.

AMEL (Approaches and Method in English Language) Subject

AMEL subject is one of the subjects for the fourth semester students of Muria Kudus University. There are 5 classes of AMEL. This subject is taught every Tuesday. It has four credits. Each class has different number of students. In this paper, the writer focuses on class D which consists of 47 students. The goal of this subject is giving the knowledge about the English teaching methodology as international language. In AMEL class the writer as the lecturer gave the explanation to the students about the approach, method, technique and strategy in the English language teaching.

In addition, the students also were asked to find the other materials from the internet or other sources of books to enrich their knowledge about the materials. By differentiating the approach, method, technique and strategy of English language teaching, the students will know the strengths and the weaknesses among them. Furthermore, the students as the candidate of teachers have the overview of the good and appropriate approach, method, technique and strategy for their students someday.

Purpose

This paper discusses the application of school observation as one of the assessments for English Education students of Muria Kudus University through exploring the approaches and methods used by Junior High School Teachers in Kudus.

Design of the Research

This research belongs to descriptive qualitative. Descriptive qualitative research is a research design to solve the problem by describing the data in words. In this paper, the writer discusses the use of school observation through exploring the approaches and methods used by Junior High School teachers in Kudus. In the end of this research, the writer arranges the conclusion and suggestion.

Participant

This research is done in the AMEL (Approaches and Methods in English Language) class. There are 47 students in the classroom. All of them are the fourth semester students of

English Education of Teacher Training and Education Faculty of Muria Kudus University. In this case, the writer asked the students to do the school observation in some schools in Kudus. The students did the observation in groups. There are 3 until 4 students in each group. The students were free to observe the schools level. Some of them used the Elementary School, Junior High School and Senior High School. To limit this research, the writer discusses the approaches and methods used by Junior High School teachers in Kudus. There are 10 Junior High Schools observed by the students.

Data Collection

After the students did the school observation, they have to report individually. They have to explore the approaches and methods used by the teachers. When the students did the school observation, they have to sit-in the class. They have to take notes the English teaching and learning process. Some of them also interviewed the teachers to get additional data.

Finding and Discussion

After doing the observation, the students have to make the report. Furthermore, they also have to present in form of poster presentation. From the result of the students' observation, they not only observe in Junior High Schools but also in Senior High Schools and Elementary Schools. In this paper, the writer only focuses analyzing the methods used by the teachers in Junior High Schools. There are 10 Junior High Schools chosen by the students. All of them located in Kudus. They are SMP 1 Bae Kudus, SMP 2 Bae Kudus, SMP Keluarga Kudus, SMP 1 Jekulo Kudus, MTs Banat Kudus, MTs N 1 Kudus, MTs N 2 Kudus, MTs Nurussalam Kudus, SMP 1 Mejobo Kudus and SMP 2 Mejobo Kudus. In doing this assignment, the students have to do in groups. The group consists of 3 until 4 members.

From the result of students' report, the students were enthusiastic in doing school observation. It can be seen from the discussion in the class. The students inform that teaching in the school needs a creative thinking because when the teachers use the conventional methods of teaching, the students will be bored. In addition, teachers' role is important to motivate students in the learning process.

There are some approaches and methods found in the students' report. They are Total Physical Response (TPR), CLT (Communicative Language Teaching), CBI (Content Based Instruction) and Direct Method.

After the students made the report of discussion, they have to present in form of poster presentation in groups in front of the class. While the first group presented the materials, the other groups were free to give comments. The students were very active in the classroom because the groups presented using interesting posters. They didn't feel bored because in their posters they gave the picture and colorful color. They also used simple language to make the poster easier to understand.

The writer observed the activity did by the students in presenting the result of discussion in form of poster presentation. The students were very active in the presentation. They explained their materials and also answered the questions from their friends. By doing this activity, it can improve the speaking ability of the students. When the students made mistakes in grammar and pronunciation, both the lecturer and the other students gave correction. In addition, this activity also improved the number of students' vocabulary because they found new vocabulary.

Conclusion and Suggestion

In the teaching and learning process, the teachers/lecturers have to consider about the students' needs and characteristics. So, the appropriate approach and method should be applied to the teaching and learning process. The teachers/lecturers have to find the interesting activity for the students to support English atmosphere in the classroom. The writer suggests for the lecturers to use poster presentation to create a good condition of English class. In addition, poster presentation can enhance the students' motivation in learning English and also enhance the students' speaking ability.

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MULTIFUNCTION OF INTERNET IN TRANSLATION

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Abstract

Technology affects almost all areas, including translation. Many products of technology have made translational works easier, one of which is internet. Despite the wide use of internet, the potentials it has are sometimes unnoticed. While web-based dictionaries or thesaurus often serve as translators' assistants and online Machine Translation issues become topics of many researches, other uses of internet related to translation may not be known by many.

Internet can help disseminate newborn ideas, theories and findings worldwide to enhance translation theories. Besides, the contact between internet and translation generates new areas to examine. Internet also provides helping hand in the area of translation research. Researcher or anyone conducting research in the field of translation can find a range of research gaps as well as reference. Those who need group discussions to collect required data from informants, or researchers of the same interest coming from all over the world can meet and conduct Focus Group Discussion (FGD) on virtual world. Furthermore, internet offers various forms of assistance for translation practitioners. The commonly used internet assistance consists of dictionaries, thesaurus and Machine Translations available on the internet. Other forms of aid provided by internet take form of parallel texts, images, and videos, which can be very helpful.

Internet provides many things which can be utilized for the purpose of translation. Internet keeps on providing more as it develops from time to time in line with the development of technology. Internet awaits utilization of theorists, researchers, practitioners and those having concern on translation.

Introduction

Technology has become an indispensable item in human beings' life and thus it is everywhere, incorporated in almost all areas of life. Translation is one of the areas entered and enhanced by technology in the way that technology helps the advance and development of translation studies, research as well as translation practice. Products of technology have eased and continuously provided assistance in translational works (i.e. research and text translating):

computer, electronic or digital dictionary, softwares designed to assist researchers (such as Translog) and a range of other products.

These technologies are very promising and one of the many forms of the technology is the worldwide network of computers, or popularly recognized as the internet. It may serve as a great "weapon" for theorists, researchers and practitioners in doing their tasks. Almost all required information can be obtained from the virtual world as simple as several clicks on desktop PCs or tabs on tablet PCs, anywhere, anytime. Space and time boundaries are greatly reduced; any resource for various translational purposes is available, again, only with several clicks or tabs, anywhere, anytime.

Furthermore, internet gives more impact to the field of translation as it creates a range of new opportunities. For translation theorists and researchers, new areas are avilable for studying and new theories are therefore waiting to be put forward. For those working in the field of translation practice, jobs are created as communication across languages becomes more doable, for example inter-nation and inter-continent exchange of information, which often need the translators' touch.

The potentials of internet are sometimes unnoticed. Online dictionaries and thesaurus are already familiar to translators, issues related to online Machine Translations are familiar as well in the field of translation studies and research. However, internet actually has many more to exploit to support works related to translation, among which are terminology database as one of translators' tools and online homepage-translators as a topic to discuss to stretch out translation studies.

It is, thus, interesting to have a peek at what we (anyone having concern on translation) can get from the existence and development of the internet. There are a lot of and a wide variety of internet features which can be beneficial to the development of translation. This becomes the main concern of the paper and the topic is specified into in what ways internet can be taken advantage of for the needs of the following areas in translation: translation studies, research and practice.

Internet and Translation Studies

The first favour of internet in the field of translation studies is providing means of dissemination for newborn ideas, theories, findings related to translation. New findings, ideas or any information can be shared online, on the authors' blogs or on journals, making it possible to widen and deepen understanding about the findings and ideas. By online sharing, adoption and response can come from everywhere worldwide and thus, development of translaton studies can carry on with more ease.

In addition to dissemination through online blogs and journals, information and topics related to translation theories can be wrapped up in the form of electronic books (more popularly known as ebooks), which anyone can download. Today, this idea has been practiced quite a lot. A wide range of translation ebooks are available on the web: ebooks.com, amazon.com and other internet sites. An advantage of this method is already evident, with the help of worldwide network, ebooks can reach and be accessed from almost every part of the world, which means that the information and topics can arrive at any point in the area as well. By means of this online network, translation books, and of course all of the contents, can travel further than they can reach through conventional methods of distribution.

The next favour is related to the contact between translatln and internet. It provides translation theories with many subjects to discuss. The contact brings new translation phenomena into being, the phenomena never existed before the emergence of internet. Some of the phenomena are online document translator, amateur translations (such as fansubs and fandubs), new patterns in translation (such as tele-interpreting through virtual world) and online translation.

These (and many other) areas have not much been touched by theorists. Online interpreting service, for example, one of which is the one using skype offerred by translate2ru.com, can be a very interesting topic to discuss in translation theory. Questions may arise from such practice starting from question about its conformity to norms in interpreting to that related to boundaries of its scope. Problems and cases occuring from the crossing point of translation and internet can also be another interesting topic (for example problems and cases in subtitles provided on the web compared to those occuring in conventional or offline subtitle).

Internet and Translation Research

For students, researchers and anyone conducting research in the field of translation, internet provides loads of resources to find topics and to discover research gaps. Results of previous researches are there on the internet, incorporated in online journals. Topics from the most to the least discussed can be made use of to spot gaps and initiate researches. For researchers who have the same interests, offers to carry out collaboration research can also be found on internet.

Internet also provides resources for literature review. Articles in online journals can be good resource. Most articles in these journals are up to date so that information contained within is highly valuable for researchers. Besides articles, e-books about translation, either paid or free, can be downloaded from websites on internet. Online libraries also do much favour for researchers. One of the internet sites provicing these services is en.bookfi.org, on which users can read and download the available collections. With computers connected to internet, those who do researches do not have to step to browse libraries. With the presence of internet, doing researches is much easier than before.

Another helpful tool that can be beneficial for researchers is online Focus Group Discussion. FGD "is essentially a qualitative research methodology. It is based on structured, semi structured, or unstructured interviews. It offers qualitative researchers the opportunity to interview several respondents systematically and simultaneously." (Babbie in Boateng, 2012). FGD as one method to collect information can be done in virtual world. This method has several benefits. It allows researchers to collect information, such as that about the level of readabilty of a particular translation, from informants who are at distant locations, which therefore saves time, energy and cost.

Group discussion on the web, not only aids researchers in gaining information from respondents but also helps researchers from different parts of the world (especially those having the same interest) meet virtually to talk about a particular research topic. From online discussion among those having concern on translation, a chance for internet-based collaboration research is open. With the use of the appropriate method, a new type of translation research may occur.

Those who need interview with translators for their researches can also benefit from the existence of internet. These researchers, such as the ones investigating the connection between a translator's background and the translation he or she produces or the ones attempting to go deep down translator's mind when he or she is translating, can do inter-city, inter-nation and even inter-continent "direct" interviews with the help of internet (for example using Skype Video Call) as they can have audiovisual interaction. Space and time constraints are no longer constraints: with video communication through internet, a translator who lives far away from researcher and has tight schedule is no longer someone who is impossible to contact and interact with.

In the previous section, it is stated that internet helpful in publicizing fresh theories and ideas. Internet can actually serve more than just as means of dissemination of theories and ideas for it can also be made use of as a means of disseminating research reports. Citations through internet are made easy for other researchers and the more citations by others means more positive contribution to the authors' career as well as to the progress of translation.

Internet and Translation Practice

A wide range of resources for translators are available online. These resources can be very beneficial instruments for translators. It is considered to be so central by Martinez (2011) that she states that internet is "an indispensable tool". The most popular ones are probably online dictionaries, online thesaurus and online Machine Translations. Monolingual as well as bilingual dictionaries are available and easy to use. Without having to open pages, one can find meanings of words as simple as typing the words and pressing enter button. This also applies to online thesaurus, synonyms are available for translators in an instant. In addition, compared to printed dictionaries and thesaurus, entries in these online tools are open for updates. As everyone knows, language is subject of change, new words emerge and are used by the language users. Recently, Merriam Webster Online added new entries of "woot" and "gription" in its database (http://nws.merriam-webster.com/opendictionary/). Meanwhile, online Machine Translations can be taken advantage of in the way that they are ready to be instructed to produce instant or quick translations. As translations resulting from these machines are usually still "rough", to "refine" the translations, touch of translators is needed.

Many kinds of parallel texts, or texts used as reference or comparison during translating, are also available on virtual world. They play a range of roles in translation, for example in translation training and practice. Źrałka (2007) pinpoints the role of parallel text in teaching specialised translation. Parallel texts are analyzed by students for the purpose of knowing "layout (text division, content of information, formulas), vocabulary (terminology, morphological features of typical vocabulary), grammar (typical grammatical structures, syntax), register (vocabulary and grammatical constructions used, communication strategies, overall – the stylistic features)". This analysis can be adopted in translation practice. Sometimes, translators cannot find equivalents, especially those of technical terms, in dictionaries (printed, offline or online). Such problems are often solved by parallel texts. By searching texts of the same subject matter as that of the translated text, natural equivalents unavailable in dictionaries can often be found.

Images and videos are often found to be useful. Translators often need to translate descriptions of things or how things work and viewing images and videos are often very helpful. More than just in helping translators find out how things look like or work, images and videos are also helpful in accessing cultures which are foreign in nature to translators, for example knowing the visual of a particular traditionlal food of other culture. This of course can help translators in their decision making, whether annotation is required or domestication is more appropriate, for example. On the internet, images and videos required by translators are abundantly available and can be accessed easily. Some popular internet search engines like Google and Yahoo! provide translators and other users with image search and video search to ease the work of exploring the virtual world.

Apart from technical aspects in translating texts, internet also makes translators' jobs easier. Internet connects translators to clients from distant places. Clients requiring translation service can contact translators through internet (i.e. email). Texts, original as well as translated, can be sent and received via email as well. All of these of course cost both clients and translators less in terms of time, energy and fund. Translation business becomes more practical thanks to internet.

As stated in the previous section, online Machine Translation can serve as one of the assisting tools for translators. Machine Translation (MT) is a powerful tool which enables translators to produce fast translation. MTs are available both off and online. If offline MTs are able to make translation practical, online MTs make translation cheaper and even more practical. Online MTs do not require their users to buy any software and to install any program. MTs available online only needs internet connection. Another feature offered by these machines is upgradeable performance (one of the online MTs offering this feature is Google Translate). The more they are used, the better they perform.

Despite their ability to translate in a very short time, online (and offline) MTs are unable to perform translation process like human translators do. It is because they have brains but do not think like humans (for example in the case of identifying the participants involved in a text). However, the fact does not shrink the advantage of online translating machines. Combination of online MTs and human translators can be a "powerful force" since it combines the superiority MTs have in terms of time efficiency and that of human translators in terms of humanly actions which are essential in translation process. If both perform perfectly, it will result in fast, high-quality translation. We need to remember that the saying "Time is money" exists in the translation industry. The faster a translator can produce translation, the more income he or she can have.

Such combination may take two types of form, namely Human-Aided Machine Translation (HAMT) and Machine-Aided Human Translation (MAHT). In Human-Aided Machine Translation, the translation process is performed by the software, in which human translator types or pastes text and lets the software to transfer the message to the target language. The human translator then performs several kinds of intervention during the process performed by the machine. In Machine-Aided Human Translation, it is human translator who translates the original text and online MTs serve as tools for assisting human translator translate texts. When he or she faces difficulties (for example in finding out the meaning of certain words or phrases), the online MTs are functioned to help overcome the difficulties (Slocum: 1985).

It is worth remembering that such machines are not users' personal translators. Common internet users should not rely on online MTs for translation service because of the machines'

limited abilty, the most common of which is lack of sense and creativity. It requires even more intense remembering when the translation is performed on sensitive texts, such as texts in the field of law or religion, or texts involving creative processes. MTs used to be aimed at generating Fully Automatic High Quality Translation but today MTs are developed to be tools assisting translators in their everyday work (Freigang 2001).

Summary

Technology is an integral part in our life. Internet, as one of the forms of technolgy, offers many benefits which can ease the works of theorists, researchers as well as practitioners in the field of translation. Dissemination of fresh theories and ideas can be done in easier and simpler ways. Furthermore, publications under this field of study can arrive at more extensive locations. Internet also offers scores of translation phenomena which have the potential to extend translation studies.In terms of translation research, internet helps in various ways. Internet provides resources to find research gaps, medium to disseminate research reports, sources for literature review and internet also offers new form of research in the field of translation, in which researchers can interact with fellow researchers or informants virtually. In the scope of translation practice, internet can serve as personal assistant for translators both during the process of translating and in terms of connecting translators to their clients.

Internet is a valuable resource in the field of translation as well as in other ares of life and access to this virtual world has got easier and easier. With a proper use of internet, those who have concern on translation can perform better and translation can advance further. Potentials and benefits are there to explore, depending on our creativity to make use of features available on the web. Thorough exploration of the internet may reveal more features and benefits which can further ease the works of theorists, researchers and pratcitioners in the field of translation.

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USING EVALUATION RUBRIC AND PEER EVALUATION
FOR SPEAKING ASSESSMENT: PRESENTATION

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Abstract

Assessing and evaluating students' progress in one subject is the teachers' duty and responsibility, but involving students in the assessment process is more interesting and challenging. Assessing speaking skill in English Language Teaching is the most difficult one that teacher should do, as subjectivity may interference in the process. It is inevitably, because one's ability and others cannot be distinguished clearly and personal tendency also often takes a part. However, by determining specific standard for evaluation, these problems may be prevented. It also does not rule out others to take a part in the process of evaluation. This study describes how evaluation rubric can be very useful for assessing speaking skill and how peer evaluation can be very beneficial for the students and evaluation process. The results of the study show that evaluation rubric is very useful in determining or putting one's ability in a specific range of score. By stating specific standard criteria, it is easier to determine the right score and prevent subjectivity. The results also indicate an overall similarity between peer and instructor assessments.
It is expected that the teacher can use a rubric in order to avoid subjectivity and involve students as well in the evaluation in order to make the students accountable in the class activities. In predetermining standard of the rubric, it is suggested to be based on the need and the standard expected.

*Keywords***:** evaluation rubric, peer evaluation, speaking assessment, presentation

Introduction

Testing or evaluating is an important part of every teaching and learning experience. It is the teachers' responsibility to test their students to know the progress of the students' mastery in the subject either as the teachers' evaluation about their teaching ability and methods. According to Madsen (1983: 3-4) there are 2 benefits that students get from testing; tests can help create positive attitudes toward the class by giving students sense of accomplishment and

a feeling that the teachers' evaluation of them matches what he has taught them and tests can help students in mastering the language by requiring the students to study hard, emphasizing course objectives and showing the students where they need to improve. In the interest of motivation and efficient instruction, teachers almost universally aim at providing positive classroom experiences for their students. From the test, the students may learn from the feedback given by the teachers after doing the test, as well. The students may grow awareness of the objectives and the areas of emphasis in the course. Tests can foster learning too, by their diagnostic characteristics.

Assessing speaking skill is widely regarded as the most challenging of all language exams to prepare, administer and score. Speaking a second language is probably the most difficult skill to test in that it involves a combination of skills that may have no correlation with each other, and which do not lend themselves to objective testing (Kitao, 1996:7). For those, it is needed a clear standard criteria for scoring.

Assessing is larger than testing. It will give the meaning for the students and the teacher. The students' feedback is needed and meaningful for the better learning and teaching. Involving students in the process of evaluation will be more challenging and more interesting. The students will know how the process of evaluation is, what their mistakes are and how they can get their score. At the end, the evaluation process will be transparent and it will be the part of the learning process for the students as well.

Rubric

Goodrich Andrade (1997) in Baker states rubrics consist of a scoring scale that scores performance based on a set of predetermined criteria. Carnegie Mellon University defined rubric as a scoring tool that explicitly represents the performance expectations for an assignment or piece of work.

Rubrics have been widely acknowledged to enhance student learning and improve instruction. Andrade & Du (2005) in Lim (2013; 2) presented in their study that students use rubrics in a number of purposeful ways: to understand teacher's expectations and make an appraisal of their performance. Rubrics are also believed to have a significant impact on grading, quality

of work and students' anxiety on assignments (Reynolds -Keefer, 2010). These results are aligned with previous research findings (Brookhart, 2003; Zimmerman & Schunk, 2001;Moskal, 2003 as cited by Lim (2013; 2) asserting the role of rubrics in communicating learning goals and in aiding in the learning process. A rubric divides the assigned work into component parts and provides clear descriptions of the characteristics of the work associated with each component, at varying levels of mastery. Grading according to an explicit and descriptive set of criteria that is designed to reflect the weighted importance of the objectives of the assignment helps ensure that the instructor's grading standards don't change over time. Grading consistency is difficult to maintain over time because of fatigue, shifting standards based on prior experience, or intrusion of other criteria.

Teachers commonly use rubrics to make assessments more efficient and quicker and they utilize them to improve instruction. Defining clearly the performance criteria in the rubric assists teachers for a fair and more consistent grading. It lessens subjectivity in grading and allows for a swifter grading of student's performance or work. Clearly defined criteria in the rubric also relates to improvement of instruction for it helps clarify instructional goals and serves as teaching targets (Arter & McTighe, 2001 cited by Lim (2013;2). These rubrics are ideally created before instruction (based on learning targets) to guide both teachers and students. They are expected to reflect the teacher's expectations and describe the levels of performance or product quality.

Peer Evaluation

Peer evaluation is defined as an arrangement in which individuals consider the amount, level, value, worth, quality, or success of the products or outcomes of learning of peers of similar status" (Topping, 1998, p. 250 in Azarnoosh).

Peer assessment is an interactive and dynamic process that involves learners in assessing, critiquing and making value judgment on the quality and standard of work of other learners, and providing feedback to peers to enable them enhance performance (Juwah, (2003: 2). Peer assessment can invite students to be critical thinking, feel accountable and get involved in the learning process. Assessment not only does it assess content, but it must also prepare learners for future learning. By assessing someone else' work they know what the mistake is, and what should not be done. University of Sussex wrote that peer assessment and feedback activities

can give students opportunities to internalize the criteria, learn from examples and receive feedback. So, in the process of peer assessment students get a better understanding of the standard expected of their own work. The more peer assessment they do, the better that understanding will become and they will be better able to evaluate their own work.

Method

Participants

The subject of the study was the second year students of Ngudi Waluyo Nursing Academy in academic year of 2011/2012 consisted of 49 students. They learnt English for specific purpose that was English for Nursing.

Instruments

For the media it was used health education media, in this case was leaflet that they made according to the case they had. And for scoring it was used presentation rubric that was adopted from Ronda Larson-Dranter and Mary A. Warren. The rubric had been redesigned based on the expected criteria and standard with collaboration with students. The rubric used as stated in table.1

Table 1. Presentation rubric

Presenter : ……………………………………………
Title   : ……………………………………………
Evaluator : ……………………………………………
Day/Date : ……………………………………………

| | **Presentation Rubric** | | | | |
	1	**2**	**3**	**4**	**Total**
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
Subject	Student does	Student is	Student is at	Student	

Knowledge	not have grasp of information; student cannot answer questions about subject.	uncomfortable with information and is able to answer only rudimentary questions, but fails to elaborate.	ease and answers most questions with explanations and some elaboration.	demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Visual Aids	Poor, distracts audience and is hard to read.	Adds nothing to presentation	Thoughts articulated clearly, but not engaging.	Visual aid enhances presentation, all thoughts articulated and keeps interest	
Mechanics	Student's presentation has ten or more spelling errors and/or grammatical errors.	Presentation has five misspellings and/or grammatical errors.	Presentation has no more than five misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Eye Contact	Student makes no eye contact and only reads from notes.	Student occasionally uses eye contact, but still reads mostly from notes.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	
Verbal	Student	Student's voice is	Student's voice	Student uses a	

Techniques	mumbles, incorrectly pronounces terms, and speaks too quietly for audience in the back of class to hear.	low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	is clear. Student pronounces most words correctly. Most audience members can hear presentation.	clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
Time Frame	Presentation is less than minimum time	Presentation is more than maximum time	Presentation is in maximum time	Presentation falls within required time frame	
				Total Points:	
A= 22-28	**B= 19-21**	**C= 16-18**	**D= 12-15**	**F= 12-0**	

Evaluator : …………………………..

Procedure

1. Designing rubric

   The first step of the study was designing rubric. It is the first and the most important part of the procedure because it will determine how the assessment process done and how it can be done. There were some steps to do in designing rubric, they were:

   a. Determine the criteria of evaluation

      Here it was determined what cases we are going to assess or evaluate. For this, it was determined 7 criteria of evaluation, they were; organization, subject knowledge, visual aids, mechanics, eye contact, verbal technique, time frame. Each criteria was explained clearly so that what was expected understood well.

   b. Determine the standard based on the expected standard of output regarding the standard rubric

It was determined the standard of each criteria. Each standard is explained clearly to get the target result. The explanation gave clear understanding of each score and how should put the student's performance in the right score based on the criteria.

c. Determine the range of score based on the expected standard of output.

The score was ranged from 1 to 4. The worst score was 1 and the best one was 4. How to score 1 to 4 it was explained clearly.

2. Trying out the rubric to the students

Before it was used to score the presentation performance it needed to try it out first to the students to get validity and reliability of the rubric. After that it was revised to get the expected output.

3. Testing the students using the presentation rubric

Before testing the students there were several steps to do, they were:

a. Preparing the students in several groups of presentation. The students were divided into some groups, each group consisted of 5-6 students.

b. Giving a brief explanation about the rubric. Explaining each criteria and standard clearly and avoid ambiguity and misunderstanding of the students. Taking quite long time to do it. Making sure that the students understand what each criterion said and how to put the score based on each criterion. To do so, it needed specific and longer time and brief explanation.

c. Asking students to present their material of presentation in front of their friends. The student presented the material prepared one by one in a group in front of his or her friends.

d. Asking other students to give the score of their friend's performance on the presentation rubric. Not all the students in the group did scoring, ask 3 of the group members to do it.

e. While supervising the students, the teacher did the scoring to the student's performance

f. By the end of the course, ask the students to give feedback of their friends' performance orally. Summarize the feedback and give the emphasizing on the students' strength as a reward and encouragement.

4. Analyzing the score

a. Calculate the score by the student

b. Calculate the mean of scores by the students

c. Compare to the teacher's score

Finding and Discussion

a. The use of Presentation Rubric for presentation assessment

The students recognize the value and the use of rubric in understanding the teacher's expectation and justifying the grade that they receive from their teacher or peer. Clear explanation about the rubric give them clear understanding how the score is made and why they get it. It is really helpful in determining in what score someone should put. The specific criteria give clear explanation in what position should someone put. They also know what target they are going to achieve during the assessment. Each criterion gives them clear understanding what they should do during the assessment.

However, to reach clear understanding about the rubric is not easy. The students are not getting used to using rubric. They rarely use rubric for assessing others. It was found that the students were confused how to use the rubric, but finally the problem was overcome after several explanations.

And to get the best rubric based on the expectation is not easy; it needs some efforts and trials. As a teacher, we must know our students' competence. We could not make the rubric beyond our students' ability that they are impossible to reach it. We have to be wise and how to make it possible for everybody to reach it.

b. Peer Assessment for Presentation Assessment

It was found that peer assessment give benefit for the students to make them get involved in the process of assessment and make them accountable in the classroom. It give the experience of evaluating others. And the results of the students' assessment are not quite different from the teacher's assessment. However, the mean of students' score are mostly lower than the teacher's score. The score is shown in table 2.

Table 2. Score of student's performance

No.	EVALUATEE	SCORE				TEACHER'S SCORE	MEAN
		X1	X2	X3	MEAN		
1	A	16	16	17	16.3	17	16.7
2	B	18	19	20	19.0	20	19.5
3	C	16	16	16	16.0	17	16.5

4	D	19	19	20	19.3	21	20.2
5	E	18	17	18	17.7	18	17.8
6	F	17	17	16	16.7	17	16.8
7	G	18	17	19	18.0	18	18.0
8	H	18	19	19	18.7	18	18.3
9	I	19	19	19	19.0	18	18.5
10	J	19	19	19	19.0	19	19.0
11	K	16	17	17	16.7	18	17.3
12	L	17	16	17	16.7	19	17.8
13	M	17	17	18	17.3	18	17.7
14	N	17	17	18	17.3	17	17.2
15	O	17	18	17	17.3	18	17.7
16	P	17	18	18	17.7	17	17.3
17	Q	18	17	17	17.3	17	17.2
18	R	19	18	18	18.3	19	18.7
19	S	19	19	19	19.0	21	20.0
20	T	19	19	20	19.3	21	20.2
21	V	18	18	19	18.3	17	17.7
22	W	17	17	19	17.7	20	18.8
23	X	19	18	19	18.7	20	19.3
24	Y	17	17	17	17.0	18	17.5
25	Z	18	18	19	18.3	20	19.2
26	AA	16	17	17	16.7	17	16.8
27	AB	17	16	16	16.3	17	16.7
28	AC	17	18	18	17.7	18	17.8
29	AD	18	17	17	17.3	18	17.7
30	AE	18	18	18	18.0	17	17.5
31	AF	18	18	18	18.0	18	18.0
32	AG	17	18	18	17.7	18	17.8
33	AH	16	16	17	16.3	18	17.2
34	AI	19	18	18	18.3	20	19.2

35	AJ	16	17	17	16.7	18	17.3
36	AK	16	16	18	16.7	18	17.3
37	AL	17	16	17	16.7	18	17.3
38	AM	17	17	18	17.3	19	18.2
39	AN	18	19	17	18.0	19	18.5
40	AO	16	18	17	17.0	18	17.5
41	AP	17	16	17	16.7	18	17.3
42	AQ	18	18	17	17.7	19	18.3
43	AR	16	18	17	17.0	18	17.5
44	AS	20	21	19	20.0	22	21.0
45	AT	16	17	17	16.7	18	17.3
46	AU	16	18	17	17.0	17	17.0
47	AV	17	18	16	17.0	18	17.5
48	AW	22	23	20	21.7	22	21.8
49	AX	19	18	17	18.0	18	18.0
MEAN					**17.7**	**18.4**	

The mean of the students' score is in the range of 16-18. It means in the category C, while the teacher's score is in the range of 16-18 to 19-20. However, the different of the mean of the score between the students' and the teacher is not quite significant.

c. **The Students' feedback**
1. **The students' feedback mostly about the weakness of the performance**

   Most of the feedbacks are about the weakness. However, it doesn't mean that there was no strength of the students' performance. Various feedbacks from their friends can make them develop themselves and try to be better and better. Avoiding lack of self image because of bad feedback, the teacher can make emphasizing on their strength. Make it as a reward and encouragement.

2. **The students' know the weakness of their friends' performance that they don't do it in their next performance.**

   For other students, knowing the student's performance can provide valuable feedback for one's own performance. The students may pick up some samples from their friends' performance for their own and avoid the things that are not expected to do, so that it was not found the same mistake in the next performance

Conclusion and suggestion

From the result of the study it could be drawn some conclusions, they are: (1) evaluation rubric is beneficial to avoid subjectivity and tendency of past experience of assessment because of the specific criteria and explanation, (2) peer assessment make the evaluation process more challenging and interesting, make the students accountable in the process.

It is suggested to make clear standard and criteria in predetermined rubric to avoid bias and ambiguity. Don't make the standard too high or too low, but still regarding the standards and principles of assessment.

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PRONUNCIATION ACTIVITIES
FOR JUNIOR HIGH SCHOOL STUDENTS

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Abstract

Pronunciation is one of the most important language elements for students when studying English. Ideally, teachers should provide activities which can improve students' pronunciation. However, most of the teachers nowadays do not pay much attention to it so that they rarely provide pronunciation-improving activities. This paper mainly discusses about what junior high schools teachers can do related to the activities that can be used in teaching pronunciation. This paper is divided into four parts: (1) the importance of teaching pronunciation, (2) the current condition in teaching pronunciation in Indonesian junior high schools, (3) the principles in teaching pronunciation, and (4) the activities that can be used in teaching pronunciation. Hopefully, this paper can provide information that teaching pronunciation is important and can be done with various kinds of activities.

Keywords: pronunciation, principles, activities, Indonesian junior high schools

Introduction

Teaching English to junior high school students is a very common thing because it is included in the curriculum since many years ago. English subject teachers are expected to teach all of the language macro skills. They are listening, speaking, reading, and writing. In addition, teachers are also expected to teach the micro skills of each macro skill to the students. By mastering the micro skills, students will master the macro skills easily. In this paper, I will discuss about teaching one of the micro skills of speaking, i.e. pronunciation. If students can pronounce words well, their speaking ability will tend to be better.

However, based on the small survey that I did to junior high school English teachers, it seems that they rarely teach pronunciation to their students. They do not pay much attention to the micro skills. They mostly teach speaking in general. The speaking activities which teachers

usually assign the students are dialogue reading, dialogue making, cue cards acting, and drama performing. After doing those activities, teachers give the students general feedback. As long as the students speak, they pass. Teachers rarely take into account to the pronunciation aspect.

The inadequateness of pronunciation teaching may be caused by several factors. The first cause is that the materials for teaching pronunciation are still limited. Teachers often find difficulties in searching for pronunciation materials for the students. Second, teachers also have limitation in pronunciation themselves. Sometimes, many teachers also pronounce words incorrectly. And third, the teaching method of the teachers is monotonous. Therefore the teaching and learning of pronunciation is not an interesting thing for the teachers and students.

Based on the conditions above, teachers must find good activities for teaching pronunciation to the students. By having good pronunciation teaching activities, teachers will not need to worry about the materials. They will also not need to worry about their pronunciation. And last, their teaching method will be various and interesting. Therefore, the teaching and learning of pronunciation will be something which is enjoyable an interesting for both teachers and students.

The Importance of Teaching Pronunciation

Teaching pronunciation is one of the most important aspects to be taught to the students or to the target language learners. By having good pronunciation skill, they will have better communication with other people when speaking English. They will be able to communicate in English better. Luoma (2004:10) state that communicative effectiveness is based on comprehensibility and probably guided by native speaker standards but defined in terms of realistic learner achievement. This means that students must have comprehensible pronunciation. In line with the view above, Kenworthy (1998:3) points that the goal of mastering pronunciation is for the learners to be comfortably intelligible. If a person speaks English with no comprehensible pronunciation or intelligibility, communication misunderstanding or breakdown most likely may occur. Kelly (2000:11) strengthens this view by stating that a learner who consistently mispronounces a range of phonemes can be

extremely difficult for a speaker from another language community to understand. Therefore, it is very important for teachers to teach pronunciation to the students.

Another supporting argument upon the importance of teaching pronunciation has been pointed out by Nation and Newton (2009: 76). They explain that it is important that attention is given to pronunciation in the course so that learners can quickly develop a stable pronunciation, and become familiar with the patterns and rules that work within the second language. The reason that learners must develop a stable pronunciation is so that they can remember the words in their long-term memory. If they remember how to pronounce words correctly, they will memorise it. This mechanism is called the phonological loop.

From the explanations above, it can be concluded that teaching pronunciation is very important to be done to the students. Students must have comprehensible and stable pronunciation. They need to have good pronunciation to communicate better.

The Current Condition in Teaching Pronunciation in Indonesian Junior High Schools

The teaching of pronunciation is considered difficult. Kelly (2000:13) asserts that pronunciation teaching tends to be neglected. Many teachers neglect to teach it to their students. Indonesian teachers are no exception. English subject teachers in Indonesian junior high schools are reluctant to teach pronunciation as well. They have reasons for that.

First, teachers in Indonesia find difficulties in finding the appropriate pronunciation teaching materials or resources for their students. This problem is due to the small number of pronunciation materials provided by the government or publishers. Usually, books from the government or publishers rarely provide pronunciation materials. The books only contain materials for the macro skills in general.

Second, teachers also have limitation in pronunciation themselves. Many of them do not have much knowledge of the theory of pronunciation. They also think that they themselves need to improve their pronunciation skill. Sometimes, they pronounce words incorrectly. This problem is due to the different way of pronouncing the words between Bahasa Indonesia and

English. In Bahasa Indonesia, if people want to pronounce a word, the pronunciation is exactly the same as the writing or spelling. However in English, words are not pronounced based on how they are written. One letter can be pronounced differently in different words. Let us take an example of the letter a in some English words. The word 'hat' will be pronounced /hæt/, the word 'about' will be pronounced /əˈbaʊt/, the word 'hall' will be pronounced /hɑːl/, the word 'table' will be pronounced /ˈteɪ.bl̩/. From the examples, the letter a can be pronounced [æ], [ə], [ɑː], and [eɪ]. For this reason, teachers still find difficulties in adjusting themselves in pronouncing English words.

And third, the teaching method of the teachers is monotonous. Teachers find difficulties in finding activities for teaching listening. Therefore they only use the same types of activities they have. The teacher usually only make use of the drilling technique in teaching pronunciation. This makes the class boring. If teachers do not want to have a boring class, they must be able to have good ideas for classroom activities.

The principles in Teaching Pronunciation

In teaching pronunciation, there are some principles that must be considered. They are:

a. Fostering intelligibility during spontaneous speech

When a teacher teaches pronunciation, they must foster the intelligibility during the spontaneous speech. This means that the utterances made by the students must be able to be understood by the other students and the teacher. In other words, the students must produce comprehensible utterances. This can be done by giving much exposure on the correct pronunciation of the words that the students master. Therefore, the teacher must prepare many materials and activities that exposes correct pronunciation of the words the students would likely used in the class.

b. Avoiding the teaching of individual sounds in isolation

In teaching pronunciation, it is better for teachers to avoid the teaching of individual sounds in isolation. Sounds must be taught in words. Words must be taught within a context. It is better for teachers to teach pronunciation integrated with other teaching topics so that sounds or words are not taught in isolation. Kelly (2000:14) explains

that integrating pronunciation teaching fully with the study of grammar and lexical features has further incremental benefit that learners will increasingly appreciate the significance of pronunciation in determining successful communication.

c. Providing feedback on learner progress

In the process of teaching pronunciation, the teacher must assess the progress of students' pronunciation. According to Kenworthy (1998:2), learners find it difficult to assess their own progress so teachers must provide the information. The information about their progress is considered as an important factor in maintaining their motivation. Teachers can give feedback by directly correcting the students' mistakes. Teachers can also help the students whether their pronunciation improving or not. Another thing that teachers can do is to give a feedback about a similar case that the students have.

Luoma (2004:11) Pronunciation or, more broadly, the sound of speech, can refer to many features of the speech stream, such as individual sounds, pitch, volume, speed, pausing, stress and intonation.

The Activities that can be Used in Teaching Pronunciation

a. Listen and imitate

This kind of activity lets the students listen to utterances from the teacher, tape recorders, and video recorders. This technique or activity is considered as a good one in teaching pronunciation.

b. Phonetic training

This kind of activity deals with articulatory diagram and phonetic alphabets.

c. Minimal pair drills

This kind of activity is aims to help students distinguish between similar and problematic sounds in the target language. It is usually done through listening discrimination and spoken practice. Teachers are encouraged to drill what-level drills and sentences level drills.

d. Recording of learners' production

This activity allows students to record their rehearsed and spontaneous speeches, free conversations and role plays. They can record their performance with a tape recorder or video recorder. After they record the performance, they can reply their recordings and get feedback from the teacher, the other students, or even by themselves.

Conclusion

It is not questioned again that teaching pronunciation in very important. Students learning a language must have good pronunciation so that their utterances can be comprehensible and intelligible. In order to help the students master pronunciation, teachers must provide various kind of pronunciation activities which are relevant for them.

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HIGHER ORDER THINKING IN TEACHING GRAMMAR

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Abstract

The aim of this paper discussed about how to enhance students' higher order thinking that should be done by teacher in teaching grammar. Usually teaching grammar was boring and has the same way to learn like change the pattern of sentence into positive, negative and introgative while the students' need more various way to develop their thinking. The outcome of students' competence in grammar sometimes not sufficient enough when the students' occured some test international standart like Test of English Foreign Language, International English Language Testing. Whereas in TOEFL test it needed higher order thinking answer, so teacher should develop students' higher order thingking in daily teaching grammar in order to make the students' enhance their thinking are higher. The method was used in this paper by using field study based on the experience of teaching grammar. It can be shown by students' toefl score was less in stucture and written expression. The result of this paper was after teacher gave some treatments to enhance students' higher order thinking in teaching grammar, the students' toefl scores are sufficient enough as a part of stucture and written expression. It can concluded that it needed some strategies to enhancce students higher order thinking by teaching grammar it can make students' higher toefl score. Teachers should be creative and inovative to teach the students' started from giving the students' question or test in teaching grammar.

Keywords: higher order thinking, teaching grammar

Introduction

Teaching grammar is one of important things that teachers' must consider to their students because it also as a part to determine the successful of students' language. before they can speak, write and read, they should learning about grammar first. but in viewing like now teaching grammar just limit in teaching about tenses and not clearly development start in school until university. students' just learn about tenses with the same way and method without there is develop of their level of thinking. as result of it their feel boring and unawareness to their thinking then it continue to their another skills like speaking, listening, writing, etc. although for now the challenges of level skill has changed.

for example in University there is a test as Test of English Foreign Language that students' should occurred before finish the study. it also has current standard or can called high standard to finished if considered with situation of them now and students' not only should know about the tenses but they also should know the tenses widely and have many vocabularies. but reflect to students' situation like when they're learning grammar its difficult to do because the same method of learn that teacher taught. because the method in teaching grammar still structural and old. there is no variation that serve to enhance students' interest and their thinking.

Enhance students higher order thinking when they are learning grammar is an important goals. Students that move from another level of the class will asked by their students to do more and more with the information they have stored in their brains. Higher order thinking seem easy for some students but other students think that is difficult. In the current issue of this term that higher order thinking can be learned and can be increased for all. In test of English foreign language, grammar it self consist of two section such as written expression and error analysis. both of it show that to achieved good mark students' need enhance their higher order thinking. so that the teacher need make strategy and concern the effect in teaching grammar to enhance students' higher order thinking.

Discussion

Teaching Grammar

Grammar is the main point to the teaching and learning of languages. It is also one of the difficult sides of language in teaching. Language teachers who adopt this definition focus on the forms and the rules and then drilling students on them. This results in bored, disaffected students who can produce correct forms on exercise and tests, but consistenly make erorrs when they try to use the language in context.

Other language teacher influenced by recent theoretical work on the difference between language learning and language acquisition, tent no to teach grammar at all. Believing that children aquire their first language without overt grammar instruction. They assume that students will absorb grammar rules as they hear, read, and use the language in communication activities. This approach does not allow students to use one of the major tools they have as

learners, their active understanding of what grammar is and how it works in the language they already know.

Ur (1996) and Hedge (2000) define that Grammar teaching as any instructional technique of teacher that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it. they are also addition that "Grammar" similarly considers "presenting grammar" and "practising grammar". it means that grammar teaching is teacher presentation of grammatical structures and give the practice of that to students'. The definition also was supported by John (2006) Crow of Florida Southern College points out, that properly structured grammar instruction is highly brain-compatible because the brain is a pattern-seeing device and grammar is a patterned system. which the pattern of system is the main contribution of our competence learning about writing comes from grammar study because if it started from reading it can make only a limited contribution to accuracy.

Actually they tried to make teaching grammar is mainly part of learning to get language because the function and act of it very important, it talk about the pattern, tenses, and also part of sentence and the teacher has important goals to make teaching grammar like presentation and practicing in front of class to make students' understand and enhance their higher order thinking indirectly.

On the other hand Ur (1996) and Hedge (2000) also elaborate that teaching grammar can consist of some grammatical items. First, some grammar lessons might consist of presentation by itself (i.e., without any practice), while others might entail only practice (i.e., no presentation). Second, grammar teaching can involve learners in discovering grammatical rules for themselves (i.e., no presentation and no practice). Third, grammar teaching can be conducted simply by exposing learners to input contrived to provide multiple exemplars of the target structure. Here, too, there is no presentation and no practice, at least in the sense of eliciting production of the structure. Finally, grammar teaching can be conducted by means of corrective feedback on learner errors when these arise in the context of performing some communicative task.

Furthermore Krashen (1988) stated two-step procedure: 1. Students first acquire (absorb subconsciously) a great deal of grammatical competence through reading. 2. Students are taught to use a grammar handbook to increase their grammatical accuracy further, using consciously learned rules. The grammar handbook can be introduced in junior high school or high school. If a great deal of reading has been done, and continues to be done, the grammar handbook will need to be used only occasionally.

There are some goals of grammar instruction according to Byrd (1998), such as: (1) syudents need overt instruction that connects grammar points with larger communication contexts, (2) students do not need to master every aspect of each grammar point, only those that are relevant to the immediate communication task, (3) erorr correction is not always the instructor's first responsibility.

Adults students appreciate and benefit form direct instruction that allows them to apply critical thinking skills tp language learning. Instructors can take advantage of this by providing explanation that give students a declarative knowlege of each point of grammar. For examples: (1) teach the grammar point in the target language on the students' first language or both. The goal is to facilitate understanding, (2) limit the time to devote grammar explanations to 10 minutes, especially for lower level students whose ability to sustain attention can be limited, (3) presents grammar points in written and oral ways to address the needs of students with different learning styles.

- In simple things, steps in teaching grammar to enhance students' higher order thinking can do with give example in daily activity. it can help students' get the point of learning before the teacher give more explanation. then give them another example, the pattern and next to example again. to check students' understanding the teacher also can give some exercise. There are some strategies for learning Grammar: (1)Declarative knowledge is knowledge about something. It enables a student to describe a rule of grammar and apply it in pattern drills, (2) Procedural knowledge is knowledge of how to do something. It enables a student to apply a rule of grammar in communication. Strategies to address declarative/procedural students knowledge: Relate knowledge needs to learning goals; (1) apply higher order thinking skills, (2)

provide plentiful, appropiate language input, (3) use predicting skills, and (4) limit expectations for drills.

There are Grammar Activities for enhance students higher order thinking : (1) Describe the grammar point, including form, meaning, use, and give examples, (2) Ask students to practice the grammar point in communicative drill, (3) Have students do a communicative task that provides opportunities to use the grammar point, (4) Provide oral or written input that address the topic, (5) Review the point of grammar, using examples from the material, (6) Ask students to practice the grammar point in communicative drills that focus on the topic, and (7) Have students do a communicative task on the topic.

Based on explanation above there are some items that must considered in teaching grammar, such as experience and teaching process. Experience as one item that must concern because not all teacher can bring good situation to make student interest and feel need more know about the lesson. Only teacher with experience that can controlled it. Besides that about teaching process also important item in teaching grammar because the way could also determine the understanding of students. If teachers don't have another way to transfer the materials or just teach with the same way it can be boring and the percentage of students' understanding will less.

Higher Order Thinking

Shepardson (1993) suggested a link between class activities and development of higher order thinking skills that textbook and supplemental guide activities put more emphasis on information gathering, remembering and organizing skills than on focusing, integrating, evaluating, and analyzing skills.

Higher order thinking is thinking on a level that is higher than memorizing facts or telling something back to someone exactly the way it was told to you. When a person memorizes and gives back the information without having to think about it. For short, Higher Order Thinking takes thinking to higher levels than restating the facts. Higher Order Thinking requires that we do something with the facts.

Futhermore, King (2004) stated that Higher Order Thinking include critical, logical, reflective, metacognitive, and creative thinking. They are actived when individual encounter unfamiliar problems, uncertainities, questions, or dilemmas. It grounded in lower order skillls such as discriminations, simple apploication and analysis, and cognitives strategyies and are linked to prior knowledge of subject order content.

According to Bloom's taxonomy of educational objectives for designing instruction has also been widely used to distinguis lower and higher order thinking skills. Anderson and Krathwohl (2001) revised this taxonomy by classifying the six cognitive processes according assumes to whether the students is able or learn to remember, understand, apply, analyze, evaluate, and create. From the definition above, it can conclude that Higher Order Thinking is the way of someone thinking that includes analysis, critical logical, creative thinking, etc.

The beneficial to teach higher order thinking in middle and high school classrooms are a great deal of growth, confidence in utilizing and meta cognition. Whereas Atwell (1998) writes using meta cognition by thinking about thinking as they read-kids read more actively and analytically. While Bransford (1999 : 35) stated that Meta cognition is ability to monitor one's current level of understanding and decide when it is not adequate. That refers to the ways in which students manage their thinking and it includes at least to following four aspects.

Sternberg stated that successful intelligence as mental self-management. According to Sternberg, mental self-management is composed of six steps : (1) know your strength and weaknesses, (2) capitalize on your strength and compensate for your weakness, (3) defy negative expectations, (3) believe in yourself, self efficacy, (4) seek out role models-people from whom you can learn, and (5) seek out an environment where you can make a difference.

According to celcemurcia (2001) Classroom interaction is an essential part of teaching learning process. Interaction has been defined as a process whereby two or more people engaged in reciprocal actions (verbal and non verbal). Moreover, Allwright and Bailey (1991 : 25) stated that through classroom interaction, the plan produces outcomes (input, practise

opportunities, and receptivity). They concluded that interaction plays very important role in teaching-learning process.

Teachers have used the part of learning as a resource for instructional strategies, managing the classroom, planning instruction and assessment, making systematic reforms, and defining what students must be able to do in order to solve problems and make decisions in many situations, supported by McREL (1997).

Sophisticated understanding and mastery of higher order thinking occur through the use of knowledge in a subject or topic, whether it be consumer decision making, the design of a bridge, or critique of a theater performance (Onosko and Newmann, 1994). Of course a subject can be taught in ways that fail to promote thinking but thinking may not be taught apart of knowledge. Some would assume that the proper teacher of English classroom interaction is equivalent to promote higher order thinking because it demands that students interpret, analyze, and manipulate language to face new challenges within the subject and because it draws the student closer to the thinking of experts in the field. Beyond substantive knowlegde of the topic, students need analytic knowledge (e.g. the stucture of well-reasoned arguments, distinction between emprical, conceptual and normative claims, criteria to judge reliability of evidence) and metacognitive knowledge (e.g. awareness and self monitoring of one's thought processes).

All the people believe that language abilities and thinking competences shape each other (Block, 1993). Both are of equal intensity in fosytering learning. Through the power of language use, the quantity and the quality of students' thoughts can be improved. Through reading, writing, speaking, and listening transitory thoughts can be transformed into lasting principles. This transformation accurs because single ideas enter the mind as cognitives entries, capable of bounding with collective categoriesx of former thought.

Therefore, since students' thinking abilities and language development are equal value and influence upon the depth of their communication, teachers, should develop both competencies if students' potentials are to be fulfilled. It seems important to understand how the four main components of language instruction: listening, reading, writing, and listening.

Questioning is a way that teacher use overt speech to elicit specific types of thought. Redfield and Rousseau (1981) suggest that higher level questions appear to be instrumental in enhancing student thinking. This lesson involving higher order thinking skill to require particular clarity of communication to reduce ambiguity and confusion and improve student attitudes about thinking tasks. Scaffolding (giving students support at the beginning of the lesson and gradually requiring students to operate independtly) helps students develop higher order thinking skills.

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THE PERCEPTION OF EDUCATION AND LITERATURE STUDENTS OF BAHASA INDONESIA UPON THE CONSTRUCTIVE LEARNING ENVIRONMENTAL MODEL IN LISTENING CLASS

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Abstract

In listening class, we still encounter a number of constraints. Such problems are inappropriate learning model, lack of theoretical basic skills on listening, and students' weaknesses on their listening skill. As a result, this study focuses on the perception problems of education and literature students of Bahasa Indonesia upon the model of constructive learning environment in listening skill class.

This study aimed to find out the perception problems of education and literature students of Bahasa Indonesia upon the constructive learning environmental model in listening skill class. Research and Development is the method used in this study; researching and data gathering are the first step of the study. The subjects of the study are the students of three different universities: Semarang State University, IKIP PGRI Semarang and Pekalongan University, in which, one class from each university was randomly selected. This research resulted in the perception problems upon the constructive learning environmental model in listening skill class and students' perceptions upon the constructive learning environmental model on learning listening skills. Based on the data analysis of the needs, found that the students' perception upon the constructive learning environment model resulted from some aspects: the importance of learning model is 86.95% and the benefit of learning model is 90.43%. It can be inferred from the research finding that the students need to use the model of constructive learning environment in listening class.

Keywords: listening skill, learning environment, student perception, models of constructive

Introduction

To have a meaningful learning, the learning should directly or indirectly relates to environmental experience of the students themselves. Hence, every lecturer must have broad insight, by which the lecturer can give illustration and use learning resources and instructional

media that can stimulate the students to be actively seeking out, acting and finding out links between concept learned with his/ her understanding (Rusman 2010:194). By doing so, the students' learning experience facilitate their competence to transform upon solving other similar problems despite in the different space and time.

To create a desired teaching process, a learning model is needed. Joyce & Weil (2009:30) says that we need the learning model to reach designed learning objectives. It describes about the learning environment that consist of lecturers as the model. The lecturers as the model have some educational significance that involves planning materials, curriculum and its instructional plan, and multimedia programs.

Learning model is a common learning pattern to achieve the intended learning objectives. It is a conceptual framework, which describes systematic procedure in organizing learning experiences to achieve specific learning objectives, and it serves as guidelines for the learning designers and the teachers in planning and implementing learning activities (Soekamto and Winaputra 1997:78-79). Thus, learning activities will be a well-aimed systematically.

Learning model can be used as choices in which the lecturers may select appropriate and efficient learning model to achieve the education objectives. The learning model is a plan that can be used to create the curriculum (long-term lesson plans), to design learning materials, and to guide learning process in the classroom or the other contexts.

The constructive learning environment model prioritizes and facilitates the students' active roles. It changes from the teacher center into the student center (Jacobsen, et al 2009: 9). In an active learning, the learning activities advocate a broad autonomy and control to the students. This learning model involves problem solving, small group discussion, collaborative learning, workplace investigations, and experiential learning.

The constructive environmental model emphasizes on personal meaning so that the students can relate their ideas with the existing experiences (Jonnasen 1999: 236). It is achieved by finding out new ideas associated with the existing experiences, by which it can be used as the main learning activities. This learning model consists of questions/ cases/ issues, link of the

case with the experience, resources, cognitive devices (design of knowledge), conversation and collaborative devices, and social / contextual support.

The lack of students' listening skill and the difficulty of teaching listening skills are also stated by Naryatmojo (2010) and Prasetyo (2007). Based on the research conducted by Naryatmojo (2010), it was reported that the listening lecture becomes the basic course in Education Program (BSI) by which the students' understanding upon each sub-competency in this course is expected to be achieved by the students to get the maximum learning outcomes. However, based on data from the academic year of 2010/2011, it can be seen that showed the students who got scored A grades as much as 10%, AB until B as much as 20%, and scores BC until C as much as 70%.

Based on the result of the students, it can be inferred that there are only a quarter of the students who take the course to reach the competence. From the results of the field survey, the students consider that subject of listening course become less desirable course to learn as it is only to understand information. The low scores of the students are also affected by lack motivation of learning as most students still have such paradigm that listening course is not interesting and they can study this by themselves.

Although every normal human being is equipped with a potential listening skill, not every person can be a good listener. Similarly, it is also the same problem of the education and literature students of Bahasa Indonesia (Prasetyo, 2007). The students are expected to be good listeners as it can affect the success of learning as a teacher candidate. "Listening may be golden", is meant that valuable and useful values can be derived from listening activities.

This constructive learning environment model can be said to have significant relevance to the development of life skills focusing on the empowerment of listening skill learning for the education students of Indonesian language and literature.

Constructive Learning Environmental Model

Constructivism Learning Model stated that learning process started as cognitive conflict occurred. Cognitive conflict is the internal disagreement of someone's mind caused by the difference of someone's cognitive structure and environment (external information), or between other components, (including concepts, believes, and substructures) (Lee et al, 2001). Cognitive conflict is only able to be resolved through students' self improved knowledge acquired from experience and interaction with the surroundings. Cognitive conflict occurred when the initial concept of students interact with a new integrated phenomenon. Thus, the modification of cognitive structures is required to meet the balance. This will continuously occur as long as the students acquire new knowledge.

Model of Constructive Learning Environment prioritizes and facilitates students' active involvement. It changes the focus of teachers' distribution of information which only encourages the students' passive to active acceptance upon the information (Jacobsen et al, 2009: 9). Active learning urges learning activities to give a wide autonomy and control towards the students.

Model of Constructive Learning Environment also emphasizes on Personal meaning thus the students are able to correlate their ideas with the existing experience (Jonnasen, 1999: 236). Personal meaning is conducted by finding new ideas correlated with the existing experiences that it can be used as the main learning process.

In a constructive learning environment, these learning steps cover the active learning activities including problem solving, small group discussion, collaborative learning, investigative work, and experimental learning (Jacobsen et al, 2009: 10). It means that the model of constructive learning environment is a student centered learning. The focuses of these learning are; *First*, to let the students build their comprehension upon the teaching material. They should develop their personal feelings that knowledge belongs to them. *Second*, the students are supposed to emphasize on research, problem-based learning, and group work.

Human beings have numbers of skills, which can be improved through experience. Those experiences are acquired through the interaction with its surroundings; physically or socially.

The place where education occurs is called Educational environment. There are three main educational environments; family, school, and society.

Educational environment assisted the students to interact with their surroundings (physically, socially, and culturally). The management of educational environment is intended to effectively and efficiently improve the educational processes.

Model of Constructive Learning Environment steps

There are six steps in the Constructive Learning Environment Study (Jonnasen 1999: 218): first, the presence of questions/cases/problems, second, the correlation of problems with experiences, third, the presence of information source, fourth, the presence of cognitive device (design of knowledge), fifth, the presence of conversation and collaboration devices, and sixth, social/contextual supports. Those six steps will further be explained as follows:

1. The presence of questions/ cases/problems

The focus of the learning environmental model lies on the presence of questions, problems, or cases that the students tried to solve. The point of this constructive environmental model is the presence of questions, problems, or cases that bring new atmosphere in learning process. Students learn the material in order to solve the problems.

In this step, students are given questions, cases, and problems by lecturers. They have to think and manage the complexity to process the complexity as if they are experts. It usually takes longer time. To solve upon the questions, problems or cases given by the lecturers, the students must obtain the information by debating, planning, experimenting, and also discussing their findings.

In these activities, the lecturer must provide some interesting questions, cases, or problems to solve. It would be better not to limit the problems. Those have to be managed, and defined that the students are able to systematically create ideas from those problems.

2. The Correlation between cases and experiences

When the lecturers give questions, cases, or problems to establish the concepts, students require experience. If they do not correlate problems with experiences, they would not have enough understanding. Therefore, this constructive learning environmental model provides the access to a series of referable correlated experiences for new students. The main purpose of explaining the correlated questions, problems, or cases is to help students completely understand the issues represented.

In this step, students may tell the experience without mentioning the doers that they would not realize that they are being discussed. It is very interesting since the doers themselves are able to solve the problems by giving solution to the problems they faced. Moreover, the lecturers are required to give some problems related on how to be successful or avoid failure. By doing so, the students would be able to explain due to the present conditions.

3. Collaborated Learning

Collaborative learning is illustrated as small group cooperation to achieve the same goal. The important thing in a collaborative learning is the cooperation between students not individually in separated works to solve the same problems. Thus, as long as the students collaboratively work together, it is possible for them to build the same comprehension and concepts to solve each part of problems or tasks.

In a collaborative learning class, the lecturer should give the authority to the students in many special ways. The lecturer motivated the students to use their knowledge, respect their partners, and concentrate in the comprehension. The role of lecturer in this collaborative learning is as mediator. Lecturers correlate new information to the students' experience by introducing the other learning process of different field of study, helping students how to face the problem, and how to learn. In addition, as mediators, the lecturers have to adjust the level of information for students and motivate them, in order to maximize their competence and responsible for further teaching learning process.

4. Source of Information

To investigate the problems, the students require information for their hypothesis. When designing constructive learning environment, it would be better to make sure what information the students need. Source of information provides information related to questions, problems or cases that the lecturers give. The constructive learning environmental model provides more source of information. This model is supposed to selectively give information to the students in the right time. Thus, the information needed by the students may give solution to the problems they faced.

Sources of information could be directly or indirectly. Direct Information source could be in the form of information transferred by the experts or persons who know exactly what problem is being discussed. Meanwhile the indirect information source can be in the form of information obtained from internet as students' facility to acquire information. The required cognitive device due to the numbers of intelligence functions could help the students to correlate with the constructive learning environment. Those devices may help students to show their better performance upon the tasks or problems they are doing. They help students to show what they know and what they are learning (Static and dynamic knowledge model devices). The Cognitive device helps students collect information needed to solve the problems. Each cognitive device uses different cognitive activities that the cognitive device must be carefully selected to support the greatest process from the implemented needs.

The Nature of Listening Skill

This section will discuss the definition of Listening, the purpose of Listening, the benefits of Listening, the Natures of Listening to the news, steps in Listening to the news, factors that influence Listening to the news, the characteristics of good listeners, Listening constrains, materials for Listening Learning, and factors determining the success of Listening to the news.

Definition of Listening

Listening is a process which covering the activities of listening, language sounds, identifying, interpreting, assessing and responding to the meaning available in it. Listening includes

auditory, visual, comprehension, memory, understanding, and even situation accompanying the listened sounds considering to language sounds to determine meaning.

Listening skill is an essential skill to acquire by someone to have speaking, reading, and writing skills. In learning process activities, the first thing that should be done by learners to acquire the material is by listening before doing other activities such as reading, speaking, and writing (Tarigan 1993: 3).

Listening is not only to language sounds or symbols on verbal. Listening requires holistic comprehension upon the massage or the meaning conveyed to listen and should be well and correctly understood by the listeners that attention is greatly needed.

According to Sutari et al (1997:18-19) Listening is a process involving the activities of listening to language sounds, identifying, interpreting, and responding upon the meaning conveyed. In Listening skill, the ability to catch and understand the meaning that is explicitly or implicitly presented in sounds, to remember the message, are included to the requirements that should be fulfilled. Therefore, Listening is not limited by a great process of listening only but also interpreting the symbols of verbal.

Russel & Russel stated that listening also meant comprehensive, attentive, and appreciative listening while (Schlutz 2003: xiii) stated that Listening was a process of listening that was able to construct the value of humanity through the conveyed message.

From the definitions above, it could be concluded that listening is the process of listening to the symbols of sound to obtain the information intentionally or unintentionally done with comprehension, appreciation, and interpretation to catch and to respond the meaning conveyed.

The Purpose of Listening

Tarigan (1993: 5) stated that there were many purposes of listening, including: (a) listening to learn, (b) listening to enjoy the beauty of audio, (c) listening to evaluate, (d) Listening to appreciate the listening materials, (e) Listening to communicate own ideas, (f) listening to

properly distinguish the language sounds, (g) listening to creatively and analytically solve the problems, and(h) listening to self convince upon the doubted problems or ideas that is called as persuasive listening.

The purposes of Listening are (1) to get information, (2) to self entertain, and (3) to convince. The *First* is to get information. Listening to get information is a listening activity conducted as someone needs the information about knowledge or facts related to the needs. (Tarigan, 1993: 14-15). He stated that listened information would give benefits to self development. The *second* is to self entertained. Listening activity to self entertain is conducted to find happiness. Through the listening materials, the listeners will feel entertained, in peace, and happy. The *third* is to convince. Listening to convince is conducted by listeners who had already known the same information conveyed by the speaker, to make sure the validity of the information by listening and comparing it with the information from the speaker.

Sutari (1997:22) stated in more detail purposes of listening into: (1) to get facts, (2) to analyze facts, (3) to evaluate facts, (4) to get inspiration, (5) to get entertainment, and (6) to improve speaking skill. The *first* is to get facts. There are many ways to get facts such as, through experiments, research, or study, reading books or news paper, watching television, and many more. The *second* is to analyze facts. The collected facts need to be analyzed by considering the results of listening and experience. The *third* is to evaluate facts. To evaluate facts, listeners need to adjust the listening materials with facts, experience, and knowledge. The *fourth* is to get inspiration. By listening, listeners will get inspiration to solve the problem faced. The *fifth* is to get entertainment. After being tired and bored, entertainment is needed. This can be done by watching television, movies, and plays. The *sixth* is to improve listening skill. To improve listening skill, the listeners may listen to conversation of others. It is usually conducted when learning foreign language or becoming professional as presenters.

From the explanation above, it can be concluded that the purposes of Listening are to get information, knowledge, and experience, facts, inspiration, and entertainment, to analyze and to evaluate facts or ideas, and to improve speaking skill.

The benefits of Listening

Setiawan (2007: 20-21) stated that the benefits of Listening were as follows. The *first* is to add knowledge and valuable life experience of students as listening has informative value that is, giving certain inputs to give us more experience. The *second* is to improve intellectuality and to deepen our comprehensive knowledge. The *third* is to enrich our vocabulary, appropriate expressions, fine quality, and poetic. People who are active in listening will be good in communication and have more various words.

The *fourth* is to expand our perception, improve our comprehension of life, to have open-minded and objectivity. People who like to listen don't have narrow-minded, not fanatic on words, tend to have patience, appreciate others opinion and existence. The *fifth* is improving sensitivity and social awareness as listening may view life from different perspectives. Better materials may bring more positive contemplations that encourage our spirit to solve the existing problem based on capacity.

The *sixth*, to improve creativity and interest to create that enable to produce expressions and writings with certain characteristics. More listening will give us more fresh and brilliant ideas, and valuable life experiences that will encourage us to be creative and have a lot of fine works. Besides, Purwaningtyas (2007: 23) stated that listening is beneficial as: (1) basic language learning, (2) reading, writing and speaking skill supports, (3) verbal communication assistance and, (4) information enhancement.

As mentioned before, Listening has benefits that are essential for listeners. It could be concluded that the benefits of listening are to improve knowledge and experience and verbal communication of listeners to the other people. The more the knowledge and experience obtained, listeners will be more fluently to communicate with others.

Material Selection in Listening learning

There are some aspects that need to be considered in selecting the material for listening learning are: (1) the broader teaching materials, (2) time allotments, (3) different characteristics of students (4) development of knowledge, technology, and art (National Department of Education, 2004: 5).

First is the broader teaching material. Listening materials can be taken from a variety of sources, such as: lectures, sermons, daily conversations, speeches, recordings, radio broadcasts, television broadcasts, and recordings of: articles, magazines, newspapers, science books, prose, poetry, drama, and etc. These teaching materials should be appropriate to the level learners' ability. Listening materials which are appropriate to learners' ability would result in satisfactory and fun teaching-learning process, both for students and teachers.

Second is the time allotment. Listening learning is stated is curriculum that the time allotment is very limited. In learning, therefore, teachers are expected to be able to adjust the allotted time with the teaching materials. *Third* is the different characteristic of students. Different characteristics of students are determined by various factors, including; interest, talent, intelligence, and attitude. This is a special consideration for teachers to select the listening materials which are in accordance with talent, interest, and attitude of students.

Fourth is the development of science, technology, and arts. Basically listening learning materials have to adjust the development of science, technology, and art. Therefore, it is necessary to consider several factors such as interest, harmony, and authenticity.

RESEARCH METHODOLOGY

Research Design

This study used research and development (R&D) methods. According to Borg and Gall (1983:775-776), there were ten steps of Research and Development: (1) research and data or information collection upon the product development needs, (2) product development planning management, (3) product development design or draft (prototype), (4) initial test (expert's test) upon the product development prototype, (5) product development prototype initial revision, (6) product development prototype initial field test, (7) initial field test product revision, (8) field operational or execution test, (9) final product revision, (10) dissemination and implementation. This study aimed to examine the perceptions of education and literature students of Indonesian language. The first step was collecting the data or information related to the product development needs. This step was explained as follows.

Step 1 was collecting the data of product development needs. This product development (prototype) data collection was gathered from literature study and product development needs upon the constructive learning environmental model. The literature study should theoretically and practically relevant. The theoretical study was conducted on books and literatures related to the topic of research including the theory of learning and listening skill models. The Practical study is conducted to examine the existing model of learning and reviewing the relevant research results. The collection of product development needs was related to both data of constructive learning environmental model and listening skill. Both were collected based on the students' interest upon the learning model through the needs' forms. After the data were all collected, the needs of students upon the model of listening skill learning were identified. Those needs were based on the needs of learning model in lectures and orientation of the expected learning model.

RESULTS AND DISCUSSION

Based on the interviews of education and Literature students of Indonesia upon the constructive learning environmental model on listening skill learning, found that the students still needed constructive learning environmental model on listening skill learning, especially those were capable to prioritize and facilitate the students' active participation. The constructive learning environmental model in listening skill learning was the students' independence, mentally active, learning students to build the knowledge based on the cognitive structure resulting from the environmental interaction. These were proven by some documentation stating that there was no listening skill learning which was conducted with systematically learning model. Meaning that up to now, the listening skill learning was only a theory that the lecturers merely focused on the teaching material given to the students. Consequently, students were less engaged with the teaching-learning activities. Thus, for the implementation of listening skill learning, students highly needed learning model.

The results of questionnaires showed that the students' perceptions upon learning model, components of constructive learning environmental model, and learning media were presented in detail as follows.

No.	Aspect of Needs	Sub-aspect of needs	Result
1.	students' perceptions upon the constructive learning environmental model on listening skill learning	The importance of learning model	86,95%
		The benefits of the learning model	90,43%
2.	The needs of constructive learning environmental model components	The Presence of Problems/ questions/cases	86,08%
		The correlation between problems and experiences	88,69%
		Collaborative learning	82,60%
		The presence of Information sources	84,34%

The above table showed that the source of students' learning upon the constructive learning environmental model were 86.95% on the importance of learning model and 90.43% on the benefits of constructive learning environmental model. Those importance and benefits of constructive learning environmental model showed that the students had no difficulty in the listening skill learning. Besides, the students' interest upon the components of constructive learning environmental model led to the presence of questions/problems/cases of 86.08%. The lecturers gave questions/cases/problems by listening them to the news. The students should listen to it carefully. This activity encouraged the students to think critically and sensitive to the surrounding environmental conditions. The presence of questions/cases/problems encouraged the students correlate those questions/cases/problems with the experience of 88.69%. Their interest to correlated problems/cases/questions with experience was conducted on collaborative learning. The fact showed that 82.60% of constructive learning environmental model was conducted in collaboratively. This condition was far different with the lecturers' treatments to the students of listening skill learning in the university. So far, the skill learning was individualistically conducted. Due to the needs of students' upon the environment, the information source from internet or others was urgently required. Meaning that, when the lecturers gave questions/cases/problems then was correlated with their experience, it was necessary to discuss with their friends related to the findings they obtained. To maintain the data validity resulted from the collaborative learning discussion, it was

necessary to compare with the information source. The table showed that 84.34% of students required information sources to compare the data validity in listening skill learning.

Conclusion

This study was based on the perceptions of students upon the constructive learning environmental models in listening skill learning developed based on practical and strategic needs in learning process. From the aspect of needs showed several perceptions of students upon constructive learning environmental model including the importance and the benefits of learning model. Besides, it showed the steps of constructive learning environment model including the presence of questions/cases/problems, the correlation between problems/cases/questions and experience, collaborative learning, and the existence of information sources.

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REAL-LIFE ACTIVITIES: BOOSTING MY STUDENTS' AWARENESS OF HONESTY IN CREATING GENRE

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STAIN Salatiga

Abstract

My students was strugled to write genre without copypasting sentences or texts from the internet. On the other hand, it was a huge challange for me to teach five big writing classes. Each class consisted of 25-30 students who tended (mostly) collecting unoriginal writing works. This paper discusses the real-life activities that can be used to enhance my students' aweareness of honesty in creating genre. My students must write some genres namely recount, descriptive (optional), spoof (optional), procedure, hortatory (optional) and analytical exposition (optional) text. I also took some benefits of ICT to equip the learning process. Browsing and experiencing the menu of premierskills.britishcouncil.org were the real-life activities that explore their personal memories to be told as the recount text. Then they defined the feature of one of the menu of the previous website to be informed as the descriptive text. Furthermore, they wrote their personal funny experiences which were related to the Indonesian culture as the spoof text. The procedure text can be produced by exploring the daily activities in the pictures such as how to make a cup of tea/coffee, cook a sunny side-up egg, insert sim card into mobile phone, etc. Next, my students visited the tourism and public places in Salatiga, and they observed the strength and weekness of those places as the production of hortatory or analytical exposition text. The real-life activities were able to foster my students' awareness of honesty. It was fantastic that my students were able to create the genre honestly.

Keywords: real-life activities, genres, ICT (Information and Communication Technology), and character building: honesty.

Introduction

Students might have some difficulties to write because they have obstacles to write. The obstacles are they do not have sufficient vocabulary to be used to explore their ideas, and they do not consistent in using grammatical pattern so that they produce grammatical errors. As a result, those obstacles lead them to take a short cut act which is do plagiarising or copypasting somebody's else work. On the other hand, teachers may also contribute to this action because teachers only consider products (sentences, paragraphs or texts). Teachers eliminate process of writing those products. As Samara (2001) as quoted by Mustikasari (2011: 50) explains:

In short, the traditional paradigm emphasizes the product over the process, and puts toward a narraow definition of writing based largely upon grammar and usage. It is a highly perspective and orderly model, where structure and style take precedence over purpose and invention (p. 168).

Based on her opinion, it can be concluded that teachers should avoid the old-paradigm of writing if teachers would like to have students produce a good writing. Teachers should consider students' need of experience of process to write rather than wait students to submit writing's products. Teachers should provide some experiences of process of writing in teaching and learning process.

It is going to be a challange for teachers to handle the previous students' obstacles. Teachers should consider those obsatacles when they prepare to teach writing. Teachers must remember that students need to enjoy process of writing. Then they can produce product of writing. Creating a chalanging task in writing course could be an optional step to minimize students' obstacles. I promoted the real-life activities as the chalanging task to minimize my students' writing obsatacles. They prodused a series of texts. The real-life activities also took several good points of the usage of ICT (Information and Communication Technology). It is obvious that teachers nowadays take and use the advantages of ICT in language learning. According to Choi and Nesi (1999:1), the internet has enormous potential as a resource for projects and as a medium for communication between learners. I used internet as the resource for my tasks. The students conducted some activities, which were related to the usage of ICT.

Besides, the usage of ICT, I also interested to capture my students' awereness of honesty in writing genre (honesty is a part of character building, attitudes that should be had by the Indonesian students in learning the knowledge). Therefore, the purpose of this paper is to define the existance of real-life activities to boost the students' awereness of honesty in creating the genre.

Real-life Activities
Based on Brown (2001:238), Experiential Learning includes activities that engage both left- and right-brain processing, that contextualize language, that integrate skills, and that point

toward authentic, real-world purposes. Designing and providing real-life activities is one of examples of applying experiential learning in teaching and learning process. There are some reasons that can be jotted down. Firstly, real-life activities employ students to manage their ability to do the left- and right- brain processing. Students need to organize language focus that should be related to real-life activities so that they produce product of writing. Secondly, it is an authentic project which leads to production of authentic product of writing. Thirdly, it has purposes to capture life events.

Real-life activities also display students' ability to maximize their potential of metacognitive knowledge. Left- and right-brain processing activate students' metacognitive knowledge. As Goh and Silver (2004) mention:

> It refers to knowledge and awareness about one's mental processes in learning and the management of such processes. It also involves thinking about specific aspects of learning. For example, language learners may reflect on language as an object (metalinguistic awareness), or think about their problems when speaking English and what they can do to improve their speaking ability (metacognitive awareness about speaking) (p. 188-189).

Students learn and find difficulties during conducting real-life activities. They start to think about what steps should they take to overcome the difficulties. They do the steps of solution to minimize their difficulties. Moreover, if the solution is not working, they start to rethinking what is next to be tried until they find the best solution.

Students' difficulties in conducting real-life activities can be minimize by teachers. Teachers can act as prompters, encouraging students, pushing them to achieve more, feeding in a bit of information or language to help them proceed (Harmer, 2007: 25). Teachers provide some requirements or clues to guide students finishing their task. Advise and suggestion as teachers' feedback are useful to encourage students' motivation. Teachers should remember that do not give too many clues for students because they may loose their efforts to learn independently.

Some requirements or clues that can be used to develop students' motivation are creating grouping work, using some media such as music and picture, and observing real event or

object. Creating grouping work gives positive side for students because in pairs or groups, students tend to participate more actively, and they also have more chance to experiment with the language than is possible in a whole-class arragement (Harmer, 2007: 43). Small group discussion give some spaces for students to be active learner. Discussion runs effectively. Whole-class discussion tends unefective to explore students' learning experiences. On the other hand, Harmer (2007: 118) also informs music and picture are excellect stimuli for both writing and speaking. Giving clues through music and picture are good effort to be tried because students get visual appearance of topic which is discussed. In addition, observing real event or object which is near surrounding school's life or campus' life is a good idea to be explored as topic of writing product. Goh and Silver (2004: 26) state the interactionaist thinks that the environment provides meaningful contexts for language input and language use. Based on the interactionist's opinion, it can be assumed that enviroment can be used as the data source becuase production of text can be drawn by observing real event or object in the environment. The contexts of text can be easily understood beacuse students use the langauge based on the usage, function and purpose.

Genre

Writing a piece of text demands to recognize what is the context of situation is addressed. The context of situation of text leads writer to focus on the communicative purpose. As Swales (1990: 58) states a genre comprises a class of communicative events, the members of which share some set of communicative purposes. Each text has different communicative purpose to be set up beacuse it has different communicative activity to be informed. Thus genre is also used to mention text type. Swales (1990: 58) continues his opinion that in addition to purpose, examplars of genre exhibit variuos patterns of similarity in term of structure, style, content and intended audience. Each text type has its content that can be organized by defining generic structure and language feature of text. Therefore, reader who share similar perspective with writer is able to identify communicative purpose of text. Martin (1985) as mentioned by Swales (1990: 40) claims

> Genres are how things get done, when language is used to accomplish them. They range from literary to far from literary forms: poems, narratives, expositions, lectures, seminars, recipes, manuals, appointment making, service encounters, news broadcasts and so on. The term genre is used here to embrace each of the

linguistically realized activity types which comprise so much in our culture. (p. 250)

He informs variuos text can be jotted down to identify genre. It has large range of feature and it starts from literary work to scientific work. Nowadays, Indonesian students learn these literary and scientific work at school namely narrative, descriptive, recount, spoof, report, procedure, news item, hortatory, and analytical text which are related to Indonesian culture.

I have discussed the essensial point which makes real-life activities need to be considered by teacher. Then I have talked about genre which can be used to capture the real-life event or object that informs Indonesia culture. The next thing, I would like to discuss ICT's usage which can be equipped for language learning.

ICT (Information and Communication Technology) in Language Learning

According to Hartoyo (2009: 5) information and communication technology (ICT) may be defined as technology, including knowledge, skills and understanding, as well as computing and communications facilities and features functioning to support the process of conveying information and communication. ICT not only provides many interesting features but also has function as a mean of communication and information for those people who demand these two reasons to be developed. Teachers as a part of those people recognize the usage of ICT for teaching and learning process. Intergrating ICT in classroom is not a novel insight for teachers. Teachers have awareness about its development.

Lim & Chan (2007) as states by Lim (2013: 2) it is a challenge for teacher educators to shift pre-service teachers away from traditional pedagogical beliefs towards constructivist approaches in an ICT-enhanced learning environment. Teachers should consider to employ a new paradigm of teaching which provides the usage of ICT in classroom. The purpose of using ICT is to give a positive learning atmosphere as proposes by the constructivist. Traditional paradigm of teaching does not offer student-center learning. Students tend to be passive students. The constructivist believes that ICT has some benefits to enhance students' activeness. ICT offers interactive learning experiences that rises students' motivation to learn.

Nowadays, many teachers already have integrated ICT in language learning classroom to motivate students. For example, Nagel (1999: 1) informs the perceived differences between academic writing and e-mail exchange and suggests that e-mail exchange affords the learner a more liberating educational experience than the confines of formal academic writing. He claims that email gives more learning experiences of writing than academic writing. Another example comes from Mustikasari (2012: 142-143) states the usage of ICT and integrated-skills task are used to boost students' character building in creating the project. Her students created a mini-drama performance movie. The duration of the movie is 20 minutes. Her students performed the classical tragic drama. Her students used the integrated-skills to do the series of activities to finish the project. She claims that her students were challanged to finish the project based-learning. She informs that their motivation to learn was showed by the good character building such as trustworthiness, respect, responsibility, caring, fairness and citizenship to finish it. In conclusion, teachers may use the provided facilities of ICT such as email or create the project-based learning to provide ICT in langauge learning.

Character Building: Honesty

The development of ICT in langauge learning is getting faster. The important thing is how teachers see and organize it into a betterment for teaching students. In addition, teachers should be aware of negative effects because of ICT's usage. Students may cheat or do other irresponsible manners by using the development of ICT. Therefore, teachers must take a part to capture students' good character building to minimize those irresponsible manners. Being honest, is one of the character traits which can be addressed. Linggar Bharati (2011: 344) shows that honesty defines as truthfulness and sincerity. This character trait is not easy to be gained in writing class. Students may cheat because they may submit writing product which copypastes from internet. As a result, teachers should consider to provide an interesting experiences of learning writing so that students may avoid plagiarize and write honestly.

Real-life Activities to Boost my Students' Awereness of Honesty in Creating Genre

There were four activities which were I planned. These four activities should be conducted by my students in my writing classes. Each class consisted of 25-30 students. I divided each class into several groups which consisted of 3-4 students. They had to conduct the activities in

group, but they had to write their texts individually (except for the last text, one group only created one text which represented the group, therefore peer to peer review was conducted among the other group). Here is the list of the real-life activities:

Activity 1: Creating recount text

    a. Students browsed and experienced the menu of premierskills.britishcouncil.org

    b. Students wrote recount text based on their memories with their group to try the menu of the previous website

    c. Students conducted peer to peer review

    d. Students revised the mistake

Activity 2a: Creating descriptive text (optional)

    a. Students chose and described the feature of one of the menu of the previous website

    b. Students wrote descriptive text

    c. Students conducted peer to peer review

    d. Students revised the mistake

Activity 2b: Creating spoof (optional)

    a. Students wrote their personal funny experiences which were related to the Indonesian culture

    b. Students conducted peer to peer review

    c. Students revised the mistake

Activity 3: Creating prosedure text

    a. Students wrote procedure text based on the daily activities in the pictures such as how to make a cup of tea/coffee, cook a sunny side-up egg, insert sim card into mobile phone, etc.

    b. Students conducted peer to peer review

    c. Students revised the mistake

Activity 4: Creating hortatory or analytical text (optional)

    a. Students visited the tourism and public places in Salatiga, and they observed the strength and weekness of those places

    b. Students wrote hortatory or analytical exposition text

    c. Students conducted peer to peer review

    d. Students revised the mistake

After conducting those activities, it can be informed that these indicators showed the students' efforts to write the genre honestly:

1. Follow the requirement of conducting the activities
   a. Students browsed and experienced the menu of premierskills.britishcouncil.org
   b. Students chose and described the feature of one of the menu of the previous website
   c. Students decided to use Indonesian culture to write spoof
   d. Students recognized how to do something based on the provided-pictures
   e. Students visited the tourism and public places in Salatiga, and they observed the strength and weekness of those places

2. Create the texts based on the activities
   a. Create recount text by conducting the requirement of activity 1
   b. Create descriptive text by conducting the requirement of activity 2a
   c. Create spoof text by conducting the requirement of activity 2b
   d. Create prosedure text by conducting the requirement of activity 3
   e. Create hortatory or analytical text by conducting the requirement of activity 4

3. Review someone's work or group's work
   a. Students conducted peer to peer review on the three texts (recount, descriptive or spoof, procedure text)
   b. Groups conducted peer to peer review on hortatory or analytical text

4. Revise personal and group errors
   a. Students revised the three texts
   b. Groups revised the hortatory or analytical text

Conclusion

From the above explanation, it can be informed that my students were showed having good character trait of honesty. They struggled step by step to conduct the activities and prodused writing product honestly. In conclusion, the real-life activities can be used to boost my students' awereness of honesty in creating genre.

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THE EFFECTIVENESS OF MULTIMEDIA PRESENTATION IN IMPROVING STUDENTS' SPEAKING SKILLS (STUDENT NURSE OF UNIMUS)

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Abstract

The purpose of this paper is to improve students speaking skills using multimedia presentation. The study focuses on the relationship between students' preferences regarding PowerPoint and their speaking skills in the accounting classroom learning process. The study was conducted using classroom action research in undergraduate program of nursing at Semarang Muhammadiyah University in the academic year 2012/2013. The data was collected from a questionnaire, observation note of performance, pre-test and posttest. The study was conducted with cycle model through the steps of planning, conducting, observation, and reflection. The results of this study show a significant relationship between students' preferences regarding PowerPoint Multimedia related to their speaking skills as shown in their improvement of post test, rubric of speaking evaluation and positive responses of students. Students can make an attractive presentation using power point in English. The questionnaire shows that more than 75% students felt easy to understand the materials and comfortable to speak in English. Consequently, it was suggested that teaching learning process using multimedia presentation is recommended into learning process to improve students' speaking skills in English language classroom.

Keywords: multimedia presentation, power point, speaking skill.

INTRODUCTION

Background of study

Obviously, English is one of the most important and powerful language in the world. In Indonesian, Ministry of Education and Culture has put more emphasis on teaching and learning English as foreign languages. With the recognition of the importance of developing speaking skill for students, Muhammadiyah University has implemented a English for nursing program for four semesters and focuses on teaching English extensively for communication.

English study for Nursing in Semester II is informational level and literacy level. Students on informational level is considered to be able to access and collect information related to various knowledge trough language mastery. The informational level is a part of literacy level. Well quoted by Hammond et al (1992: 11) said that there are four literacy levels in learning language. They are performative, functional, informational and epistemic level.

In addition, after making reference about the process of teaching English for Nurse in the third semester about 2 months as a lecturer at that class the researcher found out that all of classes still applied teacher-centered approach to the teaching and learning of English. To solve her own problems and give the students a chance to work independently and practice their English speaking skill, the researcher did a small research on creating an action research on improving speaking skill through multimedia presentation using power point to help students master their speaking skills.

The scope & significance of the study

This study mainly focuses on the impacts of oral presentations using multimedia presentation of PowerPoint on the second year students' performance in English for nursing. Besides, their attitudes towards making oral presentations in class are also one of the concerns of the study. After that, some suggestions to help students improve the effectiveness of their presentations and speaking skills are offered. The study involves the participation of 45 students of Nursing department of Health Faculty at UNIMUS.

Conducting this study in a very specific context, I hope that, to some extent, the effective integration of oral presentations using power point will make my students' speaking and presentation skills much better and the current situation of teaching and learning will encourage students to improve their English speaking skills.

Problem Statement

Mastering English Language is very important to college students to improve their life skill in communication. Implementing multimedia presentation of PowerPoint can help student to improve their speaking skills. Thus, they don't feel burden to learn English but it is the enjoyable and attractive English learning process. Therefore, the researcher did the

implementataion of multimedia presentation of power point to improve students' speaking skill.

The Purpose of Study

The purpose of this paper is to improve students speaking skills using multimedia presentation of PowerPoint. The study focuses on the relationship between students' preferences regarding PowerPoint and their speaking skills in the accounting classroom learning process

LITERATURE REVIEW

Further, Rebele et al. (1998: 207) recommend that in education research is very important to explore how educational technology (especially multimedia presentation) can contribute to the continuing evolution and improvement of accounting education. Ariani (2013) states that presentation needs skills of explaining, stating, practicing, and recommending something to others. Jeffcoat defined the multimedia presentation can be viewed in person on stage, projected, transmitted, or played locally with a media player. A broadcast may be a live or recorded multimedia presentation. Broadcasts and recordings can be either analog or digital electronic media technology. Digital online multimedia may be downloaded or streamed.

Speaking is an activity used by someone to communicate with other. It takes place very where and has become part of our daily activities. When someone speaks, he or she interacts and uses the language to express his or her ideas, feeling and thought. He or she also shares information to other trough communication.

RESEARCH DESIGN

The study was conducted using classroom action research in undergraduate program of nursing at Semarang Muhammadiyah University in the academic year 2012/2013. It is necessary to do researches into classrooms to improve and develop teaching and learning. Teachers need to know what is exactly happening in their classes, what students are thinking, why they are reacting in the way they do, what aspects they need to focus on and how they should change in these aspects and then they will know what is beneficial to their students (Nunan: 1992)

The study was conducted with cycle model through the steps of planning, conducting, observation, and reflection. The data was collected from a questionnaire, observation note of performance, pre-test and posttest. The study was conducted with cycle model through the steps of planning, conducting, observation, and reflection.

Research procedures

Planning

The researcher held some activities related to planning stage such as, looking for references dealing with teaching strategies, multimedia presentation, speaking skills, action research, etc. In detail, the activities of planning stage are as follows.

- Creating lesson plan
- Choosing the topics of nursing journal for undergraduate students of Nursing
- Creating worksheet filled out with presentation techniques using multimedia presentation of PowerPoint.
- Creating scoring rubric of students performance
- Creating questionnaire, interview and observation instruments

Acting

The action of research done was on Joint Construction of Texts Level in oral cycle. Students that were in group comprehended and discussed the material from selected topics to present material by using PowerPoint presentation. unfortunatlelly, after observing students presentation, the researcher found that students presented the materials unactractively and their speaking unclearly. Therefore, to solve the problem, the researcher did treatment of classroom action research to improve students speaking skill by using multimedia presentation of PowerPoint.

Observation and evaluation

Observation and evaluation was conducted on every treatment phase. The gathered data was analysed descriptively. The evaluation of all programs was evaluated by considering analysis results.

Refelection

After getting the detail description of improvement and obstacles during implementing multimedia presentation of PowerPoint, the researcher did the research again from planning level. The second cycles done was to revised and improve the previous cycles to get better results.

A diagram of research process can pigured out in the following digram:

```
  ┌────────────────────┐        ┌──────────────┐
  │ Material Preparation │ ◄───── │  Literature  │
  └────────────────────┘        └──────────────┘
             │
             ▼
      ┌──────────────┐
      │    Before    │
      └──────────────┘
             │
             ▼
  ┌──────────────────────────────────────────────────┐
  │           Classroom Action Research              │
  ├──────────────────────────────────────────────────┤
  │ 1.Cycle 1      3. Questionaire          5.        │
  │ Observation                                       │
  │ 2. Cycle 2     4. Interview                       │
  └──────────────────────────────────────────────────┘
             │
             ▼
      ┌──────────────────┐
      │  After Treatment │
      └──────────────────┘
             │
             ▼
      ┌──────────────────┐
      │   Data Analysis  │
      └──────────────────┘
```

Performance scoring	Multimedia presentation in

Analyzing data, findings and Conclusion

Done
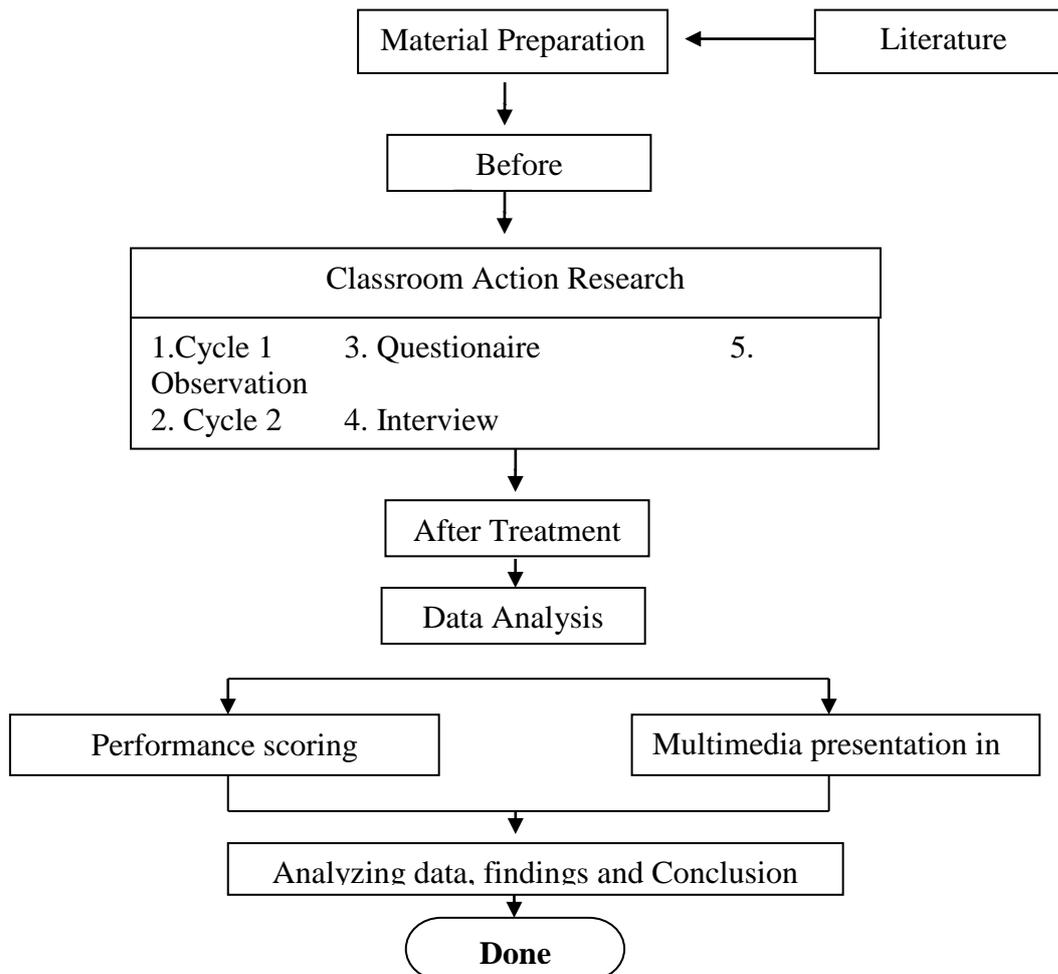
FINDINGS

The results of this study show a significant relationship between students' preferences regarding PowerPoint Multimedia related to their speaking skills as shown in their improvement of post test, rubric of speaking evaluation and positive responses of students.

Results from the observation sheet

Some striking aspects that students need to improve a lot are the use of body language including facial expressions, gestures and eye contact. As be observed, students hardly knew to use body language effectively. More than half of the students in class should enhance their use of these techniques. Another remarkable aspect highlighted in the table is their pronunciation. It seems to me that they do not check the words' phonetic spellings; however, even worse, they might not know to read phonetic symbols. Therefore, it is advisable for the teachers to teach their students to read phonetic symbols before teaching any other things.

Compared to the first time of presentation, students demonstrate some improvements in using presentation skills especially eye contact, facial expression, gesture, and in speaking skills such as fluency and accuracy especially pronunciation. It seems that the students' sense of initiative and awareness are considerably raised through continuous feedback from the teacher and other classmates. Perhaps giving them marks for their presentations also helps make them more responsible for their work. As a result, they are better-prepared for their presentations, so they are also more confident. Because of good presentation, the teacher finds out that their speech is more fluent and they make fewer grammatical mistakes.

The result of Questionnaire

Questionnaire results show that more than half of the students (75%) believed that making oral presentations using multimedia presentation by making an attractive presentation using power point was easy to them and nearly the same percentage reported that they were confident when making presentations in English. Observation results show that almost all of the students had already done presentations in class and overall students were actually highly positive in their beliefs about benefits and usefulness of doing presentations. In particular, they did agree that doing multimedia presentation of PowerPoint helps them learn English better and practice their speaking skill.

The test results

The test result before doing the treatment is 48,68. Meanwhile, after giving treatment in cycle I got 64,50. Furthermore,after giving the treatment in cycle II got 74,45. It means that oral presentation using multimedia presentation of PowerPoint is effective for improving nursing students' speaking ability.

CONCLUSION

This study has showen a significant relationship between students' preferences regarding PowerPoint Multimedia related to their speaking skills as shown in their improvement of post test, rubric of speaking evaluation and positive responses of students

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INTEGRATING LOCAL CULTURE TEXT TO TEACH READING: SUGGESTED LESSON PLAN

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Abstract

The need to integrate local culture text and its teaching into foreign language education is a must. It is very crucial to teach Indonesian local culture text for young learners because the spread of information is so rapidly so that it can decrease their identity as Indonesian people. Reading chosen as this skill will be used at the most frequently than the other skills after their graduation from the schools. This particular paper aims at providing a lesson plan to integrate local culture text in order to teach reading. The sample lesson plan demonstrates one of the creative ways for teachers to incorporate local culture into their classrooms.

Firstly, teacher selects the appropriate text with Indonesian local culture. Secondly, teacher teaches reading through the local culture text using interactive teaching techniques. Lastly, teacher evaluates students' comprehension by giving the test. Therefore, it is important for the teachers to activate students' previous knowledge and introduce our local culture for young learners. Thus, the students will be more interested to read the texts since they have background knowledge about the texts and its cultures.

Keywords: local culture text, teaching reading, lesson plan.

Introduction

Teaching English is commonly believed that accompany cultural foreign values which is usually not appropriate with our own value. This condition happens because the teacher's lack of cultural awareness in teaching EFL (English as a foreign language) or L2 (second language). It causes that most of students may know better about foreign cultural value rather than local cultural value (Sudartini, 2012). It is commonly believed that teaching language is teaching culture, but there is a critical question related to the teaching culture. What kind of culture must be taught to the students? Because culture is inseparable part of learning language (Mitchell and Myles, 2004), so target culture must be embedded in teaching English. It is in accordance with Gonzalez (1995:54) states, the one must teach both language and

culture since the language without contextualization in culture leads to be misunderstanding in understanding the meaning. Unluckily, there is no balanced input for students to get knowledge about their own local culture, as a result, students are more familiar with the target culture because their teachers provide the source of materials which most of them are using authentic materials and it is not in line with students' local culture. Teachers do not have critical analysis to the materials which used in teaching so that the students will get the difficulties in understanding the materials. This phenomenon happens when teacher teaches English which consist of four skills, namely, listening, speaking, reading and writing. This paper will try to focus on the discussion of teaching reading with using suggested lesson plan.

Teaching English reading is not easy task for the teachers since it can influence to other skills mastery. It is not only to ask the students read independently but also to motivate them to like reading. Unfortunately, most of the texts used which is not matched with students' background knowledge so that reading is seen as monotonous and uninteresting activities (Royani, 2012). It happens because some factors. First, reading is seen as a passive skill is not an active skill, in fact, reading is an active activity which involves the students' schemata and texts or reading materials (Eskey, 1999). It means that there is a strong relationship between texts and activating students' background knowledge. Choosing the appropriate English text will activate students' previous knowledge and attract their attention to learn reading. Second, not all of students are interested in reading so that the students need to be motivated in learning reading. Students' motivation is very important for the success of reading. Guthrie (1996) stated that reading consists of motivational and cognitive characteristics of the reader who involved cognitive, metacognitive and social strategies with the text. Motivation is a determiner factor to be a successful learner in reading. If students have had a good internal motivation, consequently, they will be easier to learn reading and in reverse.

The objective of teaching English is to make students can communicate with using a target language. The content of materials should be relevant to students' lives, social environment, cultural values, universal values and nation diversity act No.20 Year 2003 about National Education, article 4 and 55 (legalitas, org). The integration of local culture – Javanese, Sundanese, Balinese, Acehnese, and any other Indonesian tribes and cultures in teaching

English must be used in teaching English as a FL. In teaching reading, the use of local culture text is suggested to be conducted in EFL classroom since it is familiar with students live.

In relation to the importance of teaching reading using local culture text in EFL classroom, it is needed to design lesson plan to teach it because there are internal and external reasons for planning lessons (McCutcheon, 1980). Teachers plan for internal reasons in order to feel more confident, to learn the subject matter better, to enable lessons to run more smoothly, and to anticipate problems before. For external reasons, in order to satisfy the expectations of the principal or supervisor and to guide a substitute teacher in case the class needs one. Therefore, this paper will provide the implementation of teaching reading using local culture text with a set of suggested lesson plan.

The Characteristic of Teaching Reading

Reading can be seen in narrow sense to refer a set of acquiring information from printed or written text and in relation to thinking skills necessary to understand text (Eskey, 1999). There are two main important jobs for reading teacher (Ibid, 1999:9). The first, teacher should provide the reading texts which are appropriate linguistically with students' need, and the second, to motivate students reading for pleasure, they can choose reading materials which based on their needs. Thereby, Teaching reading is not only teach some words and explain about the difficult words but also make our students learn reading by themselves so that students can access reading source materials and read for pleasure inside and outside the classroom. It is difficult job but it is possible with providing interesting topics which based on students' interest. According to Harmer (1998), there are six principles of teaching reading. Three of them are following as:

Principle 1 : Reading is not a passive skill but it is an active skill

Principle 2 : Students need to be engaged with what they are reading.

Principle 3 : Students should be encouraged to respond to the content of a reading text, not just the language.

It can be inferred that teaching reading should involve student's interest and invite them to understand the meaning of the text or story explicitly and implicitly. In relation with it, Brown (2001) stated there are some principles in teaching reading, two of them are:

(1) Identify the purpose of reading

To be an effective reader, first of all, students must know the goal of reading so they can get to the point and omit the distraction during the reading process.

(2) Use techniques that are intrinsically motivating.

Interactive techniques or interesting materials chosen as they are relevant with the goal of learning and students' daily life so that teaching learning activity in reading will be fun.

These principles of teaching reading are useful to help students achieve their goal of learning and to be efficient and effective reader.

The Nature of Local Culture Text

The students' involvement to the text is the main goal of teaching reading. In order to do it, the role of local culture text can be optimally used. It happens as the nature of local culture is the texts which contain the local events, norm, environment, and culture. The use of local culture text is effective to engage student's with the learning materials because it is closer to the students' life. It is accordance with Davis (1996: 233-234) stating that student' daily lives, cultures, environments, hopes and fears, and needs must be involved in what is happening around them in the class during the teaching-learning process. Now, it is clear that giving the texts based on the students' local culture can make students easier in learning because they have been familiar and previous knowledge about it.

To make English learning holistic experience, it is important to integrate between culture and local context. Culture consists of values, beliefs, and ways of perceiving (Irvine and York: 1995). The materials should be students' real life situation in order that their learning becomes meaningful and useful taking into account that language is a means of communication (Madya, 2004). It can be fulfilled with using of local context which has been explained before that it is closer to the students' daily life. Kramsch and Sullivan (1996) states that 'local culture' in TEFL should be taught. This statement clearly supports local culture cannot be separated in TEFL, even though, teaching English itself means teaching with its

own culture but, English teacher can insert local culture text in teaching reading. Thus, students' local culture should not be left behind.

Teaching reading with using local culture is effective because the students are common with the culture. If the students learn from the text which based on the local culture, of course, the students will be engaged in it. The important thing that students need to be involved with the text what they are reading about it (Harmer: 1998). When the students are familiar with the information which is written in the text, they will talk or take a participation in reading class. The reading class will be more enthusiastic than before using local culture text because the students have background knowledge about it, as a result, it can trigger them to think actively.

The similarity of the topic and students' previous knowledge in using local culture text can be another advantage. Anderson (2003) believed that reading as a fluent process of readers combining information from a text and previous knowledge. Since the topic is familiar with students so that the learning process will take easier than students are unfamiliar with the topic. Lastly, teaching reading using local culture text will keep the culture of students' language first existence. There is an important reason why students' local culture needs to be preserved. Widdowson (1994) clearly states that the use of a pedagogy of the authentic materials which '[inappropriately] privileges native-speaker use' and imposes its norms at the global level, he suggests a pedagogy of the appropriate, which revises the authentic and adapts it to local conditions. It means that the simplification of the text is permitted in teaching English as a foreign language (Crossley, McCarthy, and McNamara: 2006). The inappropriate culture can be avoided when the text is adapted to the local culture because what is authentic in one context might not be appropriate to another culture; therefore, it is allowed to make appropriate or adaptation to certain culture. It can be stated that each country has different culture which by using local culture text can be an effective media to teach reading. Thereby, selecting the appropriate topic will be the first priority by the teachers

Topic Selection to be Inserted in Local Culture Text

To provide systematic lesson for students, teacher needs a list of chosen topic that can be used in EFL classroom. Selected topics can be grouped into areas or categories. Hasselgreen (2003) suggests a list of categories that include *the ability of coping with daily life activities,*

traditions and living conditions (e.g., good manners, dressing, and meeting people), *confidence with values, beliefs and attitudes of the foreign language users* (e.g., what they are proud of, worry about and find funny), *the ability to use verbal communication means* (e.g: greeting, apologizing, expressing gratitude, embarrassment and love), and *the ability to use non-verbal language* (e.g., body language and facial expression). Detailed information on these categories can be seen in the Appendix. Thus, the selection of culturally appropriate topics is a starting point for English teachers to integrate local cultures in their teaching materials. The use of interesting material and interactive teaching technique will help students in understanding reading materials.

Implementation of Local Culture Text

The topic of local culture text can be folk tale, story tale, legend, and dance, traditional food, custom in a region or country and so forth. It can be implemented in any level of study. The genre of text will not change because the local culture is only the topic which is inserted in the text. The flexibility of local culture text can be related to the objective of learning.

In Elementary school, the local culture texts can be used in the texts of some chapters. For instance for the fifth grade students, there is a chapter talked about daily activity. The local culture can be integrated in the texts.

In Junior High School level, the integration of local culture texts can be in the genre texts. For example in the second grade of Junior High School, there is a genre text about procedure text. The local culture which can inserted in the procedure can be various, one of which is how to make the local food such as *How to Make Fried rice, How to Make Rendang,* etc.

In the level of Senior High School, the local culture texts can be more various. In the narrative text, for example, there will be many local stories which can be used in the texts. In the narrative texts, the topics which can be used are various. It can be the folk tale, legend, or other local story tales. This is one of the examples of narrative text using the local culture.

However, in this paper, I will focus on teaching reading with using local culture text in senior high school by providing suggested lesson plan and sample of materials.

No	Senior High School

1.

Krakatau Festival

(Cultural event from Lampung)

Krakatau Festival, the prime event of the province of **Lampung** will take place from 6 to 13 October 2012, and held in conjunction with **the 18th Tourism Indonesia Mart & Expo (TIME)**.

Krakatau Festival will feature a wide range of traditional art and cultural displays such as an Indonesian cultural parade, traditional dances, Lampung culinary bazaar, and to top it all is a tour to the historic Krakatau Volcanic Islands.

Participated by all regencies and cities within the province of Lampung, the festival was preceded by the Lampung Fair held from early May to June 2012 and a series of events such as traditional Pop Song competition (20 June 2012), Traditional dance Creation Competition (23 June 2012) and the Muli Mekhanai Pageant 2012 in early July.

As pinnacle of the Festival, participants will be taken to the remnants of one of the most well known volcanoes in history, Mount Krakatau. After its catastrophic eruption in 1883, where once stood the mighty **Krakatau volcano**, today only a number of idyllic small tropical islands are left in the Sunda Straits located between the islands of Java and Sumatra.

These are the Krakatau islands which comprise **Rakata** or **Krakatau Besar (Large Krakatau)**, **Panjang** or **Krakatau Kecil (Small Krakatau)**, **Sertung** and **the Anak Krakatau (The child of Krakatau)**. While the islands of Rakata, Sertung and Panjang are remnants of the ancient Mount Krakatau, Anak Krakatau is an active volcano that surfaced only in 1927 and incredibly, still continues to grow as a result of volcanic activities below.

As the site of one of the most catastrophic natural disasters in the world, the Krakatau Islands are considered today as a massive natural laboratory. Encompassing a total area of 13.735,10 hectares, they comprise 11.200 hectares of marine reserves and 2,535.10 hectares of land reserves, the Krakatau Islands bear considerable importance to scientists in Geology, Biology and volcanology. For general visitors, nonetheless, the sheer view and incredible history of volcanic activities of the islands are surely something worth travelling for.

http://www.indonesia.travel/en/event/detail/534/newsdetail.php

Suggested Lesson Plan

This lesson plan is suggested to be used optimally in teaching reading using local culture text. The lesson plan is adapted from Farell in Richards and Renandya (2002: 36-37), but the flexibility of using lesson plan depends on the teacher's goal of teaching and his/her style of teaching. The benefit of writing this lesson plan is to have a clear plan in teaching so that the confusion can be reduced and the use of time can be maximized. Richards (1998:103) states that lesson plan helps the teacher think about the lesson in advance to resolve problems and difficulties, to provide a structure of a lesson, to provide 'a map' for the teacher to follow, and to provide a record of what has been taught. Lastly, the classroom management will be easier.

Lesson Plan for SHS

Time : 90 minutes **Subject** : English language

Language Focus: Reading **Topic** : The Legend

Class : XI (Science)

Objectives :

Students are able to explain the main idea of the text. Students are able to understand the story.

Prior Knowledge:

Students have learned how to locate information by reading and finding the main sentence of each paragraph.

Teaching Technique:

Jigsaw

Materials :

1. Reading materials – article from internet about local culture
2. LCD
3. Whiteboard

Step	Time	Tasks (Teacher)	Tasks (Pupils)	Interaction	Purpose
1.	5-10 mins	**Opening :** Introduction to the topic	Listen	T ⇆ Ss (T = teacher,	Arouse interest

				Ss = students)	Activate schema for legend
		legend. ✓T activates schema for legend. ✓T asks Ss to help him or her write down as many as they can about legend story from local culture on the whiteboard ✓T asks Ss to give the moral value in each written story which based on their words.	✓Ss call out the answer to the question as the T writes the answers on the board. ✓T writes the answers		
2.	35 mins	✓T divides the class into a 5 jigsaw groups and one student should be appointed as the group leader. ✓T shares the local culture text. ✓The text is divided into 5 segments (one for each member) ✓Each S is assigned one segment to master it. ✓Ss should be given time to read and master over their segment.(15 minutes) ✓Then, experts groups should be formed in the same segment to discuss the main points of their segment and rehearse the	✓Ss are divided into five groups ✓Each S get one segment/part that must be mastered ✓ Ss will discuss the same part in the expert group ✓Ss present his or her segment	T ⇆ Ss Ss ⇆ Ss Ss ⇆ Ss	Encourage students to work cooperatively Trigger them to think actively

No.	Time			Interaction	
		presentation they are going to make to their jigsaw group. (10 minute) ✓Ss come back to their jigsaw group.	to the group. Other members are encouraged to ask question for clarification. (10 minute).		
3.	40 mins	✓One S presents the result of discussion in front of class.(15 minutes) ✓T gives test in reading comprehension.(25 minutes)	✓ One S presents his or her group discussion. ✓ Other Ss can give comments	Ss ⇆ Ss T ⇆ Ss	Motivate Ss to express their opinion or ideas Share Ss ideas to the others
4.	5 mins	✓T summarizes the lesson about the legend of Surabaya. ✓T gives the homework Follow up : Next lesson : To teach the Ss to find the main idea of the passage by scanning.	Ss listen	T ⇆ Ss	To remind Ss what they have just done and why – to develop pupil metacognitive awareness.

Key: Interaction: T ⇆ Ss means teacher interacts with the whole class

a. Reading Task

The task is an input-based activity which aims to elicit students' prior knowledge or experience. By asking and answering activity, students can recall their experience in joining the traditional festival. In this way, they can exchange their ideas to the others and can connect the recent information with their previous knowledge. It is important for teachers to bear in mind that when this task is implemented. He or she must make a sure that the choice

of words is based on learner's prior knowledge (linguistic schemata) or, alternatively, the choice can also be based on key words which appear in a reading text that learners are going to read(Kristiawan, 2012:179).

Table. 1: Student's previous knowledge activation

A teacher asks these questions, or students take turn asking these questions in pairs.

1. Did you know the history of krakatoa festival?
2. Have you ever joined or seen the krakatoa festival?
3. With whom you have joined or seen the festival?
4. How did you feel when you joined or seen the krakatoa festival?

To create an interactive learning atmosphere, a teacher can provide a word map as mediating tool for encouraging student engagement. A word map is a creative process and a natural way to organize words into specific topics. It can trigger students to the related words, and it is the easy way to help students remember the words. The sample of a word map is shown below.

Activity …………… ………. …………… ………..		**Things in festival** ………………… ………………… …………………
	Krakatoa Festival	
Special activity ……………… ……………… ………………		**Festival participants** ……………………… ……………………… ………………………
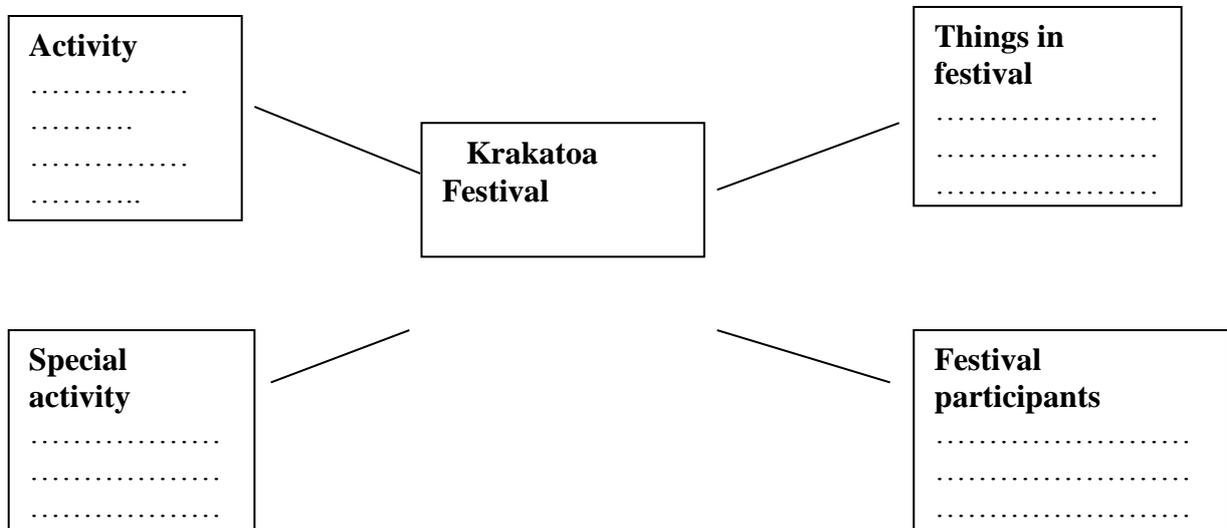
Indonesian cultural parade	all regencies and cities within the province of Lampung
Traditional dances	traditional art and cultural displays
Lampung culinary bazaar	
a tour to the historic Krakatau Volcanic Islands	

(adapted from Kristiawan, 2012)

Conclusion

As is clear from the foregoing discussion, teaching reading through using local culture text with suggested lesson plan is so effective media. There are three steps that are easy to be implemented. First, teacher selects the appropriate text with Indonesian local culture. Second, teacher teaches reading through the local culture text using interactive teaching techniques. Last, teacher evaluates students' comprehension by giving the test. The use of local culture text can activate students' previous knowledge because it has the same culture with students'. Teaching reading becomes interesting and active because the use of local culture text can help students integrate the discussed topic with their reality. In addition, the suggested lesson plan is provided in order to help the teachers in teaching reading through local culture text in EFL classroom using interactive techniques. Thus, the use of local culture text is very helpful in teaching reading.

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APPENDIX

Categories of Cultural Topic by Hasselgreen (2003, 48-52)

1. Ability of coping with daily life activities, traditions, and living conditions (e.g., home, school, festivals etc).

   - Everyday family life meals, variety of food, daily routine, housing, family size, house work, pets, and other animals, TV, internet.

   - School: system, class size, grades, routines, meals, breaks, uniform, social needs.

   - Leisure time: going out with friends, sport, keeping fit, holidays.

   - Festivities (focus on food and rituals occasionally costume): national festivals and feasts days, other international feast days, youth festivals.

   - Country generally-living conditions: locations, demography, occupations, farming activities, nature, geography, climate, language, urban-rural communities, regional differences, social classes.

2. Ability to deal with social conventions (e.g., good manners, dressing, and meeting people)

   - Roles and relationships: boys-girls, men-women, younger-older generation, family-society, family circle and cohesion, women's working situation, helping each other.

   - Visiting and hospitality: punctuality, introductions, sharing, gifts, washing hands, taking off shoes, sitting down, leaving early.

   - Social occasions: funerals, weddings, expressing emotions: degree of noise, excitability, flamboyance.

   - Going out: smoking and drinking etiquette and habits, table manners,

   - Clothes: dress code-general-formal for going out.

3. Confidence with the values, beliefs, and attitudes of the foreign language users (e.g., what they are proud of, worry about and find funny)

   - Concerned with family, life, friends, school success, economy, prices, unemployment, sport, keeping fit, diseases, pollution, housing problems, gossip.

   - Characterization: friendly, simple, polite, sincere, caring, open-minded, tolerant, rude, bad-tempered, hypocritical, conservative.

   - Religion: mosque/church-going etc

   - Beliefs: superstitions, physical appearance, skin-hair colour.

- Cultural heritage: national history and independence, country, nature, population, national heroes, athletes, sportsmen, singers

- National stereotypes and reality: ethnic identities and conflicts, war, terrorism, emigration.

- Sense of humor: direct humor, irony, telling jokes about other people and nations, own and others' misfortune.

4. Ability to use verbal communication means (e.g., greeting, apologizing, expressing gratitude, embarrassment and love)

- Addressing people: degrees of politeness and distance, greetings, apologizing.

- Striking up conversation: talking to friends and strangers, being noisy, quiet, turn-talking, interrupting, talking to small children adults, using thank you, please.

- Saying proverbs: animal reference (i.e. as stupid as)

- Emotions-feelings: expressing love, implusiveness, shyness, embrassment, taboos.

5. Ability to use non-verbal language (e.g., body language, and facial expressions)

- Body language: shaking hands, kissing, hugging, nodding, gesticulating-hand signals

- Body contact: touching, standing too close, too far.

- Facial expression: eye contact, winking, smiling, crying, showing, anger.

Lesson Plan for SHS

Time	: 90 minutes	**Subject**	: English language
Language Focus	: Reading	**Topic**	: The Legend
Class	: XI (Science)		

Objectives :
Students are able to explain the main idea of the text. Students are able to understand the story.

Prior Knowledge:
Students have learned how to locate information by reading and finding the main sentence of each paragraph.

Teaching Technique:
Jigsaw

Materials :
1. Reading materials – article from internet about local culture
2. LCD
3. Whiteboard

Step	Time	Tasks (Teacher)	Tasks (Pupils)	Interaction	Purpose
1.	5-10 mins	**Opening :** Introduction to the topic legend. ✓T activates schema for legend. ✓T asks Ss to help him or her write down as many as they can about legend story from local culture on the whiteboard ✓T asks Ss to give the moral value in each written story which based on their words.	Listen ✓Ss call out the answer to the question as the T writes the answers on the board. ✓T writes the answers	T ⇆ Ss (T = teacher, Ss = students)	Arouse interest Activate schema for legend
2.	35 mins	✓T divides the class into a 5 jigsaw groups and one student should be appointed as the group leader. ✓T shares the local culture text. ✓The text is divided into 5 segments (one for each member) ✓Each S is assigned one segment to master it.	✓Ss are divided into five groups ✓Each S get one segment/part that must be mastered	T ⇆ Ss	Encourage students to work cooperatively Trigger them to think actively

		✓Ss should be given time to read and master over their segment.(15 minutes) ✓Then, experts groups should be formed in the same segment to discuss the main points of their segment and rehearse the presentation they are going to make to their jigsaw group. (10 minute) ✓Ss come back to their jigsaw group.	✓ Ss will discuss the same part in the expert group ✓Ss present his or her segment to the group. Other members are encouraged to ask question for clarification. (10 minute).	Ss ⇆ Ss Ss ⇆ Ss	
3.	40 mins	✓One S presents the result of discussion in front of class.(15 minutes) ✓T gives test in reading comprehension.(25 minutes)	✓ One S presents his or her group discussion. ✓ Other Ss can give comments	Ss ⇆ Ss T ⇆ Ss	Motivate Ss to express their opinion or ideas Share Ss ideas to the others
4.	5 mins	✓T summarizes the lesson about the legend of Surabaya. ✓T gives the homework Follow up : Next lesson : To teach the Ss to find the main idea of the passage by scanning.	Ss listen	T ⇆ Ss	To remind Ss what they have just done and why – to develop pupil metacognitive awareness.

Key: Interaction: T ⇆ Ss means teacher interacts with the whole class

CURRICULUM IN EDUCATION AND CHARACTER BUILDING PROGRAM IN NEW ZEALAND PRIMARY SCHOOLS

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Abstract

As one of the most leading country at the quality education, New Zealand's students consistently achieve high rank at the Programme for International Students Assessment (PISA) for years. The paper will explore what curriculum in education used at primary school level in New Zealand is about. The focus is on the children's character building program of the curriculum as a fundamental basis in teaching. The discussion will be followed by examples of how those programs are implemented in primary high schools both inside and outside the classrooms. It is hoped that we can learn from this curriculum system for the better quality of Indonesian educational system. Reconstructions in every single part of education will give great contribution to achieve the aims of creating qualified Indonesian people; to able to compete in this global world and have responsibility of their morals and behaviors. Introduction

BACKGROUND

New Zealand is an island country in the southwestern of Pacific Ocean. With the total areas of 268,021 km^2 and population of 4,468,200, this country ranks 122nd among 242 countries in the world based on their population. Although considered as a small country, New Zealand has a very good quality of life and education. The World Education Index 2007 puts New Zealand at the 4th rank of the Highest Education Indexes in the world. Additionally, The Programme for International Student Assessment (PISA), a worldwide study by the Organisation for Economic Co-operation and Development (OECD) in the assessment of 15-year-old school pupils' scholastic performance on mathematics, science, and reading, consistently awarded New Zealand at the top ten Ranking out of participating 74 countries.

In New Zealand school system, the school grades are based on students' ages; from Year 1 – 13. A child will start his/her Year 1at school for the very first time at his/her 5th birthday.

Then, they will automatically promote to a one-level higher grade at the end of the national academic year in December. However, the students at the same year do not necessarily get same school subjects and levels. They will be grouped to certain school subjects based on their levels of performances and interest. Therefore, it is possible that some students receive higher or lower learning material level than their classmates.

NEW ZEALAND NATIONAL CURRICULUM

The New Zealand Curriculum is a statement of official policy relating to teaching and learning in English medium New Zealand schools. Its principal function is to set the direction for student learning and to provide guidance for schools as they design and review their curriculum. A parallel document, *Te Marautanga o Aotearoa*, will serve the same function for Maori medium schools. both start with visions of young people who will develop the competencies they need for study, work, and lifelong learning and go on to realize their potential.

The curriculum is designed as a revision of the previous curriculum which was launched in 1992. Since many education stakeholders in New Zealand stated that the 1992 curriculum was not suitable anymore to the development of the country and technology, the government conducted a review of the curriculum from 2000 to 2002. Based on the results, the cabinet agreed that National Curriculum should be revised. The process took 4 years to complete. Widely representative reference group oversaw a development process. This process involves many programs such as trials in schools, collaborative working parties, online discussions, and an inquiry into relevant national and international research. Then, a draft for Consultation was launched in 2006. The Ministry of Education received more than 10.000 submissions in response. Those responses were collected and analyzed in order to improve the draft. Finally, the New National Curriculum was officially launched on November 2007 in which all schools required to give full effect on February 2010.

There are eight Learning areas covered in the curriculum, they are (i) English; in which the students study, use, and enjoy language and literature communicated orally, visually, or in writing, (ii) Arts; students explore, refine, and communicate ideas as they connect thinking, imagination, senses, and feelings to create works and respond to the works of others, (iii)

Health and Physical Education; students learn about their own well-being, and that of others and society, in health-related and movement contexts, (iv) Learning Languages; students learn to communicate in an additional language, develop their capacity to learn further languages, and explore different world views in relation to their own, (v) Mathematics and Statistics; students explore relationships in quantities, space, and data and learn to express these relationships in ways that help them to make sense of the world around them, (vi) Science; students explore how both the natural physical world and science itself work so that they can participate as critical, informed, and responsible citizens in a society in which science plays a significant role, (vii) Social Sciences; students explore how societies work and how they themselves can participate and take action as critical, informed, and responsible citizens, and (viii) Technology; students learn to be innovative developers of products and systems and discerning consumers who will make a difference in the world.

From 2010, all schools with children in Years 1-8 will be using National Standards in Reading, Writing and Maths. The standards are a description of what all New Zealand children are expected to be able to do in Reading, Writing and Maths in Years 1-8. They have been developed by the Ministry of Education and subject experts.

In the new national curriculum, some achievement objectives are also determined. Then, assessments are conducted to measure the achievement. The assessment should be integral to the teaching inquiry process because it is the basis for both the focusing the inquiry and the learning inquiry. The primary purpose of the assessment is to improve students' learning and teachers' teaching as both student and teacher respond to the information that it provides. Therefore, the assessments should benefit students, involves students, supports teaching and learning goals and be planned and communicated. However, there is no a National Assessment. Instead, students' achievements are assessed through tests managed by the teachers and schools with the basis the New Zealand Curriculum (Assessment for National Qualification). Examples of the qualification is available at Literacy Learning Progression and Achievement Objectives by Learning Areas documents which also released by the NZ governments.

CHARACTER BUILDING

There are two parallel documents are used as the New Zealand National Curriculums. *The New Zealand Curriculum* applies to all English medium state schools (including integrated schools) and to all students in those schools, irrespective of their gender, sexuality, ethnicity, belief, ability or disability, social or cultural background, or geographical location, a parallel document, *Te Marautanga o Aotearoa*, will serve the same function for Maori medium schools. Although they come from different perspectives, both principal functions are to set the direction for student learning and to provide guidance for schools as they design and review their curriculum.

Character building plays an important role in the two parallel Curriculums of New Zealand. It can be seen through the whole aspects of curriculums such as the purpose and scope, visions, principles, and values. As a statement of official policy, the curriculums start with visions of young people who will develop the competencies they need for study, work, and lifelong learning and go on to realize their potential. As stated, the visions of education for young people in New Zealand who will:

- be creative, energetic, and enterprising;
- seize the opportunities offered by new knowledge and technologies to secure a sustainable social, cultural, economic, and environmental future for our country;
- work to create an Aotearoa New Zealand in which Maori and Pakeha recognize each other as full Treaty partners, and in which all cultures are valued for the contributions they bring;
- continue to develop the values, knowledge, and competencies that will enable them to live full and satisfying lives;
- be confident, connected, actively involved, and lifelong learners.

It implies that the curriculum should support and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances. Students will be encouraged to value excellence, by aiming high and by persevering in the face of difficulties. Students' innovation, inquiry, and curiosity are also developed through thinking critically, creatively, and reflectively.

In order to build student's awareness to New Zealand's cultural diversity and values the histories and traditions of all its people, they will also be encouraged to develop their diversity awareness, as found in their different cultures, languages, and heritages As the New Zealand's education applies inclusive education system,

The curriculum should also non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities, and talents are recognized and affirmed and that their learning needs are addressed. The students to develop equity, through fairness and social justice with no discrimination of others

As the Foundations of curriculum decision making, some principles are set. They are high expectations, cultural diversity, inclusion, coherence, future focus, treaty of Waitangi, Community Engagement, and Learning to learn.

Another principle is that the curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning. The curriculum encourages students to look to the future by exploring such significant future focused issues as sustainability, citizenship, enterprise, and globalization. The curriculum should also acknowledge the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Maori me ona tikanga.

Regarding the community and environment, the curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whanau, and communities. Through education, student develop their community and participation for the common good, ecological sustainability and care for the environment. They learn about integrity which involves being honest, responsible, and accountable and acting ethically and to respect themselves, others, and human rights.

The last principle is that the curriculum should be able to encourage all students to reflect on their own learning processes and to learn how to learn. It implies that Learning is an inquiry Process for students to progressively improve their critical thinking ability. Students are more

than passive recipients of what their teachers explain to them. Instead, the teacher should guide students through problem-solving approach to learn how to explore the knowledge and find solutions of problems they have.

The values above are encouraged, modeled, and explored to the students in everyday actions and interactions within the school. The specific ways in which these values find expression in an individual school will be guided by dialogue between the school and its community. They should be evident in the school's philosophy, structures, curriculum, classrooms, and relationships. When the school community has developed strongly held and clearly articulated values, those values are likely to be expressed. Through their learning experiences, students will learn about their own values and those of others; different kinds of values, such as moral, social, cultural, aesthetic, and economic values; the values on which New Zealand's cultural and institutional traditions are based; the values of other groups and cultures. It is expected through learning, students will be able to develop their ability to express their own values, explore, with empathy, the values of others, critically analyze values and actions based on them discuss disagreements that arise from differences in values and negotiate solutions, and make ethical decisions and act on them. All the values listed above can be expanded into clusters of related values that collectively suggest their fuller meanings. For example, *community and participation for the common good* is associated with values and notions such as peace, citizenship, and manaakitanga.

IMPLEMENTATION

As mentioned before, the National New Zealanad Curriculum is a framework rather than a detailed plan. While every school curriculum must be clearly aligned with the intent of the National Curriculum, school have considerably flexibility when determining the detail.

A school curriculum which has strong basis on the New Zealand National Curriculum is the one developed and implemented at the Fairfield Elementary School, a public school in Palmerston North, New Zealand.

(http://www.fairfieldprimary.school.nz/opendoor.html)

As can be seen from the picture above, the Fairfield Elementary School has developed the national in relation with its own vision and mission to build and improve students' character building such as in Persistence, Respect, Confidence, Honesty, Leadership, Using Initiative, Taking Responsibility, Cooperation, Organization, etting Goals, Empathy, and Independence.

In the teaching-learning activities, those principles are explored into class activities both indoor and outdoor such as:

- *Excursion*
- *Shopping*
- *Post office*
- *Drama and dance production*
- *Orchestra performance*
- *Beach and river*
- *Wildlife park*
- *Police and fire station*
- *Marae, cultural festival*

- *Hairdresser*
- *Art gallery and museum*
- *Factory and business*
- *Another school*
- *Community rubbish collection*
- *Recycling centre*
- *Parents' work places*
- *Parks and playgrounds*

An example of how the class activity is applied can be seen from the explanation above. In order to prepare the Marae, New Zealand cultural festival, the students were actively involved at the whole aspects of the festival preparation. After being grouped based on their interest, the students, guided by the teachers, planned and managed the festival mainly by themselves; some to perform traditional dances, while other groups of students are responsible to the lighting and decoration of the festive. There are others who managed the costumes and even the production management.

Through those activities, the student learned how to develop positive attitudes. They learnt how to make discussion and respect others in preparing the production. They also develop their positive awareness of the crew members. Besides, their self-confidence and cooperative skills were also improved by performing their works to show to parents and public audiences.

To conclude, the National Curriculum of New Zealand has put strong emphasis on the character building programs for the students. The curriculum encourages all students to reflect on their own learning processes and to learn how to learn. Positive encouragement is very important to keep students motivated. This is supported by the school teaching-learning activities through school programs. During the class,   teachers are responsible to focus their class activities to maintain student's positive motivation and interest and to build their capabilities for living and students as lifelong learners such as thinking, using language, symbols, and texts, managing self, relating to others, participating and contributing. Those key competencies are very essential for a better future of people and, at the end, to the country.

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IMPROVING THE STUDENTS' COMPETENCE IN DEVELOPING A PARAGRAPH OF DISCUSSION TEXTS USING THEMATIC PROGRESSION PATTERNS WITH COOPERATIVE LEARNING METHOD (TP-CL)

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Abstract

This research analyzes the effectiveness of thematic progression patterns with cooperative learning method (TP-CL) in teaching the students' competence in developing a paragraph of discussion texts and the effectiveness of teaching-learning activities of paragraph writing class. This mixed method research was conducted in the English Department of Tidar University of Magelang in the academic year of 2011/2012. The sample of this research were the fourth semester students of UTM. To collect the research data, writing test, observation and interview were used while to analyze the data, she used descriptive and inferential statistics for quantitative data and constant comparative method for qualitative data.

The first result shows that implementing TP-CL is effective for teaching the students' competence in developing a paragraph of discussion texts. It can be seen from the results of writing tests. Based on Brown and Bailey's theory in Brown (2004), it can be seen that the mean score of organization element in pretest is 10.77 and the post test of paragraph writing is 16.73. The second result shows that there is an improvement of the effectiveness of teaching-learning activity of writing class by implementing TP-CL. The effectiveness can be seen from the indicators of effective teaching based on Blum in Nunan and Lamb (1996) and Creemer's theory (1994). The results suggest that writing lecturers should introduce to develop a paragraph to the students in order that they can write paragraphs coherently and various theme in order that they can write the paragraph artistically.

Keywords: Mixed Method Research, Thematic Progression Patterns, Cooperative Learning, Discussion text.

Introduction

Writing is very important to be mastered by English Department Students of Tidar University of Magelang besides speaking, listening and reading. It plays a very important role. As a skill

subject, writing provides the students with basic knowledge and skill of writing. Since the outputs of this department are English teachers who are expected to be ready to teach English especially at Junior High School (SMP) and Senior High School (SMA), this department uses text- based syllabus for writing subject. It is because SMP and SMA use text- based curriculum for English subject. In line with the above facts, English department students of UTM are required to be able to write various texts either in the form of paragraph or essay.

Based on the facts, writing is a problem that hinders many students of English Department of UTM. Most students' writing is not in a good textual organization. The students still found difficulties in organizing the messages in their paragraphs. Besides that, some students still found difficulties in writing the logical development of idea (content), grammar, and style and quality of expression. In this case, some of the students could not develop the next clause from the preceding clause. They did not refer the subject of the next clause to the previous one. As a result, the students cannot write the paragraph coherently. Besides that, some students always wrote subject as the theme of the clause. It makes the text/paragraph look monotonous. In addition to that, some students still found difficulties in writing the logical development of idea (content), grammar, and style and quality of expression. The average score of each component of the students' writing test in pretest based on Brown and Bailey's theory (1984) can be seen in table 1.

Table 1. The average score of pretest of paragraph writing

No	Component	Score	Category
1.	Organization: introduction, Body and conclusion	10.77	Unacceptable
2.	Logical development of idea: content	11.38	Unacceptable
3.	Grammar	10.73	Unacceptable
4.	Punctuation, spelling and mechanics.	13.50	Adequate to fair
5.	Style and quality of expression	12.56	Adequate to fair

Based on the above pretest of paragraph writing test, it could be seen that the ability of the students in organization in this case it was related to how the students develop the introduction, body and conclusion of the paragraph was still poor. It could be recognized from the average score. The average score was 10.77. It belonged to unacceptable category. It means the organization can be barely be seen; there were still several problems with ordering of ideas; lack of ideas; lack of supporting evidence; conclusion was weak or illogical; in adequate effort of organization. In addition to that, this problem is also caused by the teaching-learning activity which was not effective. It was based on the students' observation and the interview.

To solve the above problems, it was needed techniques that made the students easy to develop the paragraphs. One of the ways to make the students easy to develop the paragraph was by introducing theme-rheme negotiation (thematic progression patterns). It is because in writing paragraph, the students are expected to be able to organize the paragraph coherently. One of the ways to treat the students to be able to write the paragraph coherently is by introducing them theme-rheme negotiation. It is because by theme- rheme negotiation, the students are helped to develop the paragraph by developing the theme elements or rheme elements. Developing the paragraph by picking out those elements will create coherent paragraphs. Besides that, it needs techniques that make the teaching-learning activities effective. Based on the above consideration, the writer conducted a classroom a mixed method research research by examining the effectiveness of thematic progression patterns with cooperative learning method (TP-CL) in teaching writing skill to the English Department students of UTM. The problems addressed in the research are the following.

(1) to what extent thematic progression patterns cooperative learning method (TP-CL) is effective for teaching the students' competence in developing a paragraph of discussion texts?

(2) To what extent thematic progression patterns with cooperative learning method (TP-CL) is effective for teaching paragraph writing?

Discussing paragraph, there are some definitions about it. One of the definitions is taken from Bram (1995). He states that a paragraph is as a group of sentences which contain relevant information about one main or central idea that is expresses in the topic sentence. Further, he

states that since a good paragraph normally focuses on only one central idea that is expressed in the topic sentence, we need to construct a good topic sentence as the starting point.

In addition to that, a good organization of Theme and Rheme in a paragraph will make the paragraph coherent. The definition of Theme and Rheme as stated by Halliday (1994: 37) is as follows: Theme is the element which serves as point of departure of the message; it is that with which the clause is concerned. The reminder of the message, the part in which Theme is developed is called Rheme. As a message structure, therefore, a clause consists of a Theme accompanied by a Rheme; and the structure is expressed by the order, whatever is chosen as a Theme is put first.

Organizing the first elements of clause, i.e. theme, plays an important role in writing; and the students must be aware of it. It will show the prominence of the message. In other words, the students' writing will be more cohesive and also the message being conveyed will be easier to be understood by the readers. As said by Fries in his research (1997: 230-243), that both native English speaking and non- native English speaking students have difficulties ordering the words in their sentences. Further, he states that teachers often experience difficulties explaining the students how they should order the information in their sentences. Related to the fact, two concepts are helpful in the task. They are Theme and information focus while Thematic Progression or method of development of a text refers to the way in which the Theme of the clause may pick up, or repeat a meaning from a preceding Theme or Rheme (Paltridge, 2000: 140).

Dealing with theme-rheme negotiation or thematic progression, Eggins (1994) says that method of development is very significant contribution that theme makes to the cohesion and coherence of a text has to do with howthematic element succeed each other. Related to thematic progression Danes in Gil (2001) states that 'Thematic Progression' refers to the choice and ordering of utterance Themes in a given passage. However, Gil (2001) explains that thematic progression only indicates the connections between the different textual segments without clarifying their nature. Further, he states that there are several ways in labeling this item. Halliday (1985) uses the term 'Thematic Structure', Danes and Paltridge use the term 'Thematic Progression', Fries and Martin use the term 'Method of

Development' .   Based on Martin and Rotherin Paltridge (2000), there are three main patterns of Thematic Progression. They are as follows.

(a) The Theme Re-iteration/ Constant Theme Pattern

In this pattern, the element of the preceding clause is the same as the subsequent clause.

This pattern is as follows.

Theme1 ⟶ Rheme1
Theme1 ⟶ Rheme2
Theme1 ⟶ Rheme3
Theme1 ⟶ Rheme4
Theme1 ⟶ Rheme5
Theme1 ⟶ Rheme6
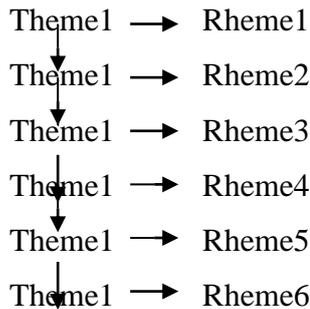
(b) The Zig- Zag Pattern

In this pattern, the Rheme of the preceding clause contains an element which becomes the Theme of subsequent clause. The pattern is as follows.

Theme1 ⟶ Rheme1
Theme2 ⟶ Rheme2
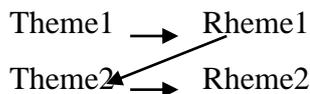
(c) The Multiple Theme Pattern

In this pattern, the Theme of one clause introduces a number of different pieces of information, each of which is then picked up and made in subsequent clause.

Theme1 ⟶ Rheme1
Theme1 ⟶ Rheme2
Theme2 ⟶ Rheme3
Theme3 ⟶ Rheme4
Theme4 ⟶ Rheme5
Theme5 ⟶ Rheme6
Theme5 ⟶ Rheme7
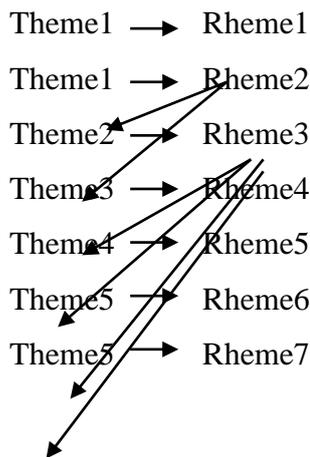
Discussing effective teacher for each individual is variable. Perceptions, opinions and/or experiences about an effective teacher are different. Blum inNunan and Lamb (1996) states that the following classroom practices are typically of effective teachers. They are;

(1) Instruction is guided by a preplanned curriculum.

(2) There are high expectations for student learning.

(3) Students are carefully oriented to lesson.

(4) Instruction is clear and focused.

(5) Learner progress is monitored closely.

(6) When the students do not understand, they are taught.

(7) Class time is used for learning.

(8) There are smooth, efficient classroom routines.

(9) Instructional groups formed in the classroom fit instructional needs.

(10)   Standards for classroom behavior are high.

(11)   Personal interactions between teachers and students are positive.

(12)   Incentives and rewards for students are used to promote excellent.

With similar point of view, Creemers (1994) states that aspects of effective teaching include:

(1) having positive attitude

(2) the development of pleasant social/ psychological climate in the classroom.

(3) having high expectations of what pupil can achieve

(4) lesson clarity

(5) effective time management

(6) strong lesson structuring

(7) the use of a variety of teaching methods

(8) using and incorporating pupil ideas

(9) using appropriate and varied questioning.

Based on the above statements, it can be summarized that there are some different opinions about effective teacher who leads to effective teaching. Effective teachers   teach to promote and enhance learning. Besides, they know how to manage their knowledge, classroom, and the students in terms of discipline, work, interaction between teacher- students- students, how to give instruction, and how to assess and evaluate students' activities and their own work. Therefore, to be effective teachers also imply to have a series of qualities, in terms of pedagogical, professional, social and personal skills.

Research Method

Research Design

In this research, the writer applied mixed method research approach. As Creswell (2009) states mixed method research is an approach to inquiry that combines or associates both qualitative and quantitative forms. It involves philosophical assumptions, the use of qualitative and quantitative approaches, and the mixing of both approaches in a study. In this research, the writer applied sequential mixed method procedures for this research. It means the writer sought to elaborate on or expand the findings of one method with another method. In this study, it began with a quantitative method in which the writer examined the effectiveness of TP-CL in teaching the students how to develop a paragraph. It was to examine the the effectiveness of TP-CL in teaching the students' competence in developing a paragraph of discussion texts.

Sample of the Research

The amples of this research were the students of English department of UTM. The students here refered to the fourth semester students of B class of English Department of Tidar University of Magelang who took writing 3 subject in 2011/2012 academic year. There were 26 students who were involved in the research. All of them had to write a composition of discussion texts in pretest and posttest stage.

Technique of Data Collection and Data Analysis

To collect the data in this research, the writer used writing test, observation andi nterview. to analyze the data, she used quantitative and qualitative data analyses. It was to analyze data from the results of the teaching-learning process. It was done to compare the students' writing skill before and after the action or the results of pre- cycle test and post cycle tests. In analyzing the quantitative data, she used descriptive and inferential statistics. In analyzing this, the writer used Burns' theory (2010). It measured the central tendency and dispersion (or variability). In this case, the writer calculated the mean, and mode and the numbers which are spread, scattered, or dispersed across the data set. In addition to that, in analyzing qualitative data the writer used Constant Comparative method developed by Glaser and Strauss (1999). This method consists of four stages. They are comparing incidents applicable to each

category, integrating categories and their properties, delimiting the theory, and writing the theory.

Research Findings

The present study was conducted to investigate the improvement of the students' competence in developing a paragraph of discussion texts and the effectiveness of teaching-learning activity of writing class after implementing theme-rheme negotiation with cooperative learning method. In this section the research findings are presented according to the research questions.

The Students' Competence in Developing a Paragraph of Discussion Texts

The first purpose of present study was to investigate the effectiveness of TP-CL in teaching the students' competence in developing a paragraph of discussion texts after implementing theme-rheme negotiation. Based on the stages implemented by the writer in this mixed method research, it can be seen that implementing thematic progression patterns with cooperative learning method in teaching paragraph writing is effective in teaching the students' competence in developing a paragraph of discussion texts. Based on the procceses of implementing this model, it can be seen that through theme-rheme negotiation the students can recognize theme-rheme applied in each clause or clause complex. Based on the theme or rheme, the students can develop the next clause or clause complexes based on the previous theme or rheme to make the paragraphs coherent. Since the focus of the study was on students' competence in developing a paragraph of discussion texts, the writer used Brown's theory as writing scoring rubric. The research findings would be organization which consits of introduction, body and conclusion. Based on the results of the data analysis in pretst, and posttest, it can be seen that the implementation of thematic progression patterns with cooperative learning method can improve the students' competence in developing a paragraph. Based on the data, it could be seen that the implementation of TP-CL is effective for teaching the students' competence in developing a paragraph of discussion texts. It could be seen from the results of paragraph writing tests of pretest and posttest that could be seen in table 2.

Table 2. The Summary of the Average Score Organization Aspects

test	Organization Aspects
Pretest	10.77
posttest	16.73

Based on the above data, it could be seen that there was an improvement of the students' competence in developing a paragraph of discussion texts after the writer implemented thematic progression patterns with cooperative learning method. The improvements were on organization aspects. In pretest, the students' competence di developing a paragraph of discussion texts were in unacceptable category. There were shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort to organize. After implementing the model, the students' competence in developing a paragraph of discussion texts were in excellent to good category. There was appropriate title, effective introductory paragraph, topic that is stated lead to body, transitional expression used; arrangement of material shows plan (could be outlined) by reader); supporting evidence given for generalization conlusion logical and complete. In other words, based on the previous explanation, It can be concluded that the implementation of thematic progression patterns with cooperative learning method (TP-CL) is effective for teaching the students' competence in developing a paragraph of discussion texts.

The Effectiveness of Teaching-Learning Activity

Based on students' and collaborators' observation and interview, it can be inferred that implementing thematic progression patterns with cooperative learning method can make the teaching-learning activities effective .After implementing this model, the writer found that there are twenty indicators existed as the characteristics of effective teaching. Among those twenty indicators, there were only twelve indicators that gave good contribution to the teaching-learning effectiveness. It is because the writer set the standard as good indicator if it emerges 76% or above (the mean score is 5.33 or above). Those twelve indicators were

(1) instruction is guided by preplanned curriculum,

(2) Students are carefully oriented to the lesson,

(3) instruction is clear and focused,

(4) learner progress is monitored closely,

(5) when the students do not understand they are taught,

(6) instructional groups formed in the classroom fit instructional need,

(7) personal interaction between teachers and students are positive,

(8) having positive attitude, having high expectation of what pupil can achieve,

(9) strong lesson structuring,

(10) the use of variety teaching methods,

(11) using appropriate and varied questioning and

(12) having high expectation of what pupil can achieve.

The above research findings were based on the results of students and collaborators' observation besides interview. Each of these indicators was based on students' interview and peers' observation.

Discussion

The results of implementation of thematic progression patterns with cooperative learning method in teaching paragraph writing showed improvement on the students' competence in developing a paragraph of discussion texts. It can be seen from the improvement of score especially in organization aspect. Through this model, the students are trained to develop the paragraph by developing the elements in the previous sentences or clauses. It means they can take the theme or the rheme elements of the previous clause or sentence to be the sentence of the following clauses or sentences.

There are three ways or three patterns the students can apply. It can be theme re-iteration/ constant theme patterns, zig-zag or multiple theme patterns. As stated by Martin and Rother in Paltrige (2000), in re-iteration theme patterns, the element of preceding clause is the same as the subsequent clause, in zig- zag the rheme of the preceding clause contains an element which becomes the theme of subsequent clause and in the multiple theme patterns, the theme of one clause introduces a number of different pieces of information, each of which is then picked up and made in subsequent clause. In line with Martin and Rother, Wang (2007) states that to convey information effectively, writers must be able to control the flow of given and

new information in developing the argument in the text. A focus on theme and rheme structure in a clause can have starling and immediate results in teaching writing. Once a language teacher shows learner how to properly arrange old and new information, the students have gained a powerful tool for managing the meaning of their writings. The learners can consciously and strategically draw on this knowledge to construct cohesive writing. The cohesion in students' writing can be improved dramatically if attention is given to Theme selection and Thematic progression (theme-rheme negoation) in text.

In completing thematic progression patterns in teaching writing, the writer also implemented cooperative learning methods. This combination model improves the students' writing skill. This research is supported by Slavin and Cooper research (1999). It is stated that cooperative learning is to enhance academic achievement by providing students with increased opportunities for discussion, learning from each other, and by allowing students to divide up tasks in ways that tap into their academic strengths. Through this, it can increase the academic achievement of all students while simultaneously improve intergroup relations among students of different racial and ethnic backgrounds. These are also in line with Slavin's opinion (2010) that learning environment for 21st century must be ones in which students are actively engaged with learning tasks and with each other. Today, teachers are in competition with television, computer games, and all sorts of engaging technology, and the expectation that children will learn passively is becoming increasingly unrealistic. Co-operative learning offers a proven, practical means of creating existing social and engaging classroom environments to help students to master traditional skills and knowledge as well as develop the creativn be and interactive skills.

Dealing with Cooperative Learning in teaching writing, Raimes (1983) states that during the writing process, students engage in several stages that include pre-writing, planning, drafting, and post writing activities. It means that students first try to generate ideas so as to organize them by considering the purpose, audience and genre of the text, then they make word choices, adding or deleting ideas by reviewing organization, grammar, logic and verifying if there is enough information, and last they share their ideas with real audience so this stage involves students with designing and publishing final draft. Further it is stated by Aldana (2005), learning to write is a natural process via cooperative learning because it provides the

social structure for students to work cooperatively as teams and enhances their academic achievement. In this case, the achievement is the improvement of the writing skill.

In addition to that, most of cooperative learning activities share the following characteristics: a small group of students complete clearly defined, collective tasks with a specified time, team members assume roles to support the overall process and product; and the students learn to respect the synergy of the group and the diversity of individual viewpoints (Millis, Nolinske, 1999). In addition to that, the implementation of theme- rheme negotiation with cooperative learning method can create effective teaching because by implementing this model, it makes the teaching learning activities effective. The effectiveness of this model depends on teaching, the students (learners) and the lecturer factors. The first factor is teaching factor. To make effective teaching, instruction must be guided by preplanned curriculum, clear and focused, instructional groups formed in the classroom fit instructional need,strong lesson structuring, the use of variety teaching methods, and using appropriate and varied questioning. For the students or learners factor, Students are carefully oriented to the lesson, learner progress is monitored closely, and when the students do not understand they are taught. The lecturer factors are having high expectation of what pupil can achieve. The last two factors, personal interaction between teachers and students are positive and having positive attitude are factors which are embodied to both lecturer and learners' factors.

Based on the above explanation, it can concluded that theme rheme negotiation with cooperative learning method is effective model for teaching paragraph writing of discussion texts. It is because through this model the students are trained to develop the paragraph by presenting the first clause or sentence. Through this, the students are expected to develop by taking the elements of the previous clause or sentence. In additionto that, combining TP with cooperative learning (CL) is needed since in CL, the students are trained to work in a group, to cooperate and share in their groups. It has social benefit as well as academic since one of the essential elements of CL is the development of social skills. Besides, cooperative learning and process approach of writing can work together in the achievement of a common goal when writing a text.

Conclusion and Suggesstion

Conclusion

Based on the finding and discussions of the research data, the conclusions are formulated as follows.

a. Based on the stages implemented by the writer in this mixed method vresearch, it can be concluded that implementing thematic progression patterns with cooperative learning method (TP-CL) is effective for teaching the students' competence in developing a paragraph of discussion texts. Based on the process of implementing this model, it can be seen that through thematic progression patterns the students can recognize theme rheme applied in each clause or clause complex. Based on the theme or rheme, the students can develop the next clause or clause complexes based on the previous theme or rheme to make the paragraphs coherent. While through CL, it can increase the students' motivation to participate in their learning process and finally it can increase the students' achievement.

b. Implementation of theme- rheme negotiation with cooperative learning method in teaching paragraph writing showed improvement on the effectiveness of teaching- learning activity. It can be seen from the improvement of the indicators of effective teaching. This model matches with twelve indicators of effective teaching. They are Instruction is guided by a preplanned curriculum, students are carefully oriented to lesson, instruction is clear and focused, learner progress is monitored closely, when the students do not understand, they are taught, instructional groups formed in the classroom fit instructional needs, personal interactions between teachers and students are positive, having positive attitude, strong lesson structuring, the use of a variety of teaching methods, using appropriate and varied questioning, having high expectations of what pupil can achieve,

Suggestion

Based on the research findings, it is suggested that the lecturers of writing class should introduce text types together with social function, schematic structures and also language features to the students. They are recommended to apply text-based syllabus in teaching writing. Besides that, the lecturers should also introduce thematic progression patterns to the students in order that they can write the paragraph coherently and artistically. In this case, the lecturers should introduce various sentence beginnings as Themes of the clause to the students in order that the students' paragraphs/texts will be more interesting ; not monotonous. In

addition to that, the lecturers are expected to apply cooperative learning methods in teaching writing. Hopelly, by these methods, the students do not only get academic but also social benefit.

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INTRODUCING LOCAL CULTURE THROUGH INDONESIAN CHILDREN'S SONGS IN ENGLISH CLASS OF ELEMENTARY STUDENTS

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Abstract

Teachers of tertiary, secondary, and elementary education levels are preparing to implement the 2013 curriculum. The elementary school curriculum state four core competencies: first, religious aspect which means acceptance and practice of a religion; second, social attitude which refers to social interaction of being honest, discipline, responsible, polite, compassionate and self – confidence; third, knowledge which reveals understanding of facts, concept, procedures and the like; fourth, performance which means realization of knowledge in clear, logical, and aesthetic behavior.These four competencies are developed in integral fashion that the first and second are indirectly taught whereas the third and fourth are taught as separate class subjects.

Culture shows trifold entity of values, behavior, and artifacts. Indonesian culture is the mosaic of dominant values, behavior, and artifacts of those ethnic communities covering thirty three areas geographically. Children's songs written in Indonesian are feasible as local culture teaching sources because of the appropriateness of values found in the songs; students' familiarity with the songs; and the relevancy of students' cultural background. All would assume fun being and doing something in English class.

Teaching culture is building perceptions, perspectives, and values that students as participants of a society might internalize to guide their life. They might be aware of the power of culture by questioning what they inherit as unchallenging tradition. Later on these agents may decide to change or preserve the prevailing cultural aspects.
English is taught in the subject of Art and Culture and Handicraft. It becomes necessary to relate English as a subject that in teaching it teacher includes religious aspect and social attitude to be taught. In what ways can English be taught in the English class to the elementary students? Teachers are challenged to translate Indonesian children's songs into English which are feasible as teaching tool to build personal traits for being Indonesian citizens.

This paper discusses whether or not Indonesian children's songs are feasible as source of teaching culture. In case they are feasible, how they are translated into English.

Keywords: 2013 elementary school curriculum; four core competencies; Indonesian children's songs, teaching tool; personal traits

Why teach culture?

The 2013 Elementary School Curriculum refer to realizing basic competencies of religious aspect, social attitude, knowledge and performance of the knowledge. Religious aspect and social attitude are taught indirectly and taught in integrated fashion through the teaching of separate school subjects. Knowledge and performance are taught as school subjects. The new curriculum state clearly the objectives of educational unit. It consists of attempts to build foundation to develop students' potentialities to be the ones who are: Firstly, believe in God the Almighty and have good faith and noble character. Secondly, knowledgeable, skillful, creative and innovative. Thirdly, live in good health, independent, and self confident. Fourthly, tolerant, socially sensitive, democratic, and responsible. These personal traits represent the intended values that can be realized through teaching the local culture of the students.

The elementary school subject of English is taught in some schools with the school considerations of appropriate use and function as local unit of subject. Other possible subjects taught are Javanese Language, Environmental Education, Culinary Practice and the like. All local subjects are included in the subject of Art, Culture, and Handicraft.

The values are indirectly taught in teaching English. The subject is given in integrative and approach in certain theme which calls for active students' participation. It is with this consideration, that teaching local culture is necessary to do. Students are familiar with their own culture, yet without practice and relate it to the subject of English, the goal of teaching English might not be realized. Indonesian culture refers to unique values, behavior, and artifacts in the form of mosaic revealing the ones found in Indonesia's thirty three provinces. The need to teach culture is considered essential to build students' perceptions, perspectives, and values as expected that students as active participants become aware of the power of culture and to question what they inherit as unchallenged cultural tradition. Hopefully, using critical thinking students could distinguish between aspects to be changed and those worth preserving.

Is song feasible as teaching material?

The activity of preparing Indonesian children's song as teaching source is possible to carry out for the following reasons: firstly, the appropriateness of Indonesian values with the ones learned from the songs, for example the values of love and devotion to God, care and empathy to fellow human beings, animals, plants, and environment, and attitude and behavior to realize the values; secondly, students' familiarity with the songs that songs discussed here are the ones students and adults sing at home, at school and others to accompany their up bringing; thirdly, content's appropriateness to students' cultural background which means that the moral values in the song lyrics are noble values prevailing in students' life, for example students' effort to reach their future goals, to help others, and many more.

Songs whether taught as subject or media to teach noble values are the same that songs assume ease and fun atmosphere both as being and doing while children learn something.
Teachers are demanded to meet the challenge of working out the ways to make feasible that Indonesian children's songs are appropriate to be used as teaching material and teaching activities in the English classroom. One of some ways to do is by translating the songs from Indonesian into English.

What to consider in translating songs?

Songs are language presented for use of communication in verse form. The activity of translating a song as well as other forms of text from one language as source to another language as target language might be based on some approaches.

Traditional approaches to translation usually think it as a reproduction of an existing source text, where it is the main yardstick guiding the translator's decisions. Modern approaches called functionalism uses a dynamic model of what a text is. It is an offer of information from which the receiver accepts what they want or need. Accordingly, different readers depending on their previous experiences, get different messages out of one text; this raises a question whether they have really been reading the same text. In this concern, a particular view of translation belongs to a prospective view might be discussed in an attempt to place a text in its basic function that is communicative aim or purpose. A text is translated to obtain a particular communicative purpose in the target audience. The analysis of who the target audience will be

and what they may need and expect enable translators to deliver a product that suits their needs and expectations.

It is necessary to look thoroughly the purposes of communication by discussing the classification of communicative purposes, as follows:

COMMUNICATIVE PURPOSES

Object of Reference

referential function

Sender   SIGN   receiver

Expressive   appellative

Phatic
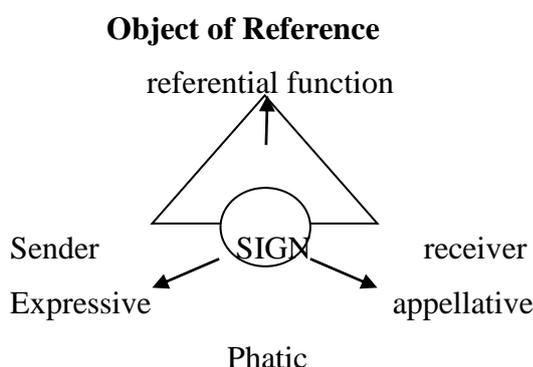
Referential function

Referential function involves reference to the objects and phenomena of the world or of a particular world, perhaps a fictional one. It may be analyzed according to the nature of the object or referent concerned. It depends on the comprehensibility of the text, which, in turn, relies on whether the amount of presupposed knowledge is appropriate for the addressed audience. The problem in this area is when source and target receivers do not share the same amount of previous knowledge about the objects and phenomena referred to, as is often the case with source-culture realities. The referential function works on the basis of the information explicitly verbalized in the text as well as the information which is not explicitly verbalized because it is assumed to be known to source-culture audience.

In intercultural communication, the referential function of the source text will also work for target culture members if the textual information is sufficiently familiar with the object the source text refers to. If not, the translator give additional information in a meta-text through glossary, footnote, and the like.

Expressive function

Expressive function refers to the sender's attitude toward the objects and phenomena of the world. The subdivision of it is that individual feelings and emotion belong to an emotive sub-function; individual expression of evaluating food for instance belongs to an evaluative sub-function. It is sender-oriented. The sender's opinion or attitudes based on the value system assumed to be common to both sender and receiver.

In intercultural communication, the expressive function may not be shared between source and target culture. The translator thus should either explicate the implicit expressivity to be interpreted correctly or explain the expressivity of the source text to the target readership in a meta- expressive commentary, such as in footnote.

Appellative function

Appellative function is designed to induce the receivers to respond in a particular way. If we want to educate a person for instance, we may appeal to their susceptibility to ethical and moral principles. This is used by applying imperatives or questions or modal verbs. The appellative function is possible to operate in poetic language appealing to the reader's aesthetic sensitivity as well as achieved in indirect way through stylistic devices such as superlatives, adjectives, or nouns expressing positive values.

In intercultural communication, appellative function works well if sensitivity, background knowledge, experience, and value system are identical or at least similar between source and target-cultures. It also needs the cooperation of the receiver. The translator needs to adapt it to target-culture condition. Also to change the appellative into a meta-appellative condition by means of explanations or comments.

Phatic Function

Phatic function relies on conventionality of forms of the linguistic, non-linguistic and paralinguistic means used in a particular situation. It aims at opening and closing the channel between sender and receiver. It also defines and models the social relationship between sender and receiver.

In intercultural communication, recognizing the forms as conventional and typical of phatic function is important as well as a reproduction of source-text forms in other language. Besides, the translator needs to adapt the forms to target-culture conventions and making the phatic function work for the target audience. The translator may also explain to the target receivers that the forms used are meant to be phatic in the source culture. The phatic function of the source text would be changed into a meta-phatic function in referential that tells the target audience about how the phatic function works in the source culture.

The example of Indonesian Children's songs

Bintang Kecil ------- The Tiny Stars

Bintang kecil: The tiny star

Di langit yang tinggi: up high above the sky

Amat banyak: millions of you

Menghias angkasa: twinkling beyond the clouds

Aku ingin: how amazing

Terbang dan menari: to fly and dance with you

Jauh tinggi: far far away

Ke tempat kau berada: to the place where you belong

The source-target language:

Kecil: tiny

Amat banyak: millions of

Menghias angkasa: twinkling beyond the clouds

Aku ingin: how amazing

Jauh tinggi: far far away

Cultural values:

Appreciation of God's creation of grandiose outer space

Strong self-confidence to reach dreams

Kupu-kupu: Butterfly

Kupu-kupu yang lucu: Dear my lovely butterfly

Ke mana engkau terbang: tell me where you want to fly

Hilir mudik mencari: back and forth looking for

Bunga-bunga yang mekar: blooming flowers every where

Berayun ayun: swinging and swaying

Pada tangkai yang lemah: up and down on little twigs

Tidakkah sayapmu: I just wonder if your wings

Merasa lelah: never need to rest

The source-target language

lucu: lovely

hilir mudik: back and forth

berayun ayun: swinging and swaying

lemah: little

tidakkah: I just wonder if

merasa lelah: never need to rest

Cultural Values:

The appreciation of the beauty of butterfly as God's creation

The curiosity toward butterfly's behavior

The enjoyment of being observant towards natural phenomena

The feeling of empathy toward butterfly's effort to survive.

Conclusions

The following is the summary of translating Indonesian children's song into English for use in the English class for elementary level students.

a) Teaching culture through songs to reveal moral values is answering the questions of how to include teaching religious aspect and social attitude. Students are assured of cultural values to be preserved.

b) Song as other texts is translatable from source language to target language by means of purposive view of translation, that considers communicative purposes in translating a text.

c) English teachers owe their students responsibility and creativity in preparing, doing, and evaluating their teaching, in this case respond to challenge of translating Indonesian children's song into English to obtain three educational domains of cognitive, affective, and psychomotor.

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"ACTIVITY BASED LEARNING"
AS A MODEL TO ATTRACT STUDENTS
PARTICIPATE MORE IN ENGLISH TEACHING CLASS
IN ELEMENTARY SCHOOL

An Educational Study on English Teaching in Elementary School
in Semarang Municipality

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Abstract

A research and development study has been carried out to know what suitable method in teaching English to class four of elementary school. The purpose is to know how to change the situation from teacher-centred to student-centred which invite students to participate actively in class room teaching from the very beginning to the end. The research questions in the exploration level were (1) what the quality of the existing model for teaching English in Year 4 of the elementary school? (2) what the needs toward the new prototype model? In the prototype development phase, it was how should Activity-Based Learning model of English teaching in Year 4 of Elementary School be developed? In the validation phase, the question was how would the Activity-Based Learning Model be implemented in real class room for teaching English in Year 4 of Elementary School? The study was carried out in 4 elementary schools in Semarang municipality: 2 private schools as well as 2 state schools. Data were taken by observation, interviews, and from teaching documents. Constant Comparative method was used in the data analysis. In the analysis, each stage after a time was transformed into the next stage until the analysis was terminated. The conclusion of the study is that applying the activity based learning model can make students be more fully active in their participation in the class teaching. Teacher should be the designer of the class activity starting from the pre teaching, while teaching, and post teaching.

Keywords: active participation, student-centred, suitable method, activities based learning

INTRODUCTION

Since1993, after the government through the minister of education issued the educational decree no 060/U/1993 which allowed the elementary school to have English as the local content in their syllaby, many elementary schools have been starting teaching English to their

fourth year students. Some weaknesses have been detected by the researchers and reported through their research-result reports.

The weaknesses which were reported by the researchers, among others, were: English teachers were not having relevant educational background, teachers' mastery on the target language was not sufficient, (Ariani, Sofia, 2009); teachers did not represent as good models for the young learners, teachers' mastery on the target language was not sufficient, teachers couldn't create fun atmosphere in class English teaching, and not enough facilities were provided for English teaching-learning class (Retmono, 1992); school did not have enough represented English text books, English teachers' mastery on English was not good, English teachers couldn't provide fun and interesting atmospher for learning English (Suyanto, 2004), school didn't have represented English text books, English teacher didn't teach four skills equally, class evaluations were not given in accordance with the learned skills, not sufficient English mastery at teachers' side, English teachers were not prepared specially for teaching young learners English (Faridi, 2008), class seating arrangement didn't provide fun atmosphere and the class atmosphere was still teacher-centered not student-centered (trijoga, 2011)

The main purpose of teaching English in elementary schools is to give the communication skill especially spoken English in simple sentences to the students of ES. Teaching English to young learners really needs creativity in terms of formatting the lesson to be enjoyful and meaningful for the young learners. The teacher should always be the good model for the young learners, who observe things suspiciously and able to imitate any thing we ask them to do, besides knowing the psychological development of the young learners is a must.

The teacher plays an important role in the activity, as he should be able to carry out the components in curriculum, such as the objectives, methods, and evaluation. That is why the elementary school English teacher should have the abilities and skills of applying good English; by mastering techniques of English teaching as Fillmore (1991) stressed that the young learners will be successful in learning English when they are always interact with people who have mastered English well. In other words, the teacher must master English— using that language all the time in the teaching activities— being a good model for the

students—besides being able to teach well—knowing the method of teaching, carrying out the sequence of techniques when he is dealing with certain materials in order the students are able to comprehend and practice the materials well.   Since the English teacher teaches the four skills in the elementary school, it is also intended that the model will cover the teaching of the four language skills.   This research will use the teaching materials or the text books containing of sociocultural aspects which has been designed by Faridi's   product of his dissertation (2008).

Scope and Limitation of the Study

This research will help the teachers of ES's which maintain offering English as extra-curricular activities and many other private institutions, such as English courses for young learners   with the teaching model. Through the activities of Research and Development, this study will propose and design a model of teaching English to young learners. Basically, it will focus on the Year 4 ES as, according to the policy of the government, it is the class when the students begin to learn English as a foreign language. Year 4 students are also easier to teach in the sense that they have had basic level of *Bahasa Indonesia* and aquired their mother tongue, so it will enable the teachers to do some comparisons, for example in the grammatical aspects.

Research Questions

To develop a model of teaching English to Elementary School students, the Research and Development (R and D) or a policy research will be used. Dick and Carey (in Borg and Gall, 2003: 571) have developed 10 cycles as continuous steps to develop instructional products or programs. Sukmadi nata (2008: 184-191), has minimized those 10 steps to become a small-scale of R & D project of three phases only: (1) exploration phase (preliminary phase), (2) prototype development phase, and (3)validation phase, all of which would be the sub-devisions of the research questions as descriptively outlined below.

Exploration Phase

In the exploration phase, the focus will be put on (1) what is the quality of the existing model for teaching English in Year 4 of the elementary school as reflected in the profile analysis, and (2) what are the needs analysis toward the new prototype model ?

Prototype Development Phase

In the prototype development phase, how should Activity Based Learning model of English teaching in Year 4 of Elementary School be developed on the basis of needs analysis?

Field Assessment Phase/Validation Phase

In the assessment phase, How effective is the Activity Based Learning Model for English teaching in Year 4 of Elementary School?

Research Objectives

Exploration Phase

In line with the questions stated above, this study is eventually aimed at:

(1) Examining the existing model of teaching English applied by the Elementary school teachers for class four

(2) Analysing the needs for the new model of teaching English for class four of the elementary school

Development Phase

To develop drafts of model of teaching English for class four of elementary school

Validation Phase

To find out the effectiveness of the Activity Based Learning model for teaching English to class four of the elementary school

Basic Theory for Teaching English to Young Learners

In educational psychology, people learn about the theory of development on the basis of which, a certain approach to teaching can be generated. One approach can foreground a number of methods, each of which can be further developed into teaching techniques, which are really done by the teacher to transfer knowledge and or skills to the students. An approach is, therefore, abstract in nature and related to the methodology developed by Jean Piaget (1896 – 1980) in which the model (in Orlich et all, 1998) of children physical and mental developments is grouped into phases as outlined in Table 2.2 below.

Piaget's Four Development Phases for Children

NO	Phases	Period
1	Sensor Motor Phase	After being born up to 2 years
2	Preoperational Phase	From 2 years up to 8 years
3	Concrete Operational Phase	From 8 years up to 11 years
4	Formal Phase	From 11 years up to 15 years and go on up to the adult level

The level of development in Piaget's model, however, does not always smoothly operate in the same way for every child of either individuals or groups. The levels of this developmental period can overlap, and progression to each level is not achieved simultaneously for each different field of science. According to the level of the development phases, it is argued that an elementary student who is between 6 years to 12 years is in the *preoperational phase* to *concrete operational phase*. It gives us the idea that children in those ages need to get proportional attention in regard to their levels. Children's mind develops gradually in accordance with the development of knowledge and intellectual skills moving toward the phase of a more logical and formal way of thinking. According to Piaget the way a child think develops through the direct involvement with the things and the surrounding environment. Because 2 out of 4 phases happen while students sit in the elementary school, the elementary school teacher should be aware of this and act pedagogically to be able to follow the children's characteristics and nurture the changing of their cognitive development. Teacher should be aware too that their students start to use their logics and yet their self feeling or their ego is high. They are not able yet to focus on more than one concept.

When an elementary school student learns English in Year 3 or 4, they are still in *concrete operational phase.*   Therefore, they need many concrete, real objects that can be shown in their real nature, or described in illustrations, model, or pictures. Besides that, when the teacher wants to clarify or emphasize the teaching language items, they will be better to use the relevant activities which ask the students' participation in order that students will be able to grab the ideas.   When the teacher is able to design different activities which represent the topic or element of language being taught, it will help the students to understand the topic better and the concept will stay longer in their minds.

It seems that Piaget does not believe that the application of direct learning is the same important of the development of physics, logic, and mathematics. (Wood, 2001). It must be noted that too many demonstrations and too much verbal in learning, especially for young learners will avoid the development of the knowledge. Recently, there have been researches which prove and convince that the benefit of verbal learning, social interaction, and culture will increase the learning optimally. It is stated in the theory of *Zone of Proximal Development* (ZPD) which has been developed by Vygotsky (1978; 1986).

> ZPD is the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.

When a student can not understand something, then, according to Piaget the student is not ready mentally, while according to Vygotsky, the lesson is out of his knowledge development. In this case, learning has social value. For learning English, this social interaction can be accomplished in the form of group work or collective work.

Learning English for early ages is based on the knowledge that learning a foreign language or second language will be better if it is started at the early phase (Hamerly, 1982:265). The assumption about age and learning language is that children learn language better than the older learners do, and learning a foreign language at school will be better when it is started as early as possible, it will interest and motivate students easily. Children often seem less embarrassed than adults at talking in a new language, and their lack of inhibition seems to help them get a more native-like accent (Cameron, 2001).

Discovery Learning and Scaffolding

Bruner (1978) argued that the most important for cognitive development is language. For this he was investigating how adults use language to connect the real world to the children and help them to solve the problem. Talking to children to carry out activities is a verbal form of a relief to them. Such activities in helping students in class are called scaffolding to support the teaching-learning process.

In his research, Bruner (1978) conducted experiments about mothers and their children. Apparently the parents who help and support children tasks effectively, among others, by doing the following (Cameron, 2001):

1) making the children interested in the job

2) simplifying tasks, for example by dividing the task into smaller steps or phases

3) always reminding the children of the purpose of the task

4) showing the children what parts are important to do and telling them how other ways to do parts of the task

5) keeping off the sense of frustrating the child while performing tasks

6) demonstrating the ideal form of tasks, such as expressing 'regret', saying 'goodbye', etc.

In support of the above points, Austin (2004) emphasized that scaffolding talk can be used in the class from beginning the lesson, presenting the materials of the lesson, up to closing the lesson. When all of these are done in English, students will be helped accordingly.

Teachers' activities in Scaffolding talk

Teachers can do	In the Form
Showing what the relevant	Giving suggestions Praise what needs to be commended Focus the activities
Applying the good strategies	Encourage exercises Setting clear and explisit rules
Reminding task and the purposes	Reminding Giving model Giving complete task and its subcomponents

Agustin,(2004)

Wood (1998) argues that the learning activities that involve interaction with others will help students understand aspects of language. Giving the repeated materials is an effective method to aid understanding. If the target language is done this way, the result will be very

encouraging. An effective learning requires two important conditions, namely: teachers understand and master the material as well as having knowledge of teaching techniques and procedures

Learning a Foreign Language at Early Age

There are advantages of being young to learn a foreign language. Psycholinguistically speaking, it is arguably true that the biological foundations for language show developmental similarities across children, of which children progress from single to multiword utterances of the subject-verb-object type and then begin to modify these structures with reference to an innate or inborn language acquisition mechanism which is in Chomskian term called 'Language Acquisition Device, or LAD for short. The LAD enables each child to process incoming language and to form hypotheses based on the regularities found in that language (Cameron, 2001). This makes the child derives an accurate concept of syntactic rules of her native language. This implies that the young learners can absorb, learn, and acquire a new or a foreign language.

In applied psychology theoretical view points— Cameron (2001) continues to argue—some researches have concluded that the young learners feel free in learning new things. They do not have any burdened feelings that accompany them while they are studying new materials, in this case, English as a foreign language. They do not have mental depression or anxiety in learning this language.

Meanwhile, in neuro-linguistic theory with respect to the learning brain, a significant difference exists between young learners and the older ones in that the young learners learn any new thing pleasingly (Albert, 1978). It correlates with the preliminary interview done by the researcher to ES students when they were asked about what they thought about learning English. The young students answered that they liked it. In other words, they are highly motivated to learn anything new.

Therefore, to maintain the enthusiasm and feed the students with what they are eager for, teachers should select particular methods or approaches appropriate with the topic being taught. Applying varied language practice, interestingly, such as singing songs while

teaching vocabularies/pronunciation, telling / reading stories to teach tenses /vocabularies / pronunciation / understanding, playing games, acting out words / phrases / sentences in order for the students to learn in their enjoyment. Such activities will keep the students learning the new things. Better still, if the learning and teaching processes are accompanied by or facilitated with appropriate media (flash cards, puppets, cassette player, etc).

As previously mentioned, children, basically, are motivated learners when they meet the new subjects. The teacher should try his/her best to keep and maintain the motivation that has been in the learners. For the learners when they are motivated they will learn English with their full energy. They differ comparitively from adult learners who learn English mostly because of the job requirements.

Defining Tasks for Young Learner Classrooms

Children will learn easier when they are involved in real activities while they are learning something. However, we must remember that not all activities can be used for the purpose. The activities applied to teach students at the elementary school should be 'tasked". The goals and outcome of task are to relate to the real needs of learners, such as reading bus timetables or buying cinema tickets. For students at the age of elementary school class 4, 5, and 6, the materials used should be real and authentic, too, but that authenticity of activities is more desirable (Breen, 1984 in Cameron). Therefore, the researcher will propose and design the model with many activities to make students learn English.

The essential aspect of task is that learners are focused on the meaning of content rather than on form, i.e. the learners' goals and task outcomes are not explicitly language focused. Children in immersion classes, who have studied school subjects through their second language, are found to develop language skills and pronunciation, but lag behind in grammatical accuracy and precision. It seems that focusing on meaning is important, but is not enough for continued language development.

Language for young learners raises more problems with the notion of "real" or "authentic" language use. Many children do not use the foreign language much outside the classroom, except perhaps on holiday with tourists to their country, and when using computers, or seeing

TV western programs. Therefore, their outside lives do not really provide a needs-related syllabus for foreign language learning.

The best way is choosing activities and content that are appropriate for the children's age and socio-cultural experience, and language that will grow with the children, although some vocabulary will no longer be needed, most of the language will provide a useful base for more grown-up purposes..

It seems appropriate that task can be defined as classroom activities, yet not all activities that take place in a classroom will qualify as "tasks", an activity can be any kind of event that children participate in, but a task has further features. There must be something unified and coherent for learners, about a task. The focus is on how the goals and action create a unified whole.

A classroom task will have a clear beginning and end; it may be quite short or it may last over several lessons. For the child, a classroom task should have a clear purpose and meaning; for the teacher, the task should have clear language learning goals.

Key features of classroom tasks for children learning a foreign language are summarized as follows:

        a. coherence and unity for learners

        b. meaning and purpose for learners

        c. clearly defined language learning goals

        d. good beginning and end of class (satisfaction)

        e. involve the learners actively.

Below, the researcher shall narrow down the discussion to more focused issues in Indonesian context of education at early age, which serve as the central theme of the current study.

Teaching English in Elementary School (ES)

It has somehow been touched upon in the preliminary studies of this dissertation that the teaching of English as a foreign language at ES is based on the policy of Department of

Education and Culture of Indonesia Republic No 0487/1992, and further supported by the Decree of Minister of Education and Culture No. 060/U/1993 dated 25 February 1993. In Central Java Province, then, English is considered as 'the local content' in the sense that the offer is matched with the local needs of the students. In practice, however, teaching English at ES becomes a 'new trend'. As discussed in Chapter I, not only do ES's offer English starting from Year 4—as regulated—but also from Year 1. Even, English has been taught starting from Kindergarten.

Therefore, it is important to discuss the nature of English in ES in order to have a firm foundation on which a new teaching model will be based relative to the other context of education.

English in ES vs. Teaching English in Adult Context

Much has been discussed concerning the teaching of English as a foreign language for young learners. A question arises whether or not teaching English to young learners differs from that to adult learners. If they differ in some aspects, it is wise to elaborate those aspects so as to avoid misunderstanding or malpractice in teaching English, especially as a foreign language to both of different individuals.

It was argued (Ruttinger, 2006) that teaching EFL to children is advantaged by the fact that the context is closer to the process of learning their mother tongue. It is also still debatable whether children learn a language through nature or throw nature. However, it is universally understood that

> children are at an advantage when it comes to learning languages. There are ESL methods geared specifically towards teaching children, which are based upon a child?s natural readiness to learn, and to try to recreate the conditions under which one would learn a first language. The Helen Doran Early English method for instance, ?is based on the way a child naturally learns her mother tongue - by repeated hearing and positive reinforcement. (http://www.helendoron.com/index.php?lang=en&main=a01)

Ruttinger (2006) continued to argued that such a method may be applied to adults, but as they are not naturally receptive to language, this method may turn to be ineffective. In order to fight against this disadvantage, an environment, in which adults students can be made closer to a childlike receptive state, has to be created by the classroom teacher. Actually, however, adults have their own advantages in learning languages, for example by using Grammar Translation Method (GTM), which focuses on written than oral forms of the language. Despite the fact that GTM has been much criticized, some of our seniors were taught 'this way', and they master English as a foreign language considerably well.

More significantly, with respect to children's learning a language, it is advisable to use physical movement. It is argued that studies on neurophysiology indicate that physical experience creates especially strong neural pathways in the brain (Ruttinger, 2006). It pedagogically implies that learning by doing is more effective—for example, learning to speak by speaking not reading a book on how to speak.

Actually, there is no restriction when it comes to people wanting to learn a language. However, they come to learn a language, for example, English as a foreign language for different purposes and motivation. In other words, children and adults have different motivation. Adults may learn a foreign language to get access to higher education or a better job while children may learn a foreign language because their parents send them to school. That is what they are expected to do (http://www.teflengland.co.uk/blog/teaching-adults-vs-teaching-children). This has inspired teachers to find out what motivation adults have to learn a language. Meanwhile children may depend on the teacher.

Bailey (2012) in her writing entitled "Four Key Differences in Teaching ESL to Adults vs. Children" argued that (1) adults often look as real-life application, (2) their problems are about language not their professionalism, (3) in children, it is important to know their learning styles—auditory, visual, kinesthetic or anything else—and (4) adults, unlike children, prefer to have feedback on the progress of their learning. Children may be happy because they are immerged in the learning process.

Therefore, Bailey continued to argue that teaching adults and teaching children should be made different as outlined below:

1) In teaching adults, specific goals of learning have to be formulated at first—before everything starts. This is in line with the competence-based curriculum aimed at achieving the discourse competence or communicative competence. Adults may learn right from the beginning (elementary) up to advanced level.

2) In teaching children, the goal is clear—to make them socialize in their group in the target language. What they learn may be limited to simple linguistic encounters at survival level

3) Children feel happy singing, and playing in the target language. Meanwhile, adults may feel uneasy learning while singing. Role-playing is also sometimes difficult. Instead, they prefer to present an issue in order to be realistic. They can also discuss realistic problems about their professions with their peers

4) Adults should be given honest feedback with respect to the progress of learning with of course still maintaining their self-dignities in the sense that feedback should be encouraging instead of discouraging.

Characteristics of ES Students as English Learners

Teachers need to learn the special characteristics of children as a group as well as characteristic features of children development in general, especially in their position as ES students. Knowing the characteristics of the young learners will help teachers carry out their task. In general, the young learners are the learners who are in elementary schools. The ability and the skill of the children to in learning English certainly differ. What can be learned and absorbed by children at the age of 6-7 years old will be quite different from what can be learned and absorbed by children at the age of 12-13 years old. Besides that, the development in the study will be different. Some are highly motivated with good progress of learning, while the others have low motivation therefore, the achievement is slow, much slower than the other friends.

Scot and Ytberg (1990) grouped them into level one or early age of 5-7 years old and level two with the ages of 8-10 years old. Either level one and level two are called beginners. In general, children with such ages will have egocentric attitud. They will like lessons that

have connection with they themselves and the world around them. One thing to remember is arousing motivation of learning the target language. Children generally like to study something new, including language. They learn things by doing through the activities of playing, singing, moving their parts of the body. Learning a foreign language may be a nice experience, yet it can be a dreadful one. It is why, in the early period of their learning, teachers should know how to keep warm relation so they will trust the teacher and feel comfortable and easy in their EYL class.

In introducing English to children, it is important to start with concrete things first. Children will learn better when they apply their senses when they learn things, so let them see the real objects not only words on the board when the teacher wants to teach new words. There are many real things around them, such as tables, chairs, board, doors, writing tools. Teachers can, for example, teach them words through a song while pointing out the objects.

This is the window   (pointing at the window)

This is the door   (pointing at door).

That is the blackboard (pointing at the blackboard)

That is the floor   (pointing at the floor)

In everyday life, in general, children like to sing and listen to the song. Language learning through songs is favored by almost all children including children who shy though. Children sing 'Happy birthday to you', means to use English to present message that meaningful enough. Games, stories and puzzles as exciting for young learners, through the story, students can focus more on context as a whole, rather than word for word. Similarly, through the gathering with students encouraged to play a more active and freer to understand and use English in a happy situation. Keep always in mind that student naturally as a novice learner prefers doing his own job. At first they see themselves not able or difficult to share with friends for until tender age of 6 or 7 children are still very self-centered.

In line with increasing age and development of social values, they too will change. At the age of 9-10, they will start learning with other people and can work together with them. They feel more secure if the tasks they must work can be done together with his friend. Working in groups or pairs can help students who are shy to be more daring. They can help each other and

correct each other. Once children feel safe and happy in English class, they'll be more excited and more daring, more active in foreign language learning. Indeed, a sense of security does not describe the attitude or the student's ability, but simply serve to get the maximum results of teaching and learning activities. Therefore, the 'feeling safe', 'feeling good' of the students in English language learning need to be maintained by creating an attractive learning situations using a variety of practical techniques and use of props in accordance with topic of the lesson

In addition to characteristic features of young learners mentioned earlier, there are still some that need to be noticed by the teacher, such as

a. children actually have not been realized what they learn a foreign language for, even though they are pleased and excited

b. children learn English begining with listening then they imitate. Sometimes they seem do not listen, however they will repeat the sentence/word well in the future

c. Childrens'world with various activities is different with adults' world. Children do not always understand what the adults say. Similarly, adults do not always understand what the children say. Social interaction is very important.

d. Children will always know. That is why, children like to ask questions

From the above features, a teacher can design his or her teaching in such a way that suits the children to make them happy with the lesson.

Important Aspects in Teaching English for Young Learners (TEYL)

The differences in teaching EFL to children and adults have been somewhat outlined above. The most important thing is therefore to identify crucial aspects that should be remembered when teaching EFL to children.

One important aspect in TEYL is that there must be a good teacher in class, who is characterized, according to Marban (2013) as (1) loving the job as a teacher, (2) being lively and entertaining, (3) motivating, (4) having good rapport and interaction with the class, (5) correcting the students without offending them. It is true that a good teacher must like teaching in the sense that it is impossible for anyone to do anything he or she does not like.

A teacher must be lively and entertaining since most students do not like a boring teacher. Games, songs, story-telling may support this aspect. A teacher must also be a motivator for the students—encouraging them to do the best possible. In addition, he or she must also have good interpersonal skills with the students—such as knowing the students' names, and address them by their names. Finally and yet most importantly, a teacher must be able to correct the students without offending them, such as making them hate the class and not want to learn any more.

Another aspect to remember when teaching ESL and possibly EFL to young learners is the aspect of culture. This, however, may not contribute anything to an EFL class where the students are culturally homogenous.

Yet, it is important to introduce English culture to EFL young learners, such as through short and easy idiomatic expressions, authentic teaching materials as story-telling on English communities, and many more that can make the students realize that they are learning other people's culture in order for them to be able to experience cultural sharing (http://esl.yourdictionary.com/lesson-plans/Culture-in-ESL-Classrooms.html).

RESEARCH AND DEVELOPMENT METHODOLOGY

On the methodology of the study, the researcher shall discuss respectively (1) Approach to the study, (2) Exploration Phase, (3) Prototype Model Development, and (4) Validation.—each of which is presented in the following sub-headings.

Approach to the Study

The study is qualitative in nature. It did not make use of laboratory work. Rather, it was conducted in the field where the educational events take place naturally. The data were collected from the involved people, such as teachers, students, and educational documents. The data depicted how the educational process ran, how educational documents were implemented, how the educational interaction took place. This approach adopted Samsudi (2009:64-65) stating that all the problems will be meaningful when the study is done qualitatively.

Exploration Phase

Prior to the exploration phase, the researchers conducted preliminary studies aimed at (1) reviewing earlier studies related to the present study in order to know what other researchers have done in the subject matter, and (2) locating the current research within a similar research community in order to come up with theoretical and practical contributions. In this respect, upon completion of preliminary studies, research problems or questions were formulated based on the information gap found in foregoing researches.

Objectives

The objectives of the exploration phase can be outlined as follows:

(1) Describing the existing models of teaching English applied by the Elementary school teachers in the Semarang municipality

(2) Analysing the needs for the new model of teaching EFL to for Year 4 of ES's (needs analysis).

Design

Prior to designing the exploration phase, preliminary studies were performed in such a way that the researcher felt comfortable finding out information related to the current study. In this case, the library was one of the facilities since it stored earlier studies. In addition, Internet browsing was also performed to get information and data required to investigate what has not been done by preceding researchers. Prior to writing up the reviews of the previous researches, he had a number of informal discussions with colleagues in order to get feedback for the betterment of introductory presentation of the on going study. Thus, some educational practitioners were involved in the preliminary studies to arrive at one unified whole of information required as the basis of the existing study.

Meanwhile, the exploration phase was designed within the framework of the study presented in Chapter II. It consisted of activities, such as observation, interviews, documentary study in preparation of the needs analysis as required in Educational Research and Development.

Source of the Data

The data was collected from class observation observing four teachers teaching EFL to the students at four different ES's. They were interviewed with respect to their teaching models right after the class observation took place. Their teaching preparation or lesson plan is also used as source of the data. Thus, the research instruments included (1) observation sheet or field note, (2) transcript of interviews with teacher, (3) transcript of interview with a few students, and (4) teaching documents such as lesson plans, test sheet.

Research Settings (Locations)

Upon finding out the research problems, the next thing to do was to figure out the settings (locations of schools) and the subjects of the study. Four schools as the settings of the research were chosen, namely (1) SDN[1] KALICARI 01, Semarang, (2) SDN LAMPER KIDUL 02 Semarang, (3) SD KRISTEN TRI TUNGGAL Semarang, and (4) SD PANGUDI LUHUR XAVERIUS Semarang.

The four Elementary Schools (ES's) were chosen particularly due to their accreditation status of which each of them is accredited at Level-A (Score: > 90). SDN KALICARI 01 or KALICARI ES 01(KES 01 for short) and SDN LAMPERSARI KIDUL 02 or LAMPERSARI KIDUL ES 02 (LKES 02) are the two favourite schools in Semarang. Surprisingly, LKES 02, in addition to regular classes, has also Emersion Classes in which English is used as a means of instruction.

Contrary to the above two ES's, SD KRISTEN TRI TUNGGAL or KRISTEN TRI TUNGGAL ES (KTTES) makes use of a different curriculum from that prescribed by Semarang Education Office. Instead, KTTES offers English everyday for 30 minutes from Monday through Friday.

SD PANGUDI LUHUR XAVERIUS or PANGUDI LUHUR XAVERIUS ES (PLXES) is currently in cooperation with ILP in teaching English for the students. ILP is an English institution specializing in the teaching of English for young learners. Under this cooperation,

the ES English teachers have been trained and are monitored by IDP supervisors. In English teaching, PLXES has implemented, as they call it, an activity-based approach.

It should be noted that the teachers of the selected schools are all graduates of S1 English program (Undergraduate Level). This criterion is in accordance with the rule of the Education Ministry No 16 2007 stating that the elementary school teacher should have at least S1 Degree (Undergraduate). The two state schools have English teachers who have got more than five years teaching experience. They are still young and have full enthusiastism of teaching. The two private schools were chosen because they applied teaching in a bit different way from state school teachers as previously mentioned.

The researcher would like to know how relatively different the two private schools are when compared to the two state schools. Therefore, in doing this qualitative research, the researcher applied purposive sampling with respect to the selection of schools although sampling does not matter much in a qualitative approach.

The observation was done in class. Richards mentioned that another approach to develop a theory of teaching is to derive teaching principles from studies of practices of effective teachers (2002: 21). Therefore, it is assumed that teachers from schools with Grade A of school-accreditation are effective teachers although Richards said that effective teachers are those whose students perform better on standardized achievement test.

Data Collection

The data were collected by means of class observation, questionnaire to the EFL teachers, and in-depth interviews with them. In class observation, the researcher observed and took notes of how the English teacher implemented the model of English teaching. The researcher took notes of every single thing that happened in the classroom, such as the way teacher was teaching, what attitude of the students showed toward the teaching process.

In the interviews the researcher investigated the rationales that the English teacher adopted certain things (activities) in their teaching. Furthermore, the analysis of the teaching

documents was based on (1) feasibility of content, (2) feasibility of presentation, (3) feasibility of language, (4) practical consideration, following Cunningsworth (1995: 57).

Tabulated below are Elementary Schools (ES's) that the researcher came for observation and in-depth interviews.

Observations at Elementary Schools

No	School	Classroom Teacher	Dates	Class	Time	Material
1	SDN KALICARI 01, Semarang	Samrohatuk Elmi, SPd	10-09-2012	4B	09.00-10.45	Colour
			17-09-2012	4B	09.00-10.45	Things Around Us
			24-09-2012	4A	07.30-08.45	Number
				4B	09.00-10.45	Number
2	SDN LAMPER KIDUL O2	Herry Agus MC, SPd	09-10-2012	5B	07.00-08.10	Daily Activities
			09-10-2012	4B	11.25-12.35	Things Around Us
			11-10-2012	4A	07.30-08.45	Things Around Us
3	SD KRISTEN TRI TUNGGAL	Yestisia Krissanti, SS	13-09-2012	4B	10.20-10.55	Simple Past Tense
			25-09-2012	4B	10.20-10.55	WorksSheet 1 Unit 3
			03-10-2012	4A	07.00-08.45	There is/are
			03-10-2012	4B	09.00-10.45	There is/are
4	SD PANGUDI LUHUR XAVERIUS	Esther Dwinastiti Esti Mahanani	11-09-2012	4A	11.35-12.45	Order and Request
			21-09-2-12	4A	11.35-12.45	Review: Alphabets, Order and

						Request, Food and Drink
			02-10-2012	4B	10.25-11.35	Number
			02-10-2012	4A	11.35-12.45	Number
			05-10-2012	4A	11.35-12.45	Number: Addition

From the above table, it can be said that the observational activities involved the classroom teachers whom the researcher interviewed, and the students whose learning activities became the central theme of observation.

Trustworthiness of the Data

The aim of trustworthiness in a qualitative inquiry is to support the argument that the inquiry's findings are "worth paying attention to" (Lincoln & Guba, 1985, p.290). This trustworthines of data resembles the concept of reliability and validity as always done in quantitativie studies. In any qualitative research project, there are four issues of trustworthiness demand attention: (1) credibility, (2) transferability, (3) dependability, and (4) conformability. Credibility is an evaluation of whether or not the research findings represent a "credible" conceptual interpretation of the data drawn from the participants' original data (Lincoln & Guba, 1985, p.296). Transferability is the degree to which the findings of this inquiry can apply or transfer beyond the bounds of the project. Dependability is an assessment of the quality of the integrated processes of data collection, data analysis, and theory generation. Conformability is a measure of how well the inquiry's findings are supported by the data collected. (Lincoln & Guba, 1985). To support the four issues of trustworthiness, Lincoln and Guba give 11 techniques: (1) prolonged engagement, (2) persistent observation, (3) triangulation, (4) peer dibriefer, (5) negative case analysis, (6) referential adequacy, (7) member checking, (8) thick description, (9) inquiry audit, (10) confirmability audit, and (11) audit trail.

In this study, to address credibility, the experiential learning was employed by doing the observation at four different schools. Learning through observation and interaction with the

class environment, as opposed to reading about what happen in a class from a book. Thus, the researcher made discoveries and experiments with knowledge firsthand, instead of hearing or reading about others' experiences (http://en.wikipedia.org/wiki/Experiential_learning)

RESEARCH FINDINGS AND PRODUCT

The result of class observation was analysed using Constant Comparative method which consisted of four stages (1) comparing incidents applicable to each category, (2) integrating categories and their properties, (3) delimiting the theory, and (4) writing the theory. In the analysis, each stage after a time was transformed into the next stage until the analysis was terminated (Glaser and Strauss, 1967). Strauss and Corbin (1990) described some flexible guidelines for coding data when engaging in a Grounded Theory Analysis, such as (1) Open Coding, (2) Axial Coding, and (3) Selective coding.

Elaborating the flexible guidelines for coding in the current study, there were (1) the process of breaking down, examining, comparing, conceptualizing and categorizing data (Open Coding); (2) assembling the data in new ways after open coding. A coding paradigm (logic diagram) was then developed, which identified a central phenomenon, explored casual conditions, identified the context and intervening condition, specified strategies, and delineated the consequences (Axial Coding), and (3) the integration of the categories in the axial coding model. In this phase, collection and analysis are substantive level theories relevant to other categories, validating those relationships, and filling in categories that need further refinement and development.

Research Output

Included in the research outputs of the exploration phase are (1) the profile of the way the teacher presents the material to the students, (2) the needs analysis for the proposed Active Based Learning model of English teaching to Year 4 of Elementary School.

Prototype Model development

This study is qualitative, descriptive and explorative in nature which, in general, aims to elaborate certain phenomena and the relation between the phenomena (Locke et al 1999:98). According to Strauss and Corbin (1990:17) in its analysis, a qualitative research does not use

statistical analysis or other quantifiers, even though a quantitative method is often used for collecting the data. As an Educational Research and Development (Educational R&D), however, the current study is to propose a new model in response to the existing gaps found in practice—the teaching of EFL to ES Year 4 students.

Procedures in Educational R&D

The original ten steps that belong to the cycle in the R & D are theoretically the model designed by Walter Dick and Lou Carey (1996). However, Acccording to Sukmadinata (2008: 184-191), the ten steps can be simplified by putting them into three phases, namely (1) exploration phase, (2) prototype development phase, and (3) testing phase.

In the current study, the researcher used Sukmadinata's in developing a model of teaching EFL to ES students with slight modifications. Thus, the procedures that the researcher employed include (1) Exploration, (2) Prototype Model Development, and (3) Validation.

To sum up, the steps of model development used in the current study are outlined below.

> **(1) Exploration.** It was to explore every bit of information related to the current study. The data were presented in SWOT descriptions as the basis of needs analysis or need assessment.
>
> **(2) Model Development.** It was to propose a model of teaching EFL to ES students in response to the current need of a new model.
>
> **(3) Validation.** It was to request some educational experts and practitioners to comment and criticize the newly-developed model for revision and improvement.

Constructing the Model Draft

As it has previously been mentioned, this study is an Educational Research and Development (Educational R & D) which is actually an industry-based development model in which the findings of the research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standard (Gall, Gall, and Borg 2003: 569).

To accomplish the current study in line with the nature of Educational Research and Development, qualitative descriptive and explorative methods were used in the exploration phase of Research and Development activities. It consisted of collecting data of the existing methods of teaching; identifying the characteristics of the students, the teaching abilities of the teacher, the characteristics of the teaching materials, and the situation influencing the teaching-learning activities in order to come up with descriptions of the existing models.

To develop a new model of teaching EFL to ES students, needs analysis was conducted based on the profile descriptions of the existing models, namely by converting weaknesses into strengths; threats into opportunities.

Based on the needs analysis, a new model was developed. This brand new model was launched for comments and criticisms by some educational experts. Based on their comments and criticisms, the researcher improved the model to be the final products.

Karakteristik Activity Based Learning (Pembelajaran Berbasis Siswa Aktif)

1.   Class – Yes

Pembelajaran diawali dengan guru menyapa kelas untuk menarik perhatian siswa dengan mengatakan sapaan dan nada yang diatur guru

Sapaan	Nada
Class (untuk seluruh kelas) atau bisa juga guru memberi variasi dengan **Boys** (untuk siswa2/laki2) bisa juga dengan **Girls** (untuk siswi2/perempuan)	**nada datar** ——— **naik** **menurun**, atau **bergelombang** dengan tone *lembut mendayu* atau *keras membentak* misalkan guru mengucapkan **CLASS** maka kelas akan merespon **YES**

Guru menggunakan sapaan ini apa bila dia akan menarik perhatian kelas. Hal itu terjadi apabila dia mau mengajarkan topik2 atau subtopik yang baru. Bisa juga pada saat guru selesai mengajarkan beberapa item dalam satu topik dan guru ingin meminta murid

mengulangi apa yang telah diajarkannya, dia kan menggunakan cara itu. Dengan cara ini, guru tidak perlu menegur siswa secara individu, karena dengan cara ini semua siswa akan memperhatikannya.

2. Teach – Okay

Guru mengajarkan topik yang sudah direncanakan dalam Rencana Pelajaran yang sudah dibuatnya. Guru akan memberikan materi sesuai dengan indikator materi dan dalam mengajarkan tidak sekaligus, namun dalam konteks yang bisa dipahami siswa SD. Guru akan membagi dalam chunks atau potongan2 yang memungkinkan siswa SD salaing mengajarkan materi yang didapat dari guru ke teman di sebelahnya. Guru akan meminta siswa untuk menirukan beberapa kali dan setelahnya guru akan meminta siswa untuk saling mengajarkan apa yang telah mereka dapatkan. Guru akan mengatakan CLASS dan murid mengatakan YES, Clap, clap, clap Teach .....clap, clap, clap Okey......kemudian mereka akan saling mengajar. Kita akan mengingat 95% apa yang kita ajarkan ke orang lain

3. Micro Teaching

Dalam pembelajaran berbasis siswa aktif, semua siswa setelah mendengar dan memahami, siswa bisa mengajarkan materi yang sudah diterima kepada teman di dekatnya. Clap, clap, clap Teach .....clap, clap, clap Okey......kemudian mereka akan saling mengajar. Ketika mengajarkan, mereka menggunakan bahasa/gerak tubuh sambil mengatakan/mengajarkan materi. Dikatakan mereka mengaktifkan segala indera mereka dalam kegiatan micro teaching ini. Dengan mengajarkan sambil memperagakan dengan bahasa tubuh, mereka akan mengingat apa yang mereka ajarkan dalam waktu yang lama, mereka akan menyimpannya dalam memori mereka dalam waktu yang lama.

4. Scoreboard Game

Setelah kelas selesai mengerjakan suatu tugas dengan baik, maka guru akan memberi point positive (smiling face) dan setelah menggambar smiling face guru berjalan ke arah kelas dan melemparkan ke udara dan berkata "**Smiling Face for You**" dan kelas akan menanggapinya dengan "**Oh, Yeah**". Sebaliknya bila mereka tidak kompak menirukan guru, tidak mengerjakan tugas dengan baik, guru menggambar frowny face, dan setelahnya sambil berjalan ke arah kelas, guru mengusap matanya dengan kedua tangannya sambil berkata "**Hu

Hu Frowny Face" dan kelas akan menanggapinya dengan berlaku seakan-akan menangis sambil berkata "**Hu Hu**". Siswa akan berupaya supaya selalu mendapatkan smiling face setiap tugas selesai, sehingga mereka akan berupaya mengerjakan tugas2 yang diberikan dengan baik.

5.   **Game**

Mengajar kepada siswa SD akan lebih menyenangkan apabila guru menyisipkan game untuk memperkuat pemahaman, atau melancarkan lafal mereka terhadap kosa kata yang baru, atau membantu siswa mengingat kata2 dalam kalimat yang agak rumit dan panjang. Jenis game bisa dipilih yang sesuaid dengan materi pelajaran. Ketika memainkan game, siswa akan merasa senang dan tanpa disadari mereka juga belajar bahasa Inggris. Games mempunyai atau menggunakan suatu variasi tekhnik atau cara. Tekhnik-tekhnik itu adalah gap informasi (information gap), tebak kata (guessing games), permainan cari (search games), mencocokkan (matching games), permainan diskusi dan pasangkan (matching-up games: jigsaw), permainan 'tukar dan kumpulkan' (exchanging and collecting games), menggabungkan aktivitas (combining activities), teka-teki (puzzle), bermain peran (role-play) atau simulasi (simulation).

The model draft was tried out for five times. After each performance, there was a discussion among FGD (Focus Group Discussion) members who consisted of the acting teacher and two or three English teachers. The topic was how the teaching activities were going on, how students understood the teaching material, how students responded to the instruction, how the teaching could be improved for the next performance.   The researcher studied their comments, criticisms and recommendations for possible revision of the model. Communications with the experts and practitioners went on consultatively until the model was finalized—evidenced by approval from all involved parties.

Validation

To guarantee the validity, educational experts and practitioners were requested to judge the proposed model of teaching EFL to young learners or ES students of Year 4.

The mechanism of validating process was that, upon completion of Needs Analysis based on the results of the questionnaire administered to the teachers under study, the researcher

drafted a model. The model was named "Activity-Based Learning Model." The model draft was validated by two educational experts prior to being tried out. During the trial of the model, the FGD (Focus Group Discussion) were involved in commenting, criticizing, and recommending after the class activities were done.

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DEVELOPING CULTURAL READING LEARNING MATERIALS OF LITERATURE FOR JUNIOR HIGH SCHOOL STUDENTS.

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Abstract

Culture is embodied by the language. Studying language is studying the culture itself. It means that culture cannot be separated with the target language. In learning English, literature is believed to have much influence on the English language. This is because literature can keep the students' sensitivity to the use of English. This study presents the Research and Development (R&D) type. The research allowed some stages. The stages were conducting needs analysis, planning, designing the materials, experts judgements, revising, evaluating or trying the materials, and writing the final draft of the materials. The research involves 30 participants in a Junior High School of Wonosari, Gunungkidul. The data of this research were analyzed quantitatively and qualitatively. The data from the research findings show that the appropriate English learning materials for the students consist of three units. The materials was then developed from the three most preferable themes, the love,virtue, and honesty. Then, there were three litterary works for each theme namely poetry, story, and play. From the results of the materials evaluation, the mean values ($\bar{x}$) of the statements were 3.78 to 4.50. Those ranges were categorized as good and very good. The data were supported by the interview, and observation. It can be concluded that cultural reading learning materials of literature were appropriate for the junior high school students in Wonosari, Gunungkidul.

Keywords: cultural, reading learning materials, literature.

Introduction

English has become an international language used by people in the world. People use this international language to share global information and to communicate in this globalization era. In relation with the used of English globally, many countries have prepared the society in facing the globalization by positioning English as part of education.

Nowadays in EFL context, English subject is taught as one of the important subjects in junior high school. English is taught not only to develop the students' intelligence and knowledge of English but also communicative English that should include cross-cultural understanding. Fries and Lado (2007: 149) states that to deal with the culture and life of the people of the

language being learned is not just an adjunct of a practical language course but also an essential feature of every stage of language learning. It means that literature is believed to be essential in helping the students to learn.

In addition, Shanahan (2007: 168) states that cultural content provides exposure to living language that a foreign language student lacks. In this case, culture is embodied by the language. Studying language is studying the culture itself. It means that culture cannot be separated with the target language. In learning English, literature is believed to have much influence on the English language. This is because literature can keep the students' sensitivity to the use of English.

However, theexistence of cultural reading learning materials of literature for junior high school studentsare still limited. Many course books are less of English cultural context. This condition gained the students to be text-books rather than communicative. Many of the students speak English like but actually it still Indonesian. This case happenedbecause cultures are separated with the language use in many course books.

It means that Literature materials are important to help the students in learning English communicatively. It also needed to facilitate the students in achieving good English competence. Therefore, developing cultural reading learning materials of literature for junior high school studentsbecomes an important thing to the teachers.

Literature Review

a. *English for Specific Purposes (ESP)*

Hutchinson and Waters (1987: 19) defines ESP as an approach rather than a product. In this case, need is defined by considering the reasons of the students in learning English. In short,ESP is an approach to language teaching in which all decisions to the contents and methods are based on the students' reasons to learn.

Similiarly,Munby in Kim (2008: 11) states that "ESP courses are designed based on the prior analysis of communicative needs of the learners compared to the predetermined nature of general English syllabi". Since ESP courses are designed by considering students' needs,

students become the center in making the course design. This course design will be used to make the materials that are appropriate to them.

In addition, Dudley-Evans and St John (1998: 19) in Miguel (2010: 1) says that "ESP is essentially materials and teaching led movement." It is closely interlinked with Applied Linguistics and English Language Teaching. They also point out that ESP is different from other academic diciplines. The professions, the genres, and registers are different with common English in general. Then, Nunan (2004:7) says that English for Specific Purposes (ESP) has its own approaches on curriculum development, and materials design development.

It can be concluded that the materials in ESP program are specific and different from those in general English because they are based on students' reasons in learning. In designing the materials, couse design that is appropriate with the students' needs will also be considered. Their English learning is closely related to the English in their workfield which has its own approach.

b. Culture

Brown (2001: 46) defines culture as the ideas, customs, skills, arts, and tools that characterize a group of people in a period of time. In addition, Jiang (2000: 92) states that culture and language are not separated. It means that culture is embedded with the target language. Studying language and the culture is believed to have many beneficial in English language learning sensitivity.

c. Reading

In the previous section, Grabe (2009:5) defines reading as the process in which readers learn something from what they read and involve it in academic context as a part of education. It is believed as an important skill to support the students in understanding and decoding the learning materials. Furthermore, reading is also important in social context where the activity of reading takes place. It makes people around the world will be able to communicate with the other.

According to Harmer (2001:200), reading is important for getting information. The reason why reading is important can be divided into two categories, instrumental and pleasurable aspects. The instrumental aspect will help the reader to achieve some clear aim and it covers getting information from the written source and understanding the instruction what the readers need to do.

Meanwhile, the pleasurable aspect deals with the reading for pleasure. It can be in the form of reading the magazine or interpreting the illustration of a picture. However, the main point of its essence is that learners will get some information from the reading activity and gradually they will be able to communicate with the others.

d. Literature

In a widest sense, literature is just about anything written (Kennedy, 1979). It means that any kinds of written texts such as newspaper, article, gossips, Mathematics, History, Biology books, leaflet, food labels, recipe and ticket can be called as literature. In addition, Harry Shaw (1997: 201) states that literature is writing products which expression and form, in connection with ideas and concerns of universal and permanent interest, are its essential features. From this definition, it can be conclude that not all of writings are literature. Furthermore, Tjahjono(2007: 34) mentions that literary language has some characteristics that are different with scientific writing. Literary language is connotative, multi-interpretable and has musicality effect. It means that literature is writing products which are different with scientific writing such as fiction story, poem, drama, etc.

e. Materials

According to Tomlinson (1998: 2), materials are anything which is used by the teachers or learners to facilitate the learning. It means that material is the essential part in teaching learning process. It can facilitate the learning of language. Materials, in fact, provide concrete models in classroom practice, act as curriculum models, and fulfill the teacher development role. Therefore, the kind of materials will influence the learning of language.

Material is anything which can be used to help language teaching. Materials can be in the form of textbooks, workbooks, cassettes, videos, handouts, etc. In short, materials can be

anything which are free used in developing the students' knowledge and experience of the language (Tomlinson, 1998: 2). This is important to know that the materials are good or not. Tomlinson (1998: 7-21) identifies criteria of good materials as follows.

Materials should achieve impact, materials should help learners to feel at ease, materials should expose the learners to language in authentic use, materials should provide the learners with opportunities to use the target language to achieve communicative purposes, materials should not rely too much on controlled practice. In conclusion, materials that are attractive, encouraging students' motivation, authentic, providing opportunity to be communicative learners, and varied from guided into free guided will be good to be designed for teaching and learning process.

Research Methods

The research design is research and Development since its purpose was to develop a finished product that can be used appropriately in an educational program (Borg, 2003:772).

Research Subjects

The research subject are 30 Students of Grade VIII at SMP Muhammadiyah 2 Wonosari.

Data Collection Techniques

The data collection techniques used some questionnaires. Firstly, the data of the target and learning needs in English were collected at the early stage of the research through the needs analysis questionnaires. Secondly, opinion and suggestion from the experts to find the appropriateness of the designed materials before the tryouts were reached through the expert judgements questionnaire. The instruments used to collect the data in this research were questionnaires and interview guides.This research used two approaches of collecting information. Those are quantitative and qualitative.

Data Analysis

The collected data were analyzed differently.

a. Data from Questionnaires

There were three kinds of questionnaires, the researcher analyzed the data differently. For the needs analysis, the researcher used precentages. For the experts judgement questionnaires, the researcher used frequencies. Then, for the materials try-out questionnaire, the researcher used frequencies and descriptive statistics.

Then, to put all the mean values in the categories, range was used to classify the mean values in classes (Suharto, 2006: 52). The method for calculating the mean was the same as that in the score conversion, i.e. finding the class interval for determining the category. The class interval was calculated based on the following procedure: firstly, we has had to find the formula ($R= X_{highest} - X_{lowest}$), then the result of the calculation was divided by the desired number of the class (in this case 5 classes). Based on the calculation, the class intervals were presented as follows:

Table 1: Quantitative Data Conversion (Suharto, 2006: 52)

Scales	Categories	Interval of Mean
5	very good	4.20-5.00
4	Good	3.40-4.19
3	Fair	2.60-3.39
2	Poor	1.80-2.59
1	very poor	1.00-1.79

Data from Interviews

The qualitative data obtained from the interviews were recorded and then transcripted. The data in the form of interview transcripts were analyzed based on the qualitative data analysis from Miles and Huberman (1994: 120). The qualitative data were analyzed in four steps. The first step was collecting the data. The second step was data reduction. In this step, the researcher selected limited, simplified, and transformed the data by summarizing or paraphrasing the interview transcripts. The next step was data display. The last step was drawing the conclusions.

Research Procedures

This research used Research and Development proposed by Borg and Gall. As a basis of developing the materials, the researcher used the system approach model from Dick & Carey in Borg and Gall (2003: 571). The procedure of the research will be described below:

1) Step 1: Needs analysis

   The needs analysis was done to gather the information of the learning and the learners' needs. Then, the data were analyzed as the basis of developing English learning materials for the learners.

2) Step 2: Planning

   In this stage, the course grid was developed based on the students' needs. The course grid consisted of topic, unit title, language function, input text, language focus that covers key vocabulary and key grammar, learning procedure/ activities, and achievement indicators.

3) Step 3: Developing the materials

   The English materials were developed based on the course grid.

4) Step 4: Expert Judgements

   The materials were consulted to the first consultant and the second consultant as well as the experts to gain feedback.

5) Step 5: Revising

   The feedbacks from the experts were used for writing the second draft.

6) Step 6: Evaluating the materials

   The materials were then tried out. It involved 30 students at SMP in Wonosari. At the end of the try-out, the second questionnaires were distributed to know the students' comments on the appropriateness of the materials. The students were interviewed to reach delailed feedback on the appropriateness of the materials. This feedback was used for evaluating the materials.

7) Step 7: Writing the final draft

   The results of the questionnaire and the interviews were analyzed and used to evaluate and revise materials in order to get the final material. The final result of this research was a set of English learning materials for SMP inWonosari students.

Discussions

a. The result of the needs analysis

1) Data from the questionnaire

Students' attitudetoward English and students' reading habit are positive. More than 78% students gave positive answers to the questions concerning their attitude toward English and 72, 75% students gave positive answer answers to the questions concerning the reading habit

The students have poor experience on English literature, because more than 45, 42% students stated that they had never read English literary works and few who had read stated that they could not understand it.

The approach of using literature in the language classroom that is most preferable by the students is using literature. It can be seen from 89, 38% positive answer from the students.

The preferable themes in literature that had been choosed by the students are the virtue 87, 5%, love 86, 25%, and honesty 82,50%.

2) Data from the interview

Data from the interview shows that the study of literature should not go very deep. It should be suitable with the students English mastery level. Therefore simplified text was suggested because by using simplified text the difficulty that is caused by insuficient vocabulary mastery could be reduced.

b. Instructional design

The preliminary data describe above was then used as one consideration in designing instructional materials in which approach, objectives and basis of materials selection should be determined.

From the questionnaire, it could be seen that students prefer to discuss themes of literary works and compare them with their own experience .

The objectives of teaching English literature at one of the SMP in Wonosari, Gunungkidul is to introduce English lteratre to the students as a means to develop students' language skills.

The selection of the materials is based on the result of the interview and questionnaire. There are three themes included and this materials namely love, virtue,and honesty.

The materials design is thematic type. It means that the topic interest and areas of subject knowledge selected as themes tobe read or talked about order to learn the language.

For each theme, three kinds of literary works namely short story, poetry, and extracts of play are included.

The materials is arranged following Collie's arrangement in which for each kind of literary work, there are three kinds of actvtis namely pre-reading, while-reading, andpost-reading.

c. Unit Design

In this part three units of materials were developed. Each unit contains the following elements.

THEME

A. Poetry

1. Pre-reading activity (starter)

2. While reading activity (input)

3. Post-reading activity (language and content)

B. Short Story

1) Pre-reading activity (starter)

2) While reading activity (input)

3) Post-reading activity (language and content)

C. Play

1. Pre-reading activity (starter)

2. While reading activity (input)

3. Post-reading activity (language and content)

d. Activity design

Learning activities are determined based on the objectives of the teaching of English by using literature, that is, to introduce English literature as a means to develop the student's reading skills.

Those activities are described as follows:

1) Pre-reading activities

Stimulating students' interest in the text

- Predicting the theme of the text from its title

- Discussing or describing pictures relevant to the text

- Discussing "what they would do and how they would respond" if they were in the similar situation to the one in the poem.

Providing the necessary historical and political background

- Reading or listening to a text which describe the historical and political background of the text

- Reading to a text about author's life

- Discussing what are the appropriate behaviors or feelings in their culture in the particular situation and comparing with those in the text.

Helping the students with the language

- Pre teaching any important words, phrases or grammatical construction that appear in the text.

 2) While-reading activities

Poem

- Jumbling up verses

- Filling the gap caused by the removal words

- Predicting what is coming next

- Underlying the words with a particular lexical set and speculating their meaning

- Answering comprehension questions about the meaning of certain words.

Short Story

Helping the students to understand the plot

- Writing a brief summary of the plot

- Making a title for each paragraph

- Jumbling up sentences which summarize the plot

- Sentence completion exercise

Helping the students to understand the character

- Choosing from a list of adjectives which is most appropriate for describing a particular character

- Ranking the character of the story according to certain traiths

Helping the studets with difficult vocabulary

- Providing definitions for certain word in the text

- Providing multiple choice questions to encourage the quessing of meaning from context

 3) Post reading activities

- Providing the students with different interpretation of the text

- Writing a review of the text
- Reading aloud (poem) and decide what mime or what gesture is appropriate
- Role play or acting out scene from the text
- Discussing the universal value despite in the text.

e. *Revision*

From the questionnaire and interview on the materials that have been tried out. These are some revision on the materials.

1) Definition of some words which are unfamiliar to the students but appear in the text frequently are given as footnotes

2) The questions of each sub-title of the short stories are not given at the end of the story but at the end of each sub-title to help the students to understand the texts which are considered too long

3) Before reading the text a situation is given to arouse the students' interest in the universal value of the story.

f. *Model of the Materials.*

Three units of learning materials of literature were develop. The three units had been tried out to the students at the SMP in Wonosari and revised. Here are some parts of thefinal models that will be presented as follows.

UNIT I	UNIT II	UNIT III
LOVE	**VIRTUE**	**HONESTY**
I The Poem	**I The Poem**	**I The Poem**
Task 1	Task 1	Task 1
Task 2	Task 2	Task 2
Task 3	Task 3	Task 3
II The Story	**II The Story**	**II The Story**
Task 4	Task 4	Task 4
Task 5	Task 5	Task 5
Task 6	Task 6	Task 6
III The Play	**III The Play**	**III The Play**
Task 7	Task 7	Task 7
Task 8	Task 8	Task 8
Task 9	Task 9	Task 9

UNIT 1
LOVE

I The Poem
Task 1.   In pairs, complete the following sentences.
Fountains always mingle with…
The rivers always mingle with…
The mountain peaks touch…
The sun always lights…

II The Story
Task 4. Read the text attentively.

The Nightingale dies

The she gave one last song. So wonderful was the music that the moon heard it and the moon forgot the sunrise and stayed in the sky. The red rose also heard it and opened the leaves to the cold morning air.

"Look, look!" cried the tree, "the rose is finished now". But The Nightingale made no answer. She was dead with the thom in her heart.

III The Play
Task 7. Read and Practice.

A Doll's House

Nora. Just now. (*Puts the bag of macaroons into her pocket and wipes her mouth*.) Come in here, Torvald, and see what I have bought.

Helmer. Don't disturb me. (*A little later, he opens the door and looks into the room, pen in hand*.) Bought, did you say? All these things? Has my little spendthrift been wasting money again?

Nora. Yes, but, Torvald, this year we really can let ourselves go a little. This is the first Christmas that we have not needed to economize.

Helmer. Still, you know, we can't spend money recklessly.

Nora. Yes, Torvald, we may be a wee bit more reckless now, mayn't we? Just a tiny wee bit! You are going to have a big salary and earn lots and lots of money.

Helmer. Yes, after the New Year; but then it will be a whole quarter before the salary is due.

Nora. Pooh! we can borrow till then.

Conclussion

From the needs assessment, it was found out that the most interesting themes for them are virtue, love, and honesty. The approach of the teaching of literature considered to be most suitable and advantageous is the using of literary text in English classrooms as a mean of personal enrichment. The objectives formulated after the needs analysis is to introduce English literature as a means to develop students' reading skills.

The next steps is selecting and organizing the materials. The first draft of the materials then consulted to the experts. Then the revised draft from the experts then tried out to the students. Based on the students' feedback, the final drafts of the materials are produced. The final materials was then developed from the three most preferable themes, the virtue, love, and honesty. Then, there were three litterary works for each theme namely poetry, story, and play.

From the results of the materials evaluation, the mean values ($\bar{x}$) of the statements were 3.78 to 4.50. Those ranges were categorized as good and very good. The data were supported by the interview, and observation. It can be concluded that cultural reading learning materials of literature were appropriate for the junior high school students in Wonosari, Gunungkidul.

Suggestion

From the observation of the students' responses to the literature teaching, the students were very enthusiastic in dealing with and discussing about themes taken from the literary works that resemble their own life experience. The result of their test on the subject also showed that literary works were not impossible to be learned and comprehend by them.

Referring to that, the writer thinks that it is about time for curriculum developers to start including literature as parts of English classroom teaching because it provides the real English culture that also close to the students' life. This kind of teaching will also powerful to help them to learn the language and keep the students' sensitivity to the use of English.

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THE APPLICABILITY OF SMALL GROUP DISCUSSION IN ENGLISH READING CLASS

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Abstract

Success of learning is not only a matter of using an appropriate teaching resources, instead, the interference of teaching method is found to be essential to determine the students' learning achievement. Teacher as a captain of class has the right to choose type of method used in the classroom for sake of students' improvement. This study was designed as an attempt to help Master Students from a well established private university improve their reading comprehension skill through small group discussion. This study was participated by 30 students, later divided into two classes and served differently as an experimental group for the class A and a control group for the class B. Referring to the final data analysis of the study, it is found that there is an improving learning achievement in the experimental group, indicated by higher performance of posttest (20.333) than the pretest. Apart from this, further analysis was also conducted to find out whether or not small group discussion was able to show better performance than another teaching method applied in another different class. Based on the result of statistical calculation, it shows that small group discussion got better result 12.334 than that of another group. As a result, some suggestions were made by referring to result of the study.

Keywords: small group discussion, teaching reading to Master Students, reading comprehension

INTRODUCTION

Rapid development of communication and information technologies has contributed to deprivation of borders with the dissemination of globalization and the world, in this case, is perceived to get smaller what makes it necessary to learn foreign language. In accordance with these, the interest of learning English as an international language has been found to be increasing.

Teaching English more effectively or making students learn this language better on their own has been still becoming an interesting issue for language educators. In order to achieve this, efforts are required to produce innovation that leads to better teaching.

Teaching language is a challenging task which demands dynamic techniques and methods compared with teaching other subjects. Integrating and developing four basic skills such as listening, speaking, reading and writing are essentially needed to achieve success of learning language. As a result in various different learning characteristics and proficiencies students have, improving evenly all those four language skills at once in term of teaching language is difficult. Students possess different capability of receiving knowledge, different reaction towards teacher's talk and probably different interest and confidence in participating classroom activity what leads to a problem that teachers need to figure out. Making use of various and dynamic teaching methods and techniques are somehow believed to minimize these differences and increase chance for teachers to help their students participate in lessons equally and small group discussion in English reading comprehension class becomes focus of this study.

LITERATURE REVIEW

Reading Comprehension

Reading comprehension is a multidimensional process involving an act of understanding what is being read by taking various aspects such as an intentional, active and interactive process happens before, during and after the readers read a particular product of writing. As a result of this, the readers are expected to synthesize the essential fact, comprehend visualized details and sense availability of facts in the text being read (Sever, 1995; Jaromilek, 1985).

Reading comprehension is one of the goals of the act of reading where it is covering such a complex perception, affective kinesthetic, communicative and cognitive process. This process happens only when a person reads a text and being engaged in what he is reading. While this person is concurrently using his awareness to understand meaning from the text before eventually coming to the last component called reading comprehension.

There are three elements needed in order to support the process of reading comprehension among which are vocabulary, knowledge and text comprehension as well as the following seven major types of questions based on comprehension skills (Burns, Roe and Ross, 1984:109).

a. Main Idea

This is to help students be aware of details and relationship among others by indentifying the central theme of selection.

b. Detail

The goal is to critically ask for information conveyed by material.

c. Vocabulary

This is to help students identify meaning of words used in the selection. Besides, this will also help them check their understanding about word meaning.

d. Sequence

This is to help students identify events in order of occurrence.

e. Inference

The goal is to let students identify information that is implied, but not directly stated in the material.

f. Evaluation

The goal is to let students be able to make judgment about material they are reading.

g. Creative Response

This is to let students go beyond material and create new ideas based on what they read.

Cooperative Learning

Cooperative learning is a teaching method commonly used by teacher as a way of organizing classroom. This kind of technique is perceived to enable fast students to help slow students in terms of improving their skill. In other words, every student fights for developing both themselves and other group members because they are aware of the fact that the success of the group depends on the performance of each individual (Wilkinson, 1994). Within its application, this technique is primarily intended to let students cooperatively work together and critically think by discussing certain topic and solving problems or misunderstanding around the task given.

In order to successfully perform cooperative learning, learners are suggested to meet the following five basic elements (Johnson, Johnson & Holubec, 1991):

1. *Group reward*

   In order for members of a group to succeed, it is necessary for the group itself to become successful.

2. *Positive Interdependence*

   Learners perceive that they need each other in order to complete a group task. Teacher may structure positive interdependence by establishing mutual goals; joint reward shared resources, and assigned roles.

3. *Face to Face Promote Interaction*

   Learners promote each other's learning by helping, sharing and encouraging efforts to learn. Learners explain, discuss and teach what they know to classmates. Teachers structure the groups so that the learners sit knee to knee and talk through each aspect of the assignment.

4. *Individual Accountability*

   Each learner performance is frequently assessed and the results are given to the group and the individual. The teachers may structure individual accountability by giving an individual test to each learner or randomly selecting one group member to give the answer.

5. *Interpersonal and Small Group Skills*

   Group cannot function effectively if learners do not have and use the needed social skills. Teachers teach these skills as purposefully and precisely as academic skill. Collaborative skill include leadership, decision making, trust – building, communication and conflict management skills.

6. *Group Processing*

   Groups need specific time to discuss how well they are achieving their goals and maintaining effective working relationships among members. Teachers act as a monitor to the groups and give feedback on how well the groups are working together to the other groups as well as the class as a whole.

Small Group Definition

Small group methods are technique of choice that provides educational system with needed flexibility. When properly used, these methods are believed to potentially increase learners' motivation through involvement and participation, later leads to:

- Better communication skills and intellectual and professional development (Brown and Atkins, 1998).
- Increased participation by learners, deeper and longer – lasting understanding and more motivation to learn independently (Gross Davis, 1999)

Apart from these advantages, small group method also has disadvantages. It is time consuming and may be difficult to grade or evaluate. Therefore, in its applicability, this method needs to involve clear roles and responsibilities among learners and teacher in the classroom in order to minimize problems may occur.

Classification of Small Group Teaching

There are three small group teaching categories commonly applied in the classroom for various teaching purposes. They are Seminar, tutorial and problem solving. Seminar is a method commonly used for a larger and wider topic where every body in the group will share responsibility for material and present it to the group this group teaching is usually consist of 8 to 20 members in it (Brown and Atkins, 1998). Tutorial classes, in this case, suggest that these classes have a group of up to five and be designed for individual development. In practice, this teaching method mostly involves "trigger" in the process of learning aimed as an attempt to stimulate discussion (Brown and Atkins, 1998; types of small group event, 2007). Problem solving classes are designed to enable learners gain guidance and practice in using data and various sources of information to figure out a problem. These classes commonly involve a group of to thirty participants in it (Brown and Atkins, 1998).

Problem Based Learning in Language Learning

PBL is widely recognized as an active, integrated and constructive process affected by contextual and social factors (Barrows, 1996; Gijselaers, 1996) where it is characterized by a student-center approach and teacher, in this case, will act as a facilitator rather than

disseminators (Wilkerson and Gijselaers, 1996). This method of learning is hoped to develop learner's intrinsic interest and promote a group work as well as to help them become self-directed learners.

In language learning PBL method gives a significant advantage compared to traditional methods in how the communicative skills of the learners are enhanced where the general ability of social interaction is also positively affected. By performing language practice around exercises that require learners to act, interact and communicate, it is expected that this can encourage learners to acquire a deeper sense of understanding and give learners more chance to practice the language on site. Superficial learning is often a problem in language education. Learners in general commonly learn all vocabularies they will probably need for future exam and then forget it after rather than grasping a sense of when and how to use which vocabulary. In general, learning language in such environment is considered to be more effective than teaching language exclusively as a foreign language (Larsson, 2001).

In a PBL classroom, such an issue may be minimized by introducing vocabularies in a real-world situation, rather than as words on a list, and by activating the learners that they will not be passive receivers of knowledge, instead, they are required to actively acquire the knowledge. The feeling of being an integral part of their group also motivates them to learn in a way that the prospect of a final examination rarely manages to do.

RESEARCH METHOD

This is an experimental study conducted at a well established private university in Semarang as an effort to find out the applicability of small group discussion to improve the students' reading comprehension skill. This study involved thirty Master Students out of two hundred and fifty taken randomly from the different faculties, and served as sample. These samples were clustered into two groups namely experimental and control groups where each group accommodated 15 participants. Test and questionnaire are the instruments required to this study aimed at gathering data needed. Test, in this case, was classified into two categories, pre-test and post-test.

Procedure of the Study

Pre-test was given to all groups at the beginning of the activities in order to gain the early data. Treatment was another step to conduct after the pre-test. It took about six meetings excluding the pre and the post tests that each of which required about 100 minutes. To experimental group, in order to achieve the learning target, the following eight learning steps were involved during the training activities. The steps included:

1. Selecting a topic of reading passage provided by the teacher.

   Teachers let the students selected one of the five provided topics before getting down to the other learning steps.

2. Identifying and clarifying unfamiliar terms presented in the text.

   Students were required to indentify difficult words they found in the reading text, check up the meaning in dictionary and discuss with teammates in the group.

3. Defining problem(s) to be discussed.

   Students in this step had to understand the reading text and defined the issues being discussed.

4. Doing "brain storming" session to discuss the problem(s), suggesting possible explanation on basis of prior knowledge.

   Students discussed the issues found in the step 3 and suggested possible explanation based on their early understanding.

5. Reviewing steps 2 and 3 and arranging explanations into tentative solutions.

   Students reviewed steps 2 and 3 before making tentative solutions.

6. Formulating learning objectives

   Students formulated learning objectives based on what they had discussed.

7. Collecting further information through private study

   Students did self study by seeking for further information from any possible learning sources out of the class.

8. Synthesizing new information, evaluating and testing it against the original problem. Reflect on and consolidate learning

   Students did the last steps on the next meeting after conducting self study out of the class.

During the treatment, teacher divided the role between teacher and students. The teacher in this study acted as a *facilitator,* he initiated the activity and kept the group on task as well as to reiterate roles for others, as needed. As a *Recorder,* he took notes as needed. As a *Reporter,* he presented the finding to the group after they completed the eight learning steps and the last role was as a *Time Keeper* to help keep team on task within time limits. While students, in this case, had to alternately select two of the participants to act as a leader and a recorder of the discussion and the rest would be participants. As there were only fifteen students in the experimental class, only twelve students got turn to be a leader and a recorder.

To completely answer the research questions posttest were conducted to all groups after the 6th meeting of the treatment, result of the tests would, then, be compared in order to gain data needed for further analysis. The post test was designed and applied similarly with the pre-test, in term of the test design and level of difficulty. All questions were presented in essay consisted of twenty questions that should be performed in sixty minutes. Content of the items presented in the post-test were different from ones already tested in the pre-test.

Procedure of Data Analysis

Things required to analyze the data:
1. Pre-test Result of Experimental and Control Group
2. Post-test Result of Experimental and Control Group

Steps of data analysis:
1. Comparing pre-test achievement of the groups
2. Comparing post-test achievement of the groups
3. Comparing between pre and post test achievement of experimental group
4. Comparing between pre and post test achievement of control group

RESULT AND DISCUSSION

Before initiating the first treatment, pre-test was conducted to measure the distribution normality and the initial achievement of control and experimental groups, and then the difference resulted in the data calculation between the two groups was compared. Results of the pre-test in this study were used to know the proficiency level of participants as well as to

analyze the impact of each method towards students' achievement in learning English as a foreign language.

Table 1. A Pre – Test Achievement Comparison Between Experimental and Control Groups

Group	N	Mean	Std. deviation	Sig.	Sig. (2-tailed)	Mean Difference
Experiment	15	61.3333	9.15475	.588	.752	-1.00000
Control	15	62.3333	7.98809			

Sig. (2-tailed) > 5% (insignificant)

From the output of the pre-test, it was found that the value of sig. is 0,588 = 58.8% > 5%, means that the variable homogeneity is normal and test results of both groups are close to each other where mean of the experimental group was 61.3333 and the mean of the control group was 62.3333. The fact that there is no significant difference at the means between the two groups, it indicates that they were nearly at the same level of proficiency at the beginning.

In order to find out which method could yield better achievement at the post-test, comparative result analysis between the two groups was conducted. This comparative analysis was done based on the result of mean and the sig. (2-tailed) in the t-test bellow.

Table 2. A Post – Test Achievement Comparison Between Experimental and Control Groups

Group	N	Mean	Std. deviation	Sig.	Sig. (2-tailed)	Mean Difference
Experiment	15	81.6667	9.38591	.224	.000	12.33333
Control	15	69.3333	7.28665			

Sig.(2-tailed) .000 < 5% (Significant)

The comparative result in the t-test above shows that means of experimental and control groups were significantly different. The difference indicates that the experimental group was higher about 12.33333 than the control group. This result of analysis is strengthen by the result finding at sig.(2-tailed) which is .000, lower than 5%, means that result gained by

experimental group is different from the control group. By referring to these analysis results of analysis, small group discussion technique applied in experimental group had a better impact on reading comprehension skills than the control group.

Tab.3. A Pre and Post-test Results Comparison of Experimental Group

Test	N	Mean	Std. deviation	Sig.	Sig. (2-tailed)	Mean Difference
Pretest	15	61.3333	9.15475	.963	.000	-20.33333
Posttest	15	81.6667	9.38591			

Sig.(2-tailed) .000 < 5% (Significant)

From the data presented at the table 3, the mean score result of the post-test of this experimental group is higher 20.33333 than that of the pre-test. The significance of difference between the first and the second tests was gained by statistically testing the data from the pre and the post-test of the experimental group. The result of this shows that sig.(2-tailed) was .000 lower than 5%, means that difference between the tests conducted prior and after the treatment is realized to be significant.

Table 4. A Pre and Post-test Results Comparison of Control Group

Test	N	Mean	Std. deviation	Sig.	Sig. (2-tailed)	Mean Difference
Pretest	15	62.3333	7.98809	.370	.018	-7.00000
Posttest	15	69.3333	7.28665			

Sig.(2-tailed) .000 < 5% (Significant)

By understanding the statistical data presented on the table 4, it can be inferred that the mean score in the post-test is slightly higher 7.0 than that of the pre-test, means that there is an improvement on the students' achievement before and after the treatment. In order to understand the significance of difference between the result in the pre and the post-test, t-test was applied. Taking the result of t-test calculation, sig.(2-tailed) is lower than 5% means that there is also significant difference in result between the pre and the post-test in the control group.

CONCLUSION

Referring to the result of this study, it is obvious that small group discussion has contributed positive impact toward students' learning result. From the result comparison between the pre and the posttest of experimental group, it is indicated that the posttest of this group is found to be higher 20.333 than the pretest, meaning that there is improvement in achievement before and after treatment. In addition to this, another statistical calculation result of the posttest comparison between experimental and control group shows that experimental group has performed better than the control group. This is indicated by the means difference of the experimental group, which is higher 12.334 than that of the control group. As a result, following suggestions can be made:

1. Small group discussion can be considered as one of teaching methods that is applicable not only for developing reading comprehension, but also speaking and writing.

2. As this study was conducted in a short and restrictive period, further studies covering a longer period of time may possibly be applied in order to gain more understanding about the applicability of small group discussion as a teaching method.

3. Further study on the use of small group method could be carried out to a subject other than reading comprehension such as grammar, speaking and writing and to analyze the applicability of this method towards these subjects.

4. Using small group discussion that refers to the use of PBL should consider language proficiency level of participants.

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SUBTITLE FOR THE DEAF (SDH) MEDIA AS AN NEW MODEL TO TEACH ENGLISH VOCABULARY FOR THE DEAF OR HARD OF HEARING STUDENTS

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Abstract

English is a compulsory subject for the students in Indonesia including students of SMPLB. The SMPLB students are found to have difficulties in reaching the standard grade to pass the National evaluation (UN). This might happen since they have limitation in vocabulary mastery due to their hearing impairment. This study is to recognize the characteristic of DH students, implement SDH to teach English vocabulary for DH students and find out its strengths. It is a Classroom Action Research, involving 6 students of SLB-B YRTRW Surakarta. It is recognized that physically, the students have severely to profoundly pre-lingual deafness. They cannot hear conversational speech, but they may still hear loud sound. Vision is their primary modality for communication. Their individual speech is not easy to understand. Psychological characteristics are seen from their spoken language development, communication ability, academic achievement, social adaptation, and intelligence. To solve their limitation in acquiring vocabulary through hearing, SDH is offered. SDH is a media that can be used to introduce a concept of word by visualizing the concept audio-visually as well as literally. The visual context on the subtitled video made the students easy to comprehend the vocabulary. Thus, it helps the students understand the story structure of the video. It encouraged other language activity to take place in the class. Thus, after the implementation of SDH, the students demonstrated increased vocabulary mastery. In the interview, it was revealed that the students have valuable classroom activity with SDH. They showed their attractiveness toward the class.

Keyword: deaf and hard of hearing (DH) students, SDH, English vocabulary

Introduction

Language plays an important role for the success of teaching-learning activity. The students should be able to use the language for their needs, e.g. to get information, to get knowledge, to express idea and to communicate with others. In communicating with other people,

students should be able to use not only the native language but also the international language, especially in this era, where communication is done globally. English as the international language is a compulsory subject in high schools in Indonesia. Considering its importance in the global world, the Indonesian government establishes English as one of the subject tested in National examination (UN) for high school students including for the deaf or hard of hearing students. The students should achieve a certain competency standard stated by the government. Unfortunately the deaf or hard hearing (DH) students should master the same standard as stated for the common students. The students are taught to have competency in the four skills: listening, speaking, reading, and writing.

According to National Curriculum, basic standard competency for students of SMPLB is achieving performative literacy (Kementerian Pendidikan dan Kebudayaan Nasional, 2006). In performative literacy, the students are able to communicate through reading and writing, and speaking using symbols used in daily life. Basically, the students are targeted to be able to communicate using English in speaking as well as writing.

In fact, the competency stated in the curriculum is hard to be achieved, as it was said by a teacher of SLB-B YRTRW Surakarta, that introducing new vocabulary to DH students is not easy, even their native language vocabulary. This might happen since a new word is usually acquired by a child through hearing its pronunciation first. In the case of DH students, some students cannot hear a sound totally, and some others can't really hear a sound. Moreover, the acquisition goes more difficult when the new vocabulary represents a concept of process or when the vocabulary symbolizes an abstract concept, i.e. the word *tired*, or *push*. Therefore, a certain strategy is needed to overcome the problem. The strategy should consider students' limitation and foster their strength to develop their ability.

Unlike students in general, students with disabilities, especially the deaf or hard of hearing ones get little attention. Teachers of children who are deaf or hard of hearing usually do not have partners to discuss and share the idea for determining a suitable strategy for teaching language to their students. There are also only few universities that put concern in improving education for students who need special treatment. This makes teachers of students who are deaf or hard of hearing hold harder task.

Deaf and hard of hearing students have different characteristics from hearing students. They have unique experience in achieving a language. Their deafness may influence their language development. Sipal and Bayhan (2011: 737) state that deaf children tend to delay their spoken language ability. Consequently, this might affect their ability in communication. However, some researches show that deaf children go through stages of language acquisition which are similar to those of hearing children, but the time might range differently (Meier, 1991: 64; Aline, Nagata dan Steinberg, 2001). In the case of English, the students got more difficulties since it is an auditory language. Though, the students in SLB-B YRTRW Surakarta are introduced to BISINDO (Indonesian Sign Language). They are also encouraged to communicate orally. This is aimed at getting the student used to communicate with other hearing people. Otherwise, in communicating with their community, the students employ also sign language built by themselves (= slang in hearing community). Therefore, it will be difficult to teach English using sign language. There are many new vocabularies that have no sign symbol understood by the students. Based on the reason, this study tries to describe the characteristics of the deaf and hard of hearing students and then to propose a new model that might be suitable for developing their vocabulary mastery.

Research Method

The research is a Classroom action research. It was done at SLB-B YRTRW Surakarta. It was conducted at eight grade students at the first semester in the academic year 2012/2013. 6 students were involved in the research. The students came from various deafness degrees. These were known from the school document based on the test held on the registration process. The research was done in two cycles. Each cycle consisted of three meetings. The material was concrete nouns and verbs used in descriptive text with the theme "Hobby" and "Profession". The data were collected through observation, document, interview, and questioner.

Review of Vocabulary

In learning a language, we have to learn its components, one of them is vocabulary. "Vocabulary is a list or set of words for particular language or a list or a set of words that might be used by individual speakers of a language" (Hatch and Brown, 1995: 1). This definition is parallel with definition proposed by Burns and Brown (1975: 295) who said that

vocabulary is the stock of words used by a person, class or profession. Thus, generally speaking vocabulary can be defined as a list or set of words and the meaning that are used by a person, class, or profession in order to communicate.

The target of English teaching learning in SMPLB is to make students to achieve performative level. The students are expected to be able to read what is written, to write what is heard, and to speak by using symbols. Therefore, mastering vocabulary is very crucial for the realization of the target. Mastering vocabulary does not mean memorizing the vocabulary only but also having the competence to understand it. Cameron (2001) emphasizes that vocabulary mastery involves knowing about a word such as its form (how it sounds, how it is spelt, the grammatical changes that can be made to it); its meaning (its conceptual content and how it relates to other concepts and words); and its use (its patterns of occurrence with other words,and in particular types of language use).

The Psychological And Behavioral Characteristics of The Deaf And Hard of Hearing Students

Deaf or hard hearing can influence behavior and characteristics. It also affects the ability of using language. According to Hallahan, Kauffman, dan Pullen (2012), deaf or hard hearing have several psychological and behavioral characteristics. They can be seen from their spoken language development, communication ability, academic achievement, social adaptation, and intelligence.

1. Spoken Language development

    The deaf have problems in communication with the society where they live. The spoken language development is different from the one who can hear well. Their communication ability is influenced by (1) degree of hearing impairment and (2) the age of onset of the hearing impairment. They have difficulties in developing the intelligible speech although after participating on intensive speech therapy. Several treatments such as intensive instruction: small or specialized class, and focus on communication can have effects on English language development. On the other hand people who are hearing impaired can be expert in sign language.

2. Sign Language (communication ability)

    Although deaf or hard hearing have problem in learning spoken language but they can learn sign language easily. A manual language as a means of communication used by people who are deaf is a true language with its own grammar. Sign language has its complexity in grammar as spoken language. It has grammatical structure at syntax as well as the word or sign level. Each sign in ASL consists of three parts: hand shape, location, and movement. Generally, the sign language is non universal. It can be different from one to other countries as the spoken language that develops in different places and time. Therefore, the deaf that visit the other countries sometimes get difficulties in communication.

3. Academic achievement

    Most children who are deaf have different abilities in academic achievement from the children who are hearing. The most affected skill in achievement is reading skill. Some studies showed that children who are deaf that have the parents who are deaf have better reading achievement and better language skill than those who have hearing parents. Those who have parent who are deaf have a better sign language and supportive home environment. Families that more involved in child's education have high expectation for achievement. Therefore it can influence higher academic achievement than who have unsupportive family.

4. Social adaptation

    The social development and personality of the deaf depends on their communication. The deaf often find difficulties in communicating with other. They get difficulties to find with whom they can make a conversation. Sometimes they feel loneliness. There are two important factors that cause their isolation namely inclusion and hearing status of the parents. Inclusionary setting usually happens in very little interaction between student who are deaf and those who are not. The status of the parent also influences the isolation because the parent who are hearing often feel unhappy than the parent who are deaf. Hearing parent often cannot communicate easily and do not understand sign language. The parents who are deaf usually expose their child to other deaf family from an early age.

5.   Intellectual ability

    The deaf might not have spoken language. If they use American language usually they use a true language with its grammar rules. Any intelligence testing is done by the researchers.

The test tends to performance test rather than verbal test. The result showed that there is no difference in IQ between the deaf and those who hear.

The characteristics led the consideration for designing media that facilitated the students in learning process. The media was SDH. SDH might draw students visual attention. Emphasize visual cues (body language, pictures). Besides, specialized seating arrangement was done to minimize visual/auditory distractions.

SDH as new model for teaching

Before defining what SDH is, it is better first to understand the definition of subtitling. Chiaro defines subtitling as '*the rendering in a different language* of verbal messages in filmic media, in the shape of one or more lines of written *text* presented on the screen *in sync with the original written message*'(Chiaro, 2009: 148). The definition implies that subtitling is a translation activity that transfers dialogues of a film (the verbal languages) into written texts presented on the screen that go along with the source language. Baker and Saldanha (2008: 14) explain that the written texts (subtitles, or captions in American English) to be superimposed on visual footage – normally near the bottom of the frame – while an audiovisual text is projected, played or broadcast. They can be presented in the same/different language as/from the source. It implies also that the written texts need to meet certain standards to have synchrony with the message and media used for delivering them. The standards are dealing with spatial parameter/layout, temporal parameter/duration, punctuation and letter case, and target text editing (Karamitrogluo in Purnomo and Untari, 2011).

Other definition of subtitling is '*the process of converting the audio content of a television broadcast, webcast, film, video, CD-ROM, DVD, live event, and other productions into text which is displayed on a screen monitor*' (Neves, 2008: 130). Neves emphasizes that subtitling deals not only with movies but also any audiovisual productions. Therefore, the work of subtitling cannot be independent. It must work with film screen, sound, culture and message together to have meaning. In doing so, the process may have to do more with technical factors.

According to Paramarta (2010), there are four channels involving in the subtitle translation, they are: (1). verbal auditory channel (VAC), it covers dialogues and background voices that

can be song lyrics; (2). Non-verbal auditory channel (NAC) that covers natural sounds, sound effect, and music; (3). Verbal visual channel (VVC), it combines subtitles with the scripts present in a film frame, i.e. letter, poster, book, newspaper, graffiti, or advertisement; and (4). Non-verbal visual channel (NVC), it deals with pictures, camera position, movements, and editing that control the plot and mood of the film.

There two kinds of subtitling: interlingual and intralingual subtitling (O'Connel, 2007). Interlingual subtitling is also known as open subtitling. It is displayed and cannot be removed from the screen. Intralingual subtitling is often called as close caption. Close here means that the subtitle is an option. The audience may choose to display it or not. It can only seen from TV set provided with certain decoder. SDH is included in intralingual subtitling. The purpose of SDH is to help the deaf and hard of hearing to understand TV program. On recent development, SDH is often used to help people learn a language.

Neves (2008) calls SDH as transadaptation since its format is different from common subtitle. Both have quite different aims. The aim of SDH is not only to make the viewers understand what the characters say, but also to make them understand who the characters are, how their feelings are, and what they are doing (Purnomo and Untari, 2009). It implies that differences SDH possesses lie on the presence of the identities of the characters, the emotions they display, and the actions they perform.

Therefore, SDH is not just about transcribing, as Neves (2008) says that SDH, in whichever form – intralingual, interlingual, prepared, live, etc. – will require highly developed technical, linguistic and translational skills. Language needs to be manipulated to accommodate (1) technical constraints (such as screen space or font size and shape); (2) textual features (genre, rhythm and style), (3) intersemiotic transfer (speaker identification, the conveyance of sound effects and music), and (4) the actual manipulation of written speech (linguistic and paralinguistic information). The format here, should be met with the special characteristics of deaf and hard of hearing people. The following screenshot might show the format of SDH:

Figure 1. The format of SDH that consists of character's identity, the character's feeling and the dialog.

Result of the research

Physical characteristics

The data for physical characteristics of the participants of the research were found from the document and interview. Therefore, the data were reported qualitatively. The document showed that the whole students still had residual hearing either on their left or right ear, only one student who could not hear at all. No students wore hearing aid. The residual hearing allowed the students to hear very loud sound but they could not hear conversational voice. Thus, they depended on visual clue in communication. In communication, the participants tended to use total communication: the use of speech, sign, gesture, speech reading, and/or finger spelling simultaneously for communicative efficiency. It means that the main way of communication is speech, but whenever it was difficult to understand it would be helped by other medium (sign, gesture, finger spelling) for communication. All participants got deafness before they learnt language (or prelingual deafness). On performance test result conducted by the school, the students showed that they had no other physical disability. They had the same performance as the hearing students. The following table shows the hearing status and learning modality:

Table 1. The students physical characteristics.

No	Name	Deafness degree	Kind of deafness	Learning modality	Spoken language
1	Asih	Severe	Prelingual	Visual	About half understood
2	Andriyani	Severe	Prelingual	Visual	Very hard to understand
3	Anjar	Severe	Prelingual	Visual	Very hard to understand
4	Dinda	Severe	Prelingual	Visual	Very hard to understand
5	Nur	Profound	Prelingual	Visual	Very hard to understand
6	Ryan	Severe	Prelingual	Visual	Very hard to understand

Psychological characteristics

▪ Spoken Language Development

Since the students were able to recognize very loud sound, but they cannot hear conversation, this affected their spoken language development. Their vocabulary was low compared with their hearing peers. They can understand phrases, but sometimes they were confused in expressing phrases. The students' pronunciation were very difficult to understand, only one student (Asih) whose speaking was about half understood. Among all, Asih got the highest support from parents. The parents actively communicated with the teacher in helping her in studying.

▪ Communication ability

They can communicate in their own community very well. They used sign language dominantly, but they could also use spoken language with teachers and family (it is difficult

for foreigner to understand their spoken language). In communicating they used visual cues: lip reading, sign language, and finger spelling.

▪ Academic Achievement

Wholly target in curriculum had not been achieved. Their ability is still under the hearing students. But for student who got support from family, the academic achievement was far above the peers.

▪ Social Adaptation

The students were able to interact among the community well. They have high self confidence. The students said that they felt more comfortable among the community since they share the same characteristic. But, they didn't interact with many people outside their community. However, some students used public transportation to go to school.

▪ Intelligence

In registering the school, the students were interviewed and tested (the performance test). Based on the data the students had no difference intelligence from the hearing students. The students have no other disability except their deafness.

Table 2. The description of the behavioral and psychological characteristics

NO	NAME	spoken language development	communication ability	academic achievement	social adaptation	intelligence
1	Asih	half understood	Total communication	Good among community, lower than hearing students	Introvert, Difficult to adapt to foreigner	Average
2	Andriyani	very difficult to understand	Total communication	Lower than hearing students	Easily adapted to foreigner	Average
3	Anjar	very difficult to understand	Total communication	Lower than hearing students	Easily adapted	Average
4	Dinda	very difficult	Total	Lower than	Easily	Average

No	Name					
		to understand	communication	hearing students	adapted	
5	Nur	very difficult to understand	Total communication	Lower than hearing students	Introvert, difficult to adapt to foreigner	Average
6	Ryan	very difficult to understand	Total communication	Lower than hearing students	Easily adapted	Average

The implementation of SDH as a new model to teach vocabulary for the deaf and hard of hearing students

The implementation of SDH was divided into two cycles. It was done through the procedure of opening, main activity, and closing. SDH was employed as a media for delivering the material. A test was conducted at the end of each cycle. The results of the tests were showed on the following table:

NO	NAME	PRE TEST	POST TEST 1	POST TEST 2
1	Asih	5	7	8.5
2	Andriyani	4	5	8
3	Anjar	3.5	6	6.5
4	Dinda	4	6	8
5	Nur	4	6	6.5
6	Ryan	4	5	7
	SUM	24.5	35	45.5
	MEAN	4.08	5.83	7.58

Table 3. The results of the tests

The students' respond toward the use of SDH media:

At the end of the implementation of SDH, the students were asked to answer set of questionnaires on their response about acceptability and attractiveness on the use of SDH as a

media in teaching-learning English vocabulary. The students were asked to choose whether they strongly agree, agree, disagree, or strongly disagree. The whole students stated that SDH helped them in studying vocabularies, but the degree was spread differently. From six students, two students chose strongly agree (33%), and four students chose agree (66%) on acceptability questions. Therefore, it could be concluded that caption was on the medium level of acceptability. From six students, four students chose strongly agree (66%), and two students chose agree (33%) on attractiveness questions. Based on the answer, it could be concluded that caption was on the high level of attractiveness.

Table 5. The accepatability and attractiveness of SDH

No	Name	Acceptabity			Attractiveness		
		High	medium	low	high	medium	low
1	Asih		V			V	
2	Andriyani		V		V		
3	Anjar		V			V	
4	Dinda	V			V		
5	Nur		V		V		
6	Ryan	V			V		

Discussion

The main finding of the research was that there was an improvement on vocabulary mastery on the deaf and hard of hearing students. After several implementations of the media for introducing new vocabularies, the students showed their understanding on the concept. They also seemed to remember the vocabularies longer after the implementation. This happened since SDH provided the students with the visual description of the concept. Though, on the first implementation, the researcher and also the students found difficulty in adapting to the class situation, it gradually changed into familiar situation that might help the students

involved in the class conveniently. There were improvement showed from the mean score of the pre-test, post-test 1, and post-test 2.

Table 4. The students' mean score

	Pre-test	Post- test 1	Post-test 2
Sum	24.5	35	45.5
Students	6	6	6
Mean	4.08	5.83	7.58

The significant improvement of the achievement was also tested by employing t-test. From the calculation, it was found that the significant difference between the students' achievements in the first cycle (to)1 was 6.211. Because 6.211 (to)1 was higher than 2.015 (tt), it could be concluded that there was a significant difference between the scores in pre-test and post-test 1. The significant difference between the students' achievements in the first cycle (to)2 was 3.638. Because 3.638 (to)2 was higher than 2.015 (tt). It means that there was a significant difference between the scores in post-test 1 and post-test 2. Thus, after the implementation, the students' achievement improved significantly.

The improvements were also appeared in relevance with the students' psychological characteristics. The students who had better language development, communication ability, and academic achievement showed better vocabulary comprehension and mastery. But, the vocabulary mastery did not indicate that the students had better social adaptation. Yet, this study did not explore the correlation comprehensively. A broader study to investigate their correlation needs to be apprehended to reveal it.

Comments from the students indicate a subjective respond for the acceptability and attractiveness of SDH as a model for teaching vocabulary. The whole participants give positive response that SDH help them in comprehending the concept of a vocabulary. Two students (Dinda and Ryan) highly assented that SDH support them in understanding vocabularies. These answers were suitable with the record on their pre and post test achievement. Both demonstrated significant improvement after the implementation of SDH. On the contrary, Asih who always gained the best score affirmed that the assistance of SDH

was not soaring. It might happen as Asih comprised the better communication ability. Thus, it can be concluded that SDH assisted the students with lower language development and communication ability greater. On the contrary, SDH undoubted drew students' interest for attaching the vocabulary tutorial. Otherwise, again Asih showed that her interest toward implementation of SDH was not high, that it was opposing with her achievement. Meanwhile, Anjar – who also uttered the same opinion as Asih did – boasted the lowest score among the participants. It appeared that the students' attitude toward the media used in teaching learning gave contribution toward the students' achievement.

SDH could help the students in comprehending the vocabulary since the format of SDH is designed to ease the comprehension of those individuals in enjoying a visual display: it provide the identities of the characters, the emotions they display, and the actions they perform. Besides, on the implementation, the time allotment for the display was lengthened to be suited with the students' reading ability. The problem appeared here is that the students often forgot the characters easily. Thus, the choice of the color might help the students understand the character. The color of the text was chosen in agreement with the character's special characteristics, i.e. the costume worn by the character.

Figure 2. The choice of text color based on characters' characterization.

SDH is called as transadaptation since it translates and transfers all the information contained in all the layers of the sound track into a visual format and to adapt it to allow people who cannot hear sound to perceive the audiovisual text as fully as possible. These are in accordance with the characteristics of the students. Through the visual context the students could easily comprehend the new vocabulary introduced. i.e. *the tailor is sewing a cloth.* It will be very difficult to explain the concept of *tailor* and *sewing.* But, SDH can provide picture that helps the students connect the concepts with their symbol.

The presentation of moving picture increases students' enthusiasm in learning English. Thus the students were more interest in joining the class. Moreover, the moving picture offers the students visual experience that could last longer in the students mind.

Conclusion

The result of the study is rendering that SDH could be effective model for teaching vocabulary toward deaf and hard of hearing students. It is based on the students' physical characteristics that the DH students have severely or profoundly pre-lingual deafness. They have auditory obstruction for acquiring language. Though the students might still hear loud sound; they are unable to hear conversational speech. Therefore, their primary modality for communication is visual clue. Psychological characteristics seemed also to have contribution on the choice of the media. Since the students spoken language developments were still lower than the hearing students, it is difficult for students to comprehend explanation on the new concept they never experience. SDH provide connection between imagination and concept. This, of course, fits with their communication ability. The study shows that the implementation of SDH can improve the deaf and hard of hearing students' academic achievement. It also implies that they have the same intelligence as the hearing students. The same input might bears the same achievement. SDH draws students' attractiveness toward the class.

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STORIES AS TOOL FOR TEACHING MORAL EDUCATION (COMPARATIVE LITERATURE ON INDONESIAN AND ENGLISH STORIES)

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Abstract

Comparative literature is comparing two different works of art. This analysis is done to know the relationship between those two works of art. Beside, by comparing two works of art, we will also know the society which is represented by those two stories since literary works are mirroring society.

In this paper, the writer compares the the story of bujang katak from indonesia and the story of beauty and the beast from england. Those two stories represents the thought both countries where they come from. Those two stories can be categorized as children stories.

The result of the analysis shows some similarities and some differences in both stories. The differences lay on the plot of the story. The similarities lay in the message which the writer wants to deliver to the readers. Here the readers are children since both stories being analyzed are children stories. Both stories express the way the old generation wants to teach the young heneration through stories which are full of moral education.

Keywords: comparative literature, moral education, indonesian story, english story

INTRODUCTION

Many people know what is good, talk about goodness, but they do on the contrary. At first a person was born bring only personality. Generally person's personality is categorized into four. Many theories use different term (even using color), but the patterns are the same. Those personalities are choleric, sanguine, phlegmatic, and melancholic.

Choleric is personality type which is independent, firm, spiritful, love challenge, and boss for himself. Sanguine is personality type which is practical, always happy and cheerful, love surprise, love social activities and having fun. Phlegmatic is personality type which is love

working together, avoid confllict, hate sudden change, good talking partner, and love definite things. Melancholic is personality type which is love details, full of anger, perfectionist, like clear instructions, and love routines.

Personality is not character. Every person has different personality. Each of those four personalities has its own strength and weakness. For example, choleric is identic with persons who talk harshly, sanguine is identic with not serious person, phlegmatic is difficult to step forward and passive, melancholic is trapped by personal dilemma and perfectionist.

Every person cannot choose their personality. It is agift from our creator since our birth. According to their personality, people have their own strength and weakness, both their social life and personal life.

When people learnn to overcome their weakness and minimize it, they create new positive routine. This is called character. For example, a choeric can be polite in delivering his opinions and instructions to others, a sanguine can be serious in a situation which needs calmness and focus.

Character education is giving philsophy of life, such as honesty, cleverness, caring, and others. Those are choices for each individuals which nedds to be developed and built since early age.

Character cannot be passed down, character cannot be bought, and character cannot be traded. Character must be developed and built consciously day to day through a process which is not instant. Character is not a congenital trait like finger print which cannot be changed.

Many people with bad character tend to blame their environment. They said they had the wrong upbringing, economy difficulty, others' treatment, or other conditions which make them like this. It is true that in life we face many thing beyond our control, but character is not like this. One's character is his own choice.

Every person has a potential to be a good person. More than everything, good character can be a plus. Good character can protect all value in this life.

People is responsible for their character. They have full control of their own character. It means they cannot blame others for their bad character because they have full responsibility. Developing character is responsibility of each person.

COMPARATIVE LITERATURE

Comparative literature is a text study across cultural. This study is interdicipliner, that is giving more attention on aspect of time and place. From time aspect, comparative literature can compare two or more different periods. From place aspect, comparative literature will be bound according to geography (Endraswara, 2011:128).

Comparative literature is literature which study the connection between works of art and comparing works of art with other fields of study. Interconnection between works of art is possible because every author is part of others' author.

According to literary terms dictionary, comparative literature is the study and analysis of the sameness and connection of works of art from various languages and nations. Comparative literature is relatively new in Indonesian literature. (Zaidan, Abdul Rozak, Anita K. Rustapa, dan Hani'ah, 2007: 181).

Comparative literature is comparing works of art of a nation with works of art of another nation, or comparing works of art with another field of science as a life expression unity. Historically, comparative literature has two school. They are french school and american school. French school is considered an old school as comparative literature was born in France and many French scholars pioneer in it. While american school is considered a new school as this school continues and develops French school. Both schools have different view but they are not in contradiction. The sameness of both schools are in the goal, they are (1) to find influence of works of art toward another in various nations; (2) to find which work of art is the original one and which one is not in the scope of literature journey; (3) to eliminate the

prejudice that works of art of a nation is considered better than works of art of another nation. The difference of both schools can be described as follows:

French schools	American schools
The pioneer of comparative literature	Developing the theory of comparative literature from the previous school (french school)
Comparing at least two works of art from different nations	Besides comparing two works of art, american school also compares works of art with other field of science
French school only allows comparing the same kind of works of art. It means poem with poem, short story with short story, drama with drama	This school compares not only works of art and works of art, but also works of art with other science. For example poem with song, short story with painting, drama with instalation
Literature is considered part of life, because elements of life in the works of art can be functioned by other science, other nation, or the whole world can be summed up in a union	Literature can be its own as works of art which then can be compared with other sciences, such as literature with history, literature with sosiology, literature with politics, literature with economy, literature with religion etc. this comparison can broaden the role of literature for other element of life.
French school tends to the things which can be proven with reality, such as author's personal document; and rejects literary critism as the main element of comparative literature research; and doubts the compariosn of two works of art which shows only analogy and difference.	

The pioneers of comparative literature in France are Fernand Baldensperger Jean-Maria Carre, Paul van Tieghem, and Marius-Francois Guyard. At the beginning, comparative literature do spreads in France, England, Germany, and other Europe countries. Then it spreads into America and Asia. Since 1970s comparative literature studies the works of Andre Malraug, William Somerset Maughnam, and Franz Kafka. At the beginning comparative literature only compares the works of art with the works of art to find favouriteness and originality. (Endraswara, 2011:130)

The development of comparative literature in Indonesia is connected with its core that is the school of French and the school of America. It turns out the school of America dominates comparative literature in Indonesia. Comparative literature in Indonesia mainly can be divided into four groups, they are (Endraswara, 2011:43):

a. Comparative literature in the scope of filology which is known as text critics

b. Comparative literature in the scope of oral literature. This kind of research studies motive and or theme of fairytale, folklore, legend, etc, also investigate the spreading are of the text.

c. Modern comparative literature is in the scope of written literature, both in Malay and in Indonesian.

d. Interdicipliner comparative literature is comparing the works of art with other science outside literature. This comparison often creates simbiotic mutualism between literature and other fields.

Both Indonesian scholars and foreigner scholars have been undergone filology research on ancient manuscripts of Nusantara (Indonesia). Generally the study is comparing various manuscripts of literary works, then analyzing the interconnection, and then finding the parent manuscript. After finding the parent manuscript, the study undergoes restoration and analyzing to determine the cultural background which is mirrored in the script. Comparative literature in Indonesia has not received full attention from the scholars. There is few books and articles which explain and elaborate comparative literature theory.

INDONESIAN STORY

Here the writer chooses Indonesian folklore entitled "Bujang Katak" as object of the study. In analyzing this story, the writer uses Greimas' structuralism. By using Greimas' structuralism, the writer organizes the story into diagram. The diagram is made thus the readers can understand the story easily. Through diagram, the readers can quickly recognizes which one is protagonist and which one is antagonist. They will also understand why the character doing what he/she does. Beside they will also understand the main goal of the character doing all his/her actions.

By inserting the story into the above diagram, the story will be understood easily. The main character, bujang katak, tries to find a wife. He asks his mother to take him to the palace. He wants to marry one of the king's daughters. The youngest daughter is willing to be his wife but the king gives a very difficult requirement. Bujang katak is successful fulfilling the requirement that is building golden brigde.

Subject is the main character. Here the main character is bujang katak. Bujang katak was born after his mother ask god to give her a son. Bujang katak is an ugly young man, but he is very kind and optimist. He wants to marry the king's daughter but he must conquer the obstacle. The obstacle comes from opposition.

Opposition is the opponent party. Here the opposition is the king. The king tries to fail bujang katak's intention to marry his youngest daughter. The king gives a very difficult requirement which is to build golden bridge. The king knows that bujang katak is poor thus he does not have gold to build the bridge. The king expects bujang katak's failure. But bujang katak is successful. This is because of the helper.

Helper is the party who helps the main character to get his goal. In this story the helper is god. After hearing what the king said, bujang katak and his mother go home. Bujang katak tries not to give up by praying to god to give him a solution. He does not only sit and do nothing. He does what he can to be successful. The god hears him and gives him a miracle which can be categorized as sender.

Sender is the second party after helper who also helps the main character in the process of getting his final goal. In this story, the sender is the skin. Bujang katak has defective body since he was born. Physically he looks like a frog. After praying to god, this defect becomes miracle. His frog skin becomes gold thus he can build the golden bridge as the king requires. This golden bridge is built to get the final goal. The final goal is object.

Object is the final goal of the main character. In this story the object is a wife. Bujang Katak wants a wife. In fulfilling this, he does many things. He conquers many obstacles. All of these are for the sake of getting the final goal. The final goal is for receiver.

Receiver is the party who gets the final goal. Here the receiver is Bujang Katak himself. He undergoes everything to fulfill his own dream. That is getting a wife. Although there are many obstacles, Bujang Katak does not give up.

AMERICAN STORY

Here the writer chooses American folklore entitled "Beauty and the Beast" as object of the study. In analyzing this story, the writer uses Greimas' structuralism. By using Greimas' structuralism, the writer organizes the story into diagram. The diagram is made thus the readers can understand the story easily. Through diagram, the readers can quickly recognizes which one is protagonist and which one is antagonist. They will also understand why the

character doing what he/she does. Beside they will also understand the main goal of the character doing all his/her actions.

By inserting the story into the above diagram, the story will be understood easily. The main character, the beast, regales the beauty's father without him knowing it. But beauty's father is greedy, he wants everything. After he takes the food and sleeps on the beast's bed, beauty's father steals the beast's rose. The beast is very angry. He asks beauty's father to pay for what he done.

Subject is the main character. Here the main character is the beast. The beast wants to realize his desire. That is to be free from the curse. He got the curse from a witch which makes him ugly. The witch said that he can be free from the curse if a girl loves him unconditionally. In aquiring this goal, he is influenced by many factors. One of them is the opposition.

Opposition is the opponent party. In this story, opposition is the physical condition of the beast. The beast is very ugly and scary. It prevents him to be loved by everyone, let alone a girl. Everybody scares him. He is confused by his own condition. He secludes himself in a remote castle.

Helper is the party who helps the main character to get his goal. In this story the helper is beauty's father. Without knowing what he does, the existence of beauty's father leads to the

beast's fate. The beast willingly gives his food and his bed, but he is angry when beauty's father steals his rose. He asks beauty's father to give him beauty as exchange for his stolen rose. Fear for his life, beauty's father agrees to do so.

Sender is beauty. She is very obedient. When her father told his problem, she is willingly to go to beast's place. She is frigthened of the beast when she meets him for the first time. But eventually beauty knows the beast's kind heart. She lives with him willingly.

Object is free from curse. The witch told the beast that he can be free if a girl loves him unconditionally. Knowing his physical condition, he feels hopeless. Thus he secludes himself in a castle. But beauty's father disturbs his serenity. The beast uses this opportunity to try his luck. He wants to test beauty.

Receiver is the beast himself. After the beauty lives with him, the beast acts very kind towards her. The beast's intention is to show the beauty about his true heart. He wants to show her his inner beauty, not his physical appereance. In doing so, the beauty falls in love with him. This makes the curse go away.

CONCLUSION

From the analysis above, it can be concluded that there are some differences and sameness in both stories.

	"Bujang Katak"	"Beauty and the Beast"
The main character	Bujang Katak	The Beast
Physical appereance	Both the main characters (Bujang Katak and The beast) have ugly performance.	
Moral message	Persistent can solve your difficulty	

These two stories teach us not to easily give up whatever our problem. God always create everything in pairs. If there is a problem, there is always a solution. We should try our best to

solve our own problem. Although our efforts fails many times, we should have a persistent heart. With our persistence, everything can be solved.

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EXPLORING THE CRITICAL REFLECTIVE TEACHING: FROM CLASSROOM PRACTICE INTO SELF-EVALUATION

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Abstract

This article will discuss how language teachers engage not only to their students but also within themselves. Teachers' reflection in this case, contributes some developmental self-learning for better teaching in the classroom. This ability is used in order to evaluate and interpret evidence, modify views, and make objective judgments. Furthermore teachers are not only focusing on *what* and *how* to teach but also *how far* the technique used is considered helpful for their students. Here, teachers are asked to be an active reflective thinking which according to Dewey (1933) means "turning a subject over in the mind and giving it serious and consecutive consideration". Why does a teacher need to develop as a reflective educator? Perhaps the most important is that teachers need to be reflective in order to deal with uncertainties and involved in everyday decisions that affect the lives of students. Teachers should deal with complexities, ambiguities and dilemmas that mostly occur in the classroom. The following research identified how often teachers reflect themselves based on their teaching experiences and how they find the reflecting teaching can solve the problems in the classroom. The results were gathered from a questionnaire and interviewing sessions with some EFL lecturers who have taught in various universities.

Keywords: reflective teaching, behavior, classroom evaluation

Concepts

There are many ways to improve teaching qualities from strategies into techniques, from methods into approaches. These various ways are designed in order to have the knowledge itself become transferrable for the students. During the journey of implementing teaching methods, some techniques apparently succeed but on the other hand some are not. Continuous evaluation is needed in order to maintain learners' progress. Nagamine (2008) states that teachers who like to evaluate themselves are reflective teachers that continuous, deliberate, examines of self, beliefs, attitudes. past and even future behaviors.

Reflective teaching is presented firstly by Schön in 1983 and developed by many scholars such as Boud, et al (1993 taken from Kuit et al 2001). They elaborate a reflection as "the processes involved in exploring experience as a means of enhancing understanding".

Furthermore Schön (1983) expands some reflective actions as in,

- Reflective in action, where the action is immediate adjustments
- Reflective on action where learning from experience or action in order to affect future actions.
- Reflective for action is by analyzing behavior with the designated purpose for taking some action to change.
- Reflective within which means by inquiring about personal purposes, intentions, and feelings.

Therefore, reflective teaching concerns more on how teachers gain their self understanding about what they teach with the experiences they have. On the other words how they think about their teaching. Reflecting is not only in the form of self-questioning and having the feedback but more to a continuous learning process as a teacher.

During the process of learning, ongoing evaluation is need in order to show students' outcomes, here reflective teaching is designed to seek out whether the teaching process on the other hand could go together with the students learning process which eventually to meet the academic expectations. Problems may occur that when students' progress is being evaluated but the teaching process itself is not.

A reflective teacher requires three kinds of behavior, those are "open-mindedness", "responsibility", and "wholeheartedness" (Barbara, 2006). *Open-mindedness* relates to teachers' willingness in looking at oneself from different perspectives. The teacher admits on the possibility of error even though it might against his or her belief. *Responsibility* is a careful consideration of the consequences of one's actions especially as they affect students. *Wholeheartedness* deals with every new situation that they may face and learn for those situations with the attitude of accepting new knowledge.

Levels on Reflective Teaching

From various methods in reflective teaching, Boody comes up with several characters that can describe how teachers study their way of teaching in the classroom. The following is description of each characteristic,

1. Teacher reflection as retrospective analysis (ability to self access)

As mentioned in reflective thinking from Hamilton (2005), this approach takes a teacher consideration on how they compromise their belief and thought that developed by their experiences. The current situations they face may influence they way think. The self-thinking ability is also needed to apply this approach.

2. Teacher reflection as a problem solving process (awareness of how one learns)

This requires teachers to be able to have a "constructive action" rather than a "quick fix" in order to solve the problems they may face in the classroom. The idea lies on how a teacher aware on how teaching practice goes in line with the practicing the lessons itself. Some problems occur when teachers failed to bridge the knowledge between what they learn to what they practice. Schon (1987) refers this as "reflection-in-action" and "reflection-on-action"

3. Critical reflection of self (developing continuous self improvement)

There are four steps according to Brookfield (1988) in order to be a critical reflective teachers, those are: *assumption analysis, contextual awareness, imaginative speculation, and reflective skepticism*. In the other words, self-critical means how teacher can go through a certain process from analyzing, reconsidering, and questioning experiences and adjusting them into ethical practices, learning theories and use of technologies (Boody, 2008).

4. Reflection on beliefs about the self

This reflection talks about how teachers play role as their belief reflected through theor teaching practice (Choy and Oo, 2007) How they prepare their lesson plan, delivering them, and eventually evaluate them are basically influenced strongly from their belief towards themselves and others.

Another levels of reflection is also mentioned by Larivee (2008), who defines four levels of reflection, those are pre-election, surface reflection, pedagogical reflection and critical reflection. Pre-reflection here indicates teachers that react to students and classroom situations automatically, without conscious consideration of alternative responses. Surface reflection discusses about teachers who are mainly concerned with "what works rather than with any consideration of the value of goals as ends in themselves". In pedagogical reflection, this the type of teachers who reflect on educational goals, the theories underlying approaches, and the connections between theoretical principles and practices. Finally, in critical reflection teachers focus on both their practice and the social context in which the practice is situated.

The Present Study

The following study is intended to find the answer based on the following research questions, those are

     1. How far teachers aware of their teaching performance?

     2. In what ways do they reflect themselves based on the teaching practice?

Furthermore, the research is carried out based on a questionnaire on reflective thinking which was designed by Hamilton (2005) on the "Development of Creative Thinking". He categorized it into *ability to self-express*, *awareness of how one learns* and *developing lifelong learning skills*. Another category is added by Chee Coy (2012) as *influence of belief about self and self-efficacy.*

     Participants were gathered from 10 lecturers from different universities, they have experienced in English teaching for more than 4 years. They requested to fill in the 33-items questionnaire with the Likert scale from 1 (strongly disagree) to 5 (strongly agree).

     The result was statistically calculated and the average result will be the source of the discussion in order to get final result for the study.

IV Finding and Discussion

     The result is intended to answer two research questions which has been elaborated previously. Furthermore, to answer the first question the following result is analyzed.

Figure 1 Levels of Reflection
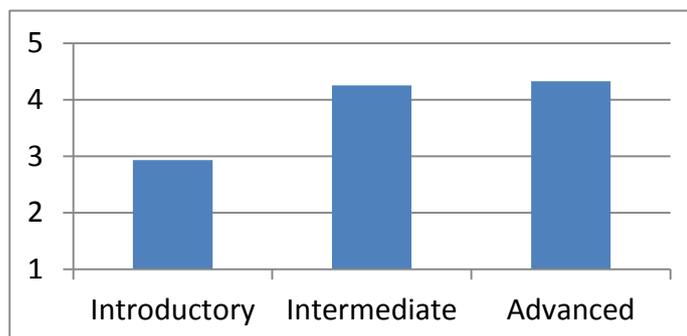
The above result shows on how far teachers aware on their own teaching practice and relate it into the teaching deliverance in the classroom. Advanced teachers are those who use their experience and students feedback as tools in reflective teaching. On the other hand, intermediate teachers aware that they are still learning to be a better teacher from their mistakes however, they still take students feedback as opinions. For the introductory teaching is their profession and as long as their lesson done they do not need to think further about the students feedback.

Furthermore the following are the most chosen answer under the three-level of reflective teachers:

1. Introductory level, their responds showed that teachers mostly think about what happened in the classroom as the effective indicator towards their teaching progress.

2. Intermediate level, the teachers realize that they still need to learn in order to be a better teacher therefore they would need feedback from students and their supervisors as well. The mean score respectively shown 4,6 and 4,7.

3. Advance level, for teachers at this level, they try to learn from their past experiences in teaching and apply some strategies that are useful to better teaching techniques and more effective.

Based on the level of reflective teaching the following result is also discussed ways teachers reflect themselves based on their classroom practice. Below are the findings.

Ability to self-access

Figure 2 Ability to self-access
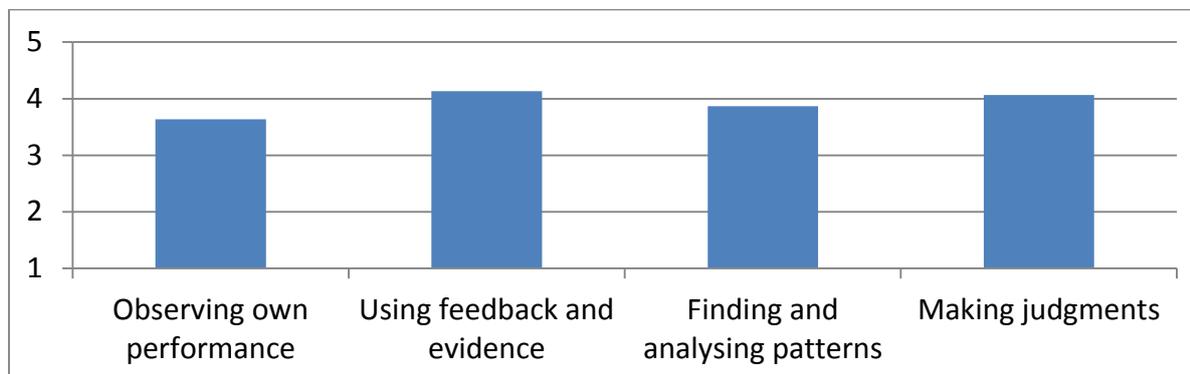
Results shown that how they practice the reflective teaching by having the self-observation and relying on students feedback. They also avoid in making mistakes so it would not influence their students' life. Teachers are also keep tracking their techniques during their lessons deliverance by making some judgments on their own performance. The total average score for this criteria is 3,9.

Awareness of how one learns

Figure 3 Awareness of how one learns
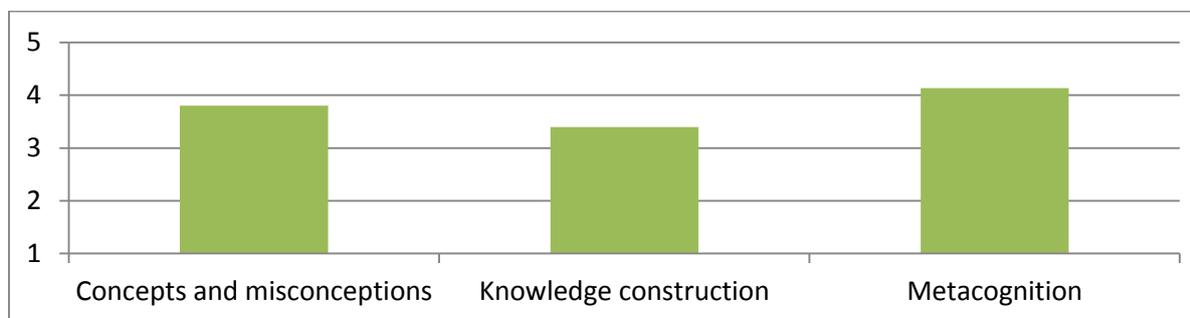
The mean score for these statements is 3,7. It was divided into several answers, those are teachers who reflect themselves metacognitively. They try to find out what would be the most comfortable ways in delivering the lesson. Another item being chose like talking with other teachers that sometimes could help them. Furthermore, some feedback from their supervisors were also become a way for them to improve their teaching performance. Reflective teachers in this area mostly attempt to gather as much information outside the classroom activities and

then select the appropriate methods based on the inputs and their own comfort whenever they deliver the lessons.

Developing lifelong learning skills

Figure 4 Developing lifelong learning skills
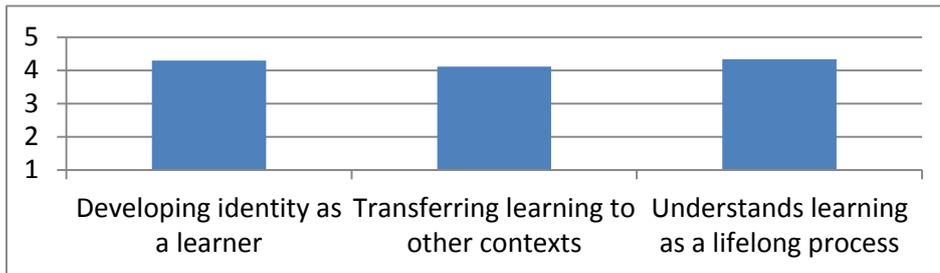
In this part teachers rely their experiences in the past as the way to change their teaching strategy, however they also do not think further about opinions from their students especially the opinions which is quite confusing. Teachers have a strong belief in their professionalism also they realize the mistake they have probably made will influence the students developments, therefore they try to evaluate it by applying different kinds of new ways. The average score for this part is 4.09.

Developing a personal belief system

Figure 5 Developing lifelong learning skills
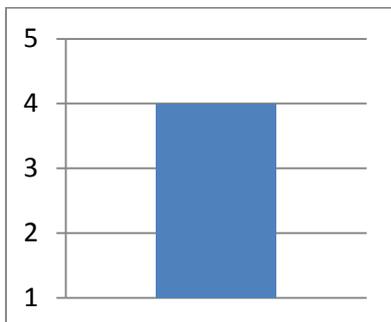
Teachers aware that their beliefs and know that this beliefs will influence their behaviors toward themselves to others. The overall responses show that teachers developed their own belief by taking care their own needs and control their behavior since they believed that how they performed in the class would be depended on how they control their own behavior. The result based on this response is 4,2.

Conclusions

The overall results showed that teachers are basically reflective regarding to their teaching performance. This probably because they feel responsible of the knowledge transfers from what they have known to students. In order to do this there are several strategies and techniques which they have done either inside or from outside the classroom.

Interestingly, the least choices on *introductory level* showed that teachers do not basically teach because of their professionalism but more to the responsibility they have. Furthermore they manage their personality and behavior in the classroom, they discuss some problems with their colleagues, supervisors, and even they also take some feedback from their students. However some opinions that seem confusing are not considered as input for them.

Some teachers have experienced in the teaching field for more than 5 years, however based on the data, it is shown that they realize that they need to learn more in order to be a better teacher. Based on their overall result which is derived from the classroom practice, I conclude the following their responses as follows,

- Reflective teachers are those who seek students as their learning indicator in order to improve their ways of teaching. Feedback and mistakes are the elements that are also involved. They are also being innovative rather than working based on order, here teachers like to create new ways in expressing their lessons.
- Reflective teachers do not take any consideration on their past experiences as learners on the other hand the experience that shapes them is based on their experience as teachers, and relate it on how the way they are in the present.
- Reflective teachers are those who rely their teaching performance based on students and their friends' feedback. They also evaluate their mistakes and willingly to change

every error they made. Reflective teachers are those who think deeply about how their beliefs and express it through their teaching practice.

- Lastly, reflective teachers are those who could see themselves deeper in order to understand their personality which can influence their students in the classroom.

Furthermore, results on this research need to be developed further with the intention to see the perspectives from the students whether their teacher practice the reflection and evaluating the result during their classroom activities.

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UNDERSTANDING THE USE OF PAST AND PRESENT PARTICIPLES IN NEWSPAPER HEADLINES (A STUDY IN A GRAMMAR CLASS)

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Abstract

Headlines play prominent roles in understanding texts. They give the readers the picture of the content of a text. Reah (1998:13) stated that the headline is a unique type of a text. It has a range of functions that specifically dictate its shape, content, and structure and summarizes the whole story in a minimum number of words, attracts the readers to the story and, if it appears on the front page, attracts the reader to the paper. English newspaper headlines have their own special forms. Swan (2003) cited that newspaper headlines in English newspaper can be very difficult to comprehend. One reason for this is that newspaper headlines are often written in a special language, which is very different from formal English. In this language, there are some special rules of grammar, and words often used in uncommon ways. The uncommon and unique forms of headlines in English newspaper could be problems to understand, in case of their meanings and constructions especially if they contain past participle forms. This paper aims to determine the English students' abilities to understand headlines and their constructions. There are 20 students of English department participated in this research. They are given 18 headlines containing past and present participle forms taken from the Jakarta Post newspaper. The students are asked to classify the data into their construction and analyze them based on the syntactical categories. The results of the research showed that the English students had lexical errors and difficulties in determining the syntactical categories of the past and present participle forms. The rules of using participles will be problematic if they are only used as the separated patterns. Teaching Grammar will be more useful if teachers apply the rules in a contextual situation.

Keywords: *headlines, past and present participles, syntactical categories*

Introduction

Grammar is identified by kinds of rules but teaching grammar is not just a matter of explaining grammar rules to students. In order to make grammar class more interesting, teachers must consider exploring strategies and methods attracting learners to involve actively. One of the strategies is using authentic materials. By using these materials, students

can apply the rules they know into the real material. In this small research, the writer uses newspaper headlines containing past and present participle.

Newspaper Headlines

Headlines are the display windows of the newspaper. Reah (1998:13) stated that the headline is a unique type of a text. It has a range of functions that specifically dictate its shape, content, and structure and summarizes the whole story in a minimum number of words, attracts the readers to the story and, if it appears on the front page, attracts the reader to the paper. In other words, by reading headlines readers will think of whether they read the story or not. They have guide to continue on reading the content or choose others to read. Headlines are also guides for the readers to decide to dedicate their time to read the text or stop. That is why usually they are written in a single line, simplest form, using a very characteristic structure which is very different from formal or ordinary English. As mention by Swan above, headlines are often written in a special language that can make the readers confused. Furthermore, Yoneoka (2002) cited that headlines have a special grammar which differs from that of ordinary sentences.

In the ordinary sentences, the functions of past and present participles are very clear. Past participles are used as verb in passive and perfect tenses, adjective, and in reduced adjective and adverb clauses, whereas present participle are used as adjective, gerund and verb in progressive tenses. On the other hands, the uncommon uses of past and present participles in headlines can make readers confused. Here are the linguistic features of headlines related in the use of past and present participles taken from Abbot (1981), Swan (2003) and Quirk (1985)

a. The present is sometimes used mostly to give the meaning of something that is developing, the auxiliary is omitted.

> Rail Chaos Getting Worse
> (Rail Chaos **is** getting worse)
> TRADE FIGURES IMPROVING
> (Trade figures are improving)

b. Headlines often leave out articles and the verb be

SCHOOL BOY WALKS IN SPACE

(A school boy has walked in space.)

OVER 100 KILLED IN BLAST:

(Over 100 people were killed in a blast)

c. Auxiliary verb are usually dropped from passive structure, leaving past participles

SIX KILLED IN EXPOSION

(Six people have been killed in the explosion)

d. Past participle forms are usually used to show passive meaning, not past tense:

AID ROW: PRESIDENT ATTACKED

(Aid Row: the President has been attacked)

AID ROW: PRESIDENT ATTACKS CRITICS

(Aid Row: the President has attacked)

BOY FOUND SAFE

(The missing boy has been found safe)

BOY FOUND SAFE

(A boy has found a safe)

Procedures

There are 20 students involved. They are taking Grammar V class and taught the uses of past and present participle in ordinary sentences. The students were given 18 headlines with past and present participle forms in various types. Then they identified the headlines:

- whether they were written in complete structures or not.
- their functions in the structures
- rewrite them in correct and complete structures in the formal language.

Data which are headlines with past and present participle were taken from The Jakarta Post newspaper from March to August 2013.

Discussion

Most of the students are able to identify whether the headlines are written in complete structures or not (table 1), of 18 headlines, only 2 data (3 and 10) are incorrectly identified by few students. The same data are incorrectly identified when the students are asked to identify the functions of participle of the headlines. They came to the problem to differ the use of more than one participle forms in one construction.

> Data 3. *Another airport drug **smuggling** plot **foiled***
>
> > Some students think that the word smuggling is a verb so they complete it with to be   *is*. Actually the headline is transformed from the sentence: another pilot that is smuggling drug in an airport is foiled.

> **Data 10.** *Govt to lower target amid worsening economic outlook*
>
> > The word worsening makes the students think of a verb in that sentence. They forget that the word *to lower* is not an adjective but a verb.

Table 1

No	Headlines	Complete (C) / incomplete (I) structures	Function of participle
1	Average crude oil price keeps **falling**	C	Adjective
2	**Weakening** rupiah could reduce current account deficit	C	adjective
3	Another airport drug **smuggling** plot **foiled**	C/I	Adjective-verb
4	Soekarno-Hatta **expecting** peak numbers this weekend	I	verb
5	Cow **drowned** into the sea.	I	verb
6	Surabaya: A **melting** pot of harmony	C	Adjective
7	Doubts over efforts to stop national exam **cheating**	C	Noun (gerund)
8	40 Indonesians **missing** after boat sank in Malaysia	I	Verb-

9	Baby **born** without anus in Tangerang needs help	C	verb in a reduced adjective clause
10	Govt to lower growth target amid **worsening** economic outlook	C	adjective
11	Afgan man **given** six-year jail terms	I	verb
12	New National curriculum leaves teachers, experts **confused**.	I	adjective
13	Man **robbed** and **left** on roadside.	I/I	Verb-verb
14	After court **ruling**, ministry to give grants to **selected** schools.	I/C	Verb-adjective
15	After RSBI is **dismissed**, what's next in the agenda?	C	verb
16	Yudhoyono gets **lost** in translation at UN	C	adjective
17	**Seeing** small black dots? Time to get your eyes **checked**.	I/C	Verb-verb
18	Glaucoma, dangerous but can be **prevented**	C	verb

In table 2, it shows that the students are still confused to use verbs having same forms in past and past participle:

> data 3 foiled dan 13 robbed

>> (can be passive or perfect tense)

>> Another airport drug smuggling pilot foiled.

>> Another airport drug smuggling pilot was/has been foiled.

The inexistence of main verb and article will be problematic for the student:

> data 10 Govt to lower target amid worsening economic outlook

>> Government *lowers* growth target amid *a* worsening economic outlook

The present participle of headlines is not always used to give the meaning of developing.

> Data 14 After court **ruling**, ministry to give grants to **selected** schools.

After *the* court (*had) ruled*, the ministry *gave* grants to selected schools.

Table 2

No	Headlines	Students' Correction	Suggested Correction
1	Average crude oil price keeps **falling**	Average crude oil price keeps **falling**	*An* average crude oil price keeps **falling**
2	**Weakening** rupiah could reduce current account deficit	**Weakening** rupiah could reduce current account deficit	**Weakening** rupiah could reduce *the* current account deficit
3	Another airport drug **smuggling** plot **foiled**	Another airport drug smuggling plot *foiled*	Another airport drug smuggling plot *was foiled*
4	Soekarno-Hatta **expecting** peak numbers this weekend	Soekarno-Hatta *was expecting* peak numbers this weekend	Soekarno-Hatta Arport **expects/is expecting** peak numbers *of passangers* this weekend
5	Cow **drowned** into the sea.	Cow **drowned** into the sea.	*A* cow has **drowned** into the sea.
6	Surabaya: A **melting** pot of harmony	Surabaya: A **melting** pot of harmony	-
7	Doubts over efforts to stop national exam **cheating**	Doubts over efforts to stop national exam **cheating**	Doubts over efforts to stop national exam **cheating**
8	40 Indonesians **missing** after boat sank in Malaysia	40 Indonesians **missing** after boat sank in Malaysia	40 Indonesians *are missing* after *their* boat sank in Malaysia
9	Baby **born** without anus in Tangerang needs help	Baby was **born** without anus in Tangerang needs help	Baby *that was born* without anus in Tangerang needs help
10	Govt to lower growth target amid **worsening** economic outlook	Govt to lower growth target amid **is worsening** economic outlook	Government lowers growth target amid *a* **worsening** economic outlook

11	Afgan man **given** six-year jail terms	Afgan man *had* **given** six-year jail terms	Afgan man *was* **given** six-year jail terms
12	New National curriculum leaves teachers, experts **confused**.	New National curriculum leaves teachers, experts *have* **confused**.	New National curriculum *in Indonesia* leaves teachers, *some* experts *are* **confused**.
13	Man **robbed** and **left** on roadside.	Man *has* **robbed** and **left** on roadside.	*A* man *has been robbed* and *left* on roadside.
14	After court **ruling**, ministry to give grants to **selected** schools.	After court *was* **ruling**, ministry to give grants to **selected** schools.	After *the* court (*had*) *ruled*, the ministry *gave* grants to selected schools.
17	**Seeing** small black dots? Time to get your eyes **checked**.	*See* small black dots? Time to get your eyes **checked**.	*Do you see* small black dots? *It is time* to get your eyes **checked**.
18	Glaucoma, dangerous but can be **prevented**	Glaucoma, is dangerous but can be **prevented**	Glaucoma is dangerous but can be **prevented**

Conclusion

The rules of using participles will be problematic if they are only used as the separated patterns

Teaching grammar will be more useful if teachers apply the rules in a contextual situation or by using authentic materials. The use of English newspaper headlines in teaching grammar is one way to apply the theory of grammar in a real situation.

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IMPROVING VOCABULARY
IN VERY SLOW AND PASSIVE LEARNERS

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THE IMPORTANCE OF STUDYING VOCABULARY FOR STUDENTS

Vocabulary is needed to describe ideas. Although some students have a lot of ideas, they are quiet in class because they cannot find a word to say it in English. When they listen to statements, they cannot give any response because they do not recognize the words they listen to. When they write, students tend to write very short paragraph. A concept is already in their heads, but again, describing it onto paper is another problem. Comprehending reading needs vocabulary. Skipping a paragraph because of limited vocabulary often happens to students. The result is that they cannot answer questions about a passage. Therefore, vocabulary is important in receptive skills (listening and reading) and productive skills (speaking and reading). By having a bank of vocabulary, students will be able to receive more information and describe their more complex thoughts.

DEFINE SLOW LEARNERS

Slow learner in this discussion is not a student with disabilities. As mentioned by Griffin (2005), the slow learner is so described because he fails to learn at the same rate as the majority of other pupils learn. Students who are attentive are usually fast learners. They are eager to find new words and try to apply and use the vocabulary in their own sentences.

Most slow learners, because they see themselves as failures, don't really try hard (Griffin, 2005). Because no matter how hard they try, they just get a C or a B. Even though they come to class regularly, their comprehension is not as good as the strong learners. Strong or fast learners enjoy the use of English in conversation, share their perceptive insights, and this makes the gaps of knowledge between the fast learners and the slow learners clearer. When

fast learners talk and give their opinions in discussions, the slow learners feel left out. They are expected to speak at length but they do not have sufficient vocabulary to support it. That is why they just give short comments which considered as being passive by the teacher or their friends.

In reading, according to Willis (2008), slow learners know that they take much longer to read the same amount of text and that they don't comprehend the text as well as their classmates. This causes stress to students and it can decrease students' ability to learn. If they fail to master a material, it is going to be a circle of failure.

According to Gairns, et.al. (1998), vocabulary reaches the classroom through specific vocabulary activities designed by the teacher, through the course book, through supplementary material, and through the students. This paper emphasizes that vocabulary reaches the classroom through the students. When it comes from their interest, they are going to learn it enthusiastically. They know how many words they can acquire and develop and therefore, they can maximize the use of the new words. Gairns also mentioned that we could get unanticipated and unpredicted items from student questions and errors.

SOME SUGGESTION TO TEACH SLOW AND PASSIVE LEARNERS IN LEARNING VOCABULARY

Six myths out of eight myths by Folse (2004) in learning vocabulary are hereby described which we need to avoid:

(1) Vocabulary is not as important in learning a foreign language as grammar or other areas. If a person cannot find a word, a conversation will stop. Long time ago, a friend of mine was doing her hajj in Mecca. She wanted to buy some turmeric, but she did not know the English word. Fortunately, she got a little turmeric in her hand which she could show to the seller. So, she could still get some turmeric from the grocery. If she did not have it, she would not know how to explain the spices to the seller because she is not good at drawing, and she had n
o idea of how to describe its smell, because she did not speak a single word in English.

(2) It is not good to use lists of words when learning vocabulary.

Prince (1995) in Folse (2004) found that less proficient students were able to recall more items when they had learned the words in the translation condition rather than in the context condition. However, we should not neglect the vocabulary presentation to students. Monotonous teaching will not do any harm to students, but giving a list of words with its translation without any drilling is useless.

(3) Guessing words from context is as productive for foreign language learners as it is for first language learners.

If there is only one or two words which are not recognized by students, the students may guess it without influencing most of the reading passage. But if there are too many words, it is impossible for them to guess since the context will change, or students can get confused, or they make their teacher confused, and the target language will not be achieved.

(4) Vocabulary should be presented in semantic sets.

Putting vocabulary in semantic sets is simpler for teachers and textbook writers. Students will learn a group of vocabulary like family, colours, clothing, tools, and others. Learning vocabulary in a brief reading passage is easier for students, yet, it is more complicated for teachers and textbook writers to prepare. One of the examples provided later in this paper showed that vocabulary is presented in thematic sets.

(5) The best vocabulary learners make use of only one or two effective specific vocabulary learning strategies.

Since a classroom usually consists of students of mixed ability, there is no single strategy which is appropriate for all students. Teachers should combine some strategies to get the target language. If there is one student who can memorize a word from a list, it does not mean that other students possess the same ability.

(6) Foreign language learners should use a monolingual dictionary.

Related to the myth that translation is not effective to teach vocabulary, some teachers do not like to ask students to use a dictionary to look for words. However, there is no evidence that students' process of learning is slower if they use a dictionary. There some advantages if

students use dictionary. They practice the correct pronunciation because a dictionary provides phonemic symbols of how to utter a word correctly and they will learn whether the word is noun, verb, adverb, or adjective. A dictionary even provides the example to use those words. When students need to write the word, they will also learn how to spell it correctly.

As mentioned by Martien-Kniep, et.al. (2009), students learned how to regulate themselves as learners from watching successful learners, from being assisted by their parents or others at home or by teachers who had coached them, or from being naturally reflective and introspective. However, not all students are that lucky. They are not assisted by their parents because their parents do not speak English and are not aware of it, whereas the teachers are not totally concerned and well-informed about the students' ability, or perhaps the students are ignorant.

The learning burden of a word is the amount of effort required to learn it. Different words have different learning burdens for learners with different language backgrounds (Nation, 2000). A teacher could help slow and passive learners by giving them guidance to recognize their ability in learning, so that students could decide which way is appropriate for them to master vocabulary. Drawing students' attention and avoiding monotonous activities continuously over a period of time are necessary.

Slow and passive learners do not have a long concentration span. They can concentrate for a few minutes and become distracted for the next ten minutes or so. Therefore, here are some suggestions to teach slow and passive and learners in learning vocabulary:

1. We give more or less five words

    A teacher tends to give students a bank of vocabulary in one meeting. If the students are all fast learners, there are not any problems in acquiring and using those new words. But if it is a class which has mixed ability students, a teacher should reduce the pace.

2. Eye contact is always important.

    A slow and passive learner usually avoids eye contact for several reasons. They are not interested in complicated words and materials, there is too much burden, they do not know what to do and how to accomplish a task, and they get more depressed when their friends could handle the assignment easily.

3. Provide colourful slides or cards or pictures when presenting a material.

This is the instant way to draw students' attention. Plain slides which are full of texts are boring. Do not put too many words on slides, fewer words will focus their attention and the brain will absorb the information more effectively. The ability to read pictures and graphics use a part of the brain different from the language centre. It uses the right side of the brain, while language is on the left. If we use language and pictures we are using both sides of our brain.

4. Do not talk too much

Too much information confuses the slow learner. Also, be as concrete as possible. For a slow learner, pictures help set the important points. A student can remember the picture and then can repeat the importance of the picture. A good example of this is learning the poem by using picture clues.

5. Repeat information.

Generally, in a series of items, we remember the beginnings and endings better than the middle. By repeating, we are learning to remember the middle part.

BLOOM'S TAXONOMY TO HELP SLOW LEARNERS

Bloom's taxonomy is used to review students' learning. This modified taxonomy consists of a single domain- the cognitive domain. The learning activities are divided into six-point star from knowledge to evaluation to meet the target language. The words in the hexagon are all verbs, whereas the words in the outer circle are all nouns. Therefore, the teaching-learning process has plenty of meaningful activities which could maximize students' skill (Callister, 2010).
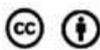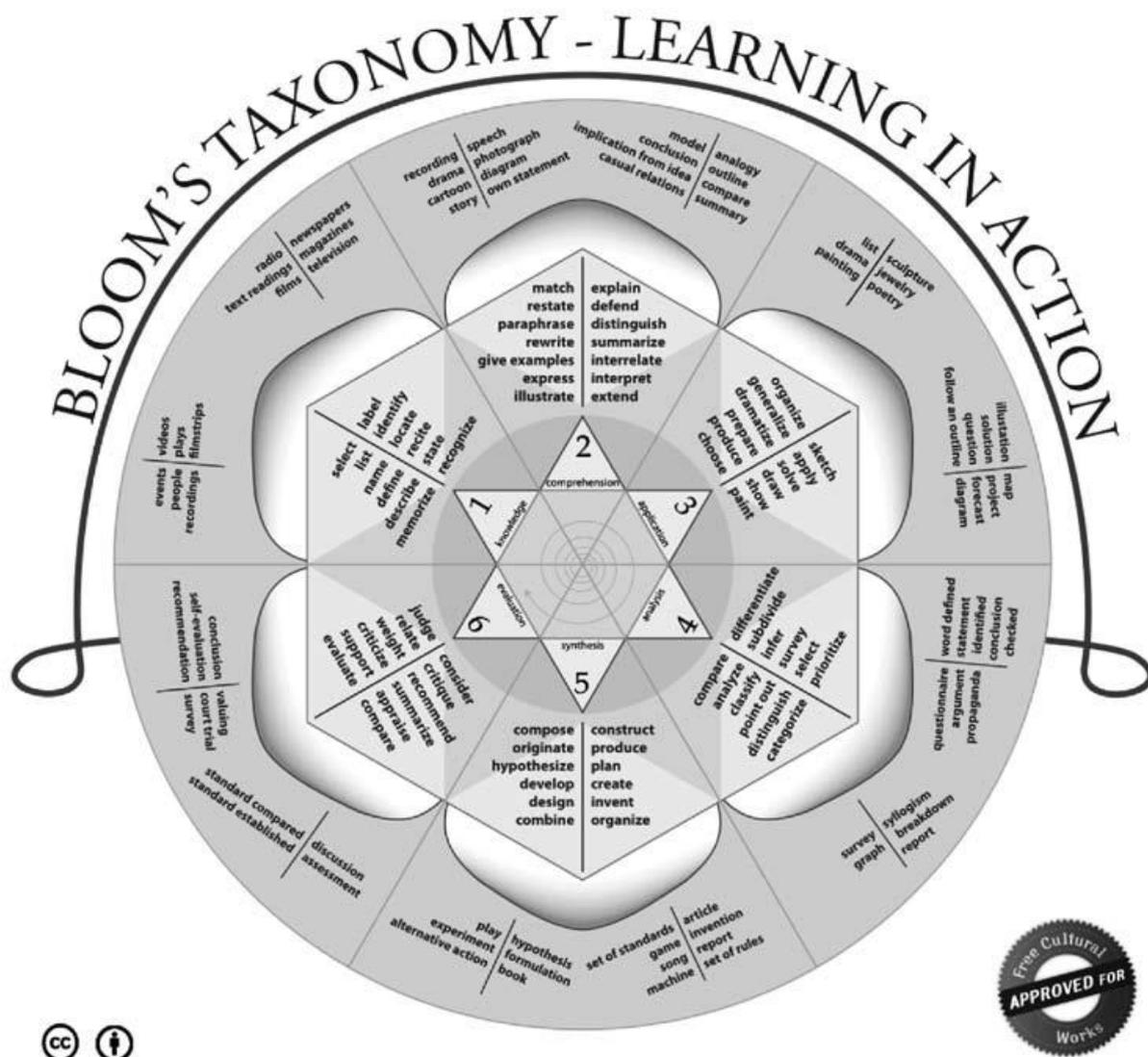
Figure 1 Bloom's Taxonomy

Source: K. Aainsqatsi, Wikipedia, File: Blooms Rose.svg, http://en.wikipedia.org/wiki/ File:Blooms_rose.svg (last visited Feb. 22, 2010). Image is licensed under Creative Commons License BY 2.5. For terms of license, see http://creativecommons. org/licenses/by/2.5/.

One activity that can be used to facilitate slow and passive learners is haiku. This very old haiku was written by Basho in 1686:

old pond . ..

a frog leaps in

water's sound.

Let's compare it with this ordinary poem by Rosetti which was written in 1913:

If all were rain and never sun,

No bow could span the hill ;

If all were sun and never rain,

There'd be no rainbow still (by Rosetti, 1913).

To make a haiku, students need to follow the taxonomy:

1. Knowledge. At this stage, students define what a haiku is, and they try to memorize one. Haiku is a short poem from Japan, and it has only seventeen syllables. If it is compared to a nursery rhyme, haiku is much simpler. It does not require rhyme, so it is not a demanding task for them. And because it is very short, it is easier for the students to memorize one. Teachers could help them by eliciting the verb, noun, and adjective in it.

2. Understanding. In order to get students understanding, they could try to explain the meaning of a haiku to their friend. From the example, a student could explain that there is a frog which jumps into the old pond, and it makes a sound. They may also give different opinion.

3. Application. This time students need to draw the haiku so that the teacher could check their understanding. It does not have to be a perfect picture. At least they could draw a frog and a pond with some water in it. If they cannot draw a frog, taking photos will be a good idea.

4. Analysis. This stage will contrast haiku with other short poems, e.g. nursery rhymes. The example shows an old nursery rhyme by Rosetti, which has longer lines and a lot more words. It also has rhyme which sometimes creates stressful time.

5. Evaluation. A teacher could pick several haiku and discuss them with students. Whereas students could share their understanding and give comments about the haiku.

6. Create their own haiku. In this last stage, students have more autonomy. However, if they find it hard to make one, a teacher could provide the keywords. Or a teacher could use vocabulary slot as a drilling before asking them to make haiku.

Trying to get an abrupt change from these students is not possible. A slow and passive learner is not going to turn up into a fast and attentive learner in a blink of an eye. Another way to give these students more confidence in learning is by exploring something they are already familiar with. They meet their teachers or lecturers almost every day. Students know their

teachers' names, their appearance, their personality, and how they teach. Bloom's Taxonomy is applied in discussing their lecturers or teachers:

1. Knowledge. Recall and identify their lecturers' names one by one, what subjects they teach, and on what day they come to class to teach. At this first stage, they could learn kinds of subjects in English, days of the week, and time.

2. Understanding. To do this stage, students need to describe their lecturers' appearance. Talking about somebody is interesting. It is a bit like gossiping, yet, students will find this stage interesting because they could talk about their teachers' look. At this stage, students will try to master vocabulary about physical appearance. Find how they enjoy discussing teachers' hair, nose, built, and personality.

3. Application: interview their lecturers, sketch their lecturers or take photos of them. Before interviewing their lecturers, students need to learn how to make questions, either yes/no questions or WH- questions. Whereas photos will help students to structure their memory about the lecturers.

4. Analysis: compare their lecturers' interest, origin, etc. after that they can make a short report about their lecturers in a more systematic way.

5. Synthesis: make a short composition about their lecturers. This is a guided exercise, since students must put the information from the interview altogether in a written report. It requires an accurate grammar and a bank of vocabulary that they have got in the previoues steps.

6. Evaluation: students could share their opinions about their lecturers with their friends.

HOW TO CONVINCE STUDENTS TO BE PROUD AND CONFIDENT WITH THEIR ABILITY IN LEARNING ENGLISH

- Do not criticize: no one likes to be criticized. Instead of criticising, a lecturer could give students examples or questions to guide them to answer a question or to give their opinions.

- Be discipline to master a group of words: Although lecturers should encourage students to speak and avoid criticism, they have to be discipline to monitor students' development to learn. Encouraging and supporting do not mean less discipline about students' attitude in learning.

- Give appreciation to any achievement they make: whenever students accomplish something, a lecturer should appreciate students because not only slow and passive learners, but also other students need appreciation to boost their confidence in the learning process.

- Give honest interest to their idea: any ideas could develop into a good one. A simple idea can be a great idea later, and a small thing can be big and great if we know how to take care of and guide it.

- Do not demand too much: our special students need special ways to teach. Therefore, instead of demanding a wonderful results, we must put the emphasize on the step, bit by bit, one step at a time. The most important thing is their effort to learn which will be the basics of their learning style in the future.

CONCLUSION

Forcing students to do what they cannot do will decrease their confidence. They will feel desperate which will result in failure. This circle of failures will not help them to study and to develop themselves. Bloom's Taxonomy is just one way to help the slow and passive learners. The idea is that a lecturer should know how to simplify complicated thing for students. The emphasize is on what students can do, and make them do greatly.

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INTERACTIVE STORIES
NARRATIVE MEETS DIALOGUE IN EFL

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http://englishconversations.org

Abstract

Language has context. If we learn language in context, it is meaningful. It is better to learn a foreign language in the context of a meaningful story than to memorise lists of abstracted words or grammar rules, which are devoid of context. But how can we use stories to develop speaking and listening skills for foreign language learners and how can we provide scaffolding into a framework of "language as meaningful narrative" at the earliest stage so learners become autonomous as soon as possible? If we harness the power of story to engage the attention of learners by using interactive stories to teach language, we can improve communicative competence and lay the building blocks of a sophisticated and intelligent model of language, which provides essential life skills for learners.

Keywords: interactive story, story, EFL, context, narrative, EFL stories, guided stories

Context, Genre and the Ubiquity of Narrative

Language has a context. This was not always acknowledged in the realm of foreign language teaching practice. British schoolboys formerly used the grammar translation method to learn Latin.

Once context is identified it has several strata. Chomsky investigated the context of semantic space, which different phrases occupy when they compete for meaning within a semantic or temporal field (Chomsky 1957). Kramsch(and others)investigate the more human/social aspects of context in their work on pragmatics (Kramsch 1993) and Michael Hallidaygave pride of place to the broad notion of context when he framed language as a social semiotic system with his systemic functional grammar which acknowledges the ideational, interpersonal and textual functions of language (Halliday 1994). Language has context within the framework of ideas (ideational), the social/human or functional circumstances (interpersonal) and the text or speech act or "parole" as it occurred in place and time (textual).

The decision of many language education researchers to focus more attention on the concept of context has expanded our understanding of the nature and function of language.Perhaps as a consequence of this broader view of the social or human framein which language occurs, new text-based syllabi with an emphasis on a genre or text-based approach have been introduced in the UK, Australia (Rosen 2011) and Indonesia (Agustien 2004). These syllabi focus on genre as a key aspect of understanding what language is, how it works and how users can adapt it for their own ends.

Genre originally delineated categories within the realm of literary criticism but the term has been expanded to include the description of oral texts (speech acts) and written texts at all levels (Halliday et al). However although the concept of genre is a useful window into the broader context in which language conveys meaning, there is no definitive list of discrete genres and the well-known secondary genres of literature are in fact composed of primary genres (Bakhtin1986) in the sense that complex functions are made up of sets of simpler more primary functions.

Narrative or story is in fact a primary genre, which contains other genres (expository, persuasive, descriptive et al) and is also seemingly paradoxically contained in them in the sense that they contain a narrative thread or thread of meaning. Even a motoring manual or an anatomy text has a narrative thread in that it moves from one part of the subject matter to another in the course of describing it and even a sales docket is part of a narrative if the totality of context is examined because the human story is made up of smaller stories.

Recounts, reports, news items, reviews and anecdotes are types of narratives. Explanations, expositions and analytical texts though different from the aforementioned class of texts in some respects also have a narrative thread (or become nonsensical and do not fulfill their function). Descriptions and narratives of procedure are an aspect of narrative with their own loose narrative thread. Hortatory texts are merely a type of narrative, which has a persuasive function. Even a discussion or conversation (which is a dialogic text rather than the other examples given above, which are all mono-logic) has a topic and an identifiable flow or thread of meaning and in this sense is a type of narrative. Narrative is ubiquitous.

At a deeper andmore complex level of analysis, we can see these various types of text in terms of theirdifferencesbut at bottom we must also acknowledge their similarities in terms of their use of a narrative thread as a device to articulate their meaning.

Our lives are stories and we are the main characters in the stories of our own lives, while we are simultaneously minor characters in the stories of other people's lives. Narrative is ubiquitous and narrative thread is in essence where meaning resides in a text (written or spoken) and in a certain sense all human knowledge is recorded in narratives. Since knowledge is conveyed in the form of stories and the medium of story is language, language in its natural habitat is the medium of the story.

If we recognize the idea of narrative or story as central to human experience and acknowledge that knowledge is essentially recorded and transmitted in stories or narratives, we must also acknowledge that story or narrative has to have a central place in our foreign language teaching methodology and practice.

ESL, EFL and First Language Acquisition

Before examining the nature and features of the interactive story let us look for a moment at the learners for whom they are intended for they were created with a certain (rather common) type of learner in mind. This paper focuses on the dilemma of the EFL teacher who must deal with a large group of unmotivated learners who lack functional or communicative competence at the level of sentence production.

The difference between EFL teaching (such as to Indonesian students in Indonesia) and ESL teaching (such as to Indonesian students in Australia) have been noted (Campbell) and the differences between first language acquisition and second language acquisition (an Indonesian learning Indonesian as opposed to an Indonesian learning English) are also widely researched and discussed. To seek a universal methodology, which is equally applicable to all three may be wishful thinking at best and extreme naïvete at worst. The problems of a learner from Java who struggles with English in a chance meeting with a foreigner in the street are not the same as those he has in struggling to gain mastery of his own native language at an academic level

and different again from the circumstances he would face in Australia as international students doing an IELTS preparation course.

We must acknowledge that there are different types of learners in different situations struggling with different types of problems at different levels. It is to the dilemmas of one type of learner that this paper is directed, namely the beginner or false beginner or low level student who cannot operate at the most basic levels of performance on any scale of communicative competence (IELTS, ISLPR etc).

It has been the experience of this writer that it is possible to harness the power of story to motivate learners of this type and articulate meaning in context and make the practice of EFL teaching more effective by using a new type of narrative text, which contains elements of dialogue or conversation. This text type was first called a guided story and later an interactive story. Most of all it is a story. This is the key.

Stories are Transcendent

Stories have continuity. They interest us and give things meaning. They reinforce what we know, help, us deal with what we do not quite understand, and introduce us to things that we did not know before. They give us other perspectives and help us to grasp things. Learning stories in general is a very educational activity and in terms of language learning, it shifts the focus from form to content.

When we become interested in a story we focus on the content rather than the form. We see the story rather than the words. It is true that we marvel at erudite literary styles and it is true that some of us are more easily appealed to by one particular style rather than another, but if we are interested in the story, we are all inclined to slip from a focus on form to a focus on content. Storytelling by its very nature is transcendent. It takes us away. This is what stories do and this is what they exist to do. They take us away and enable us to experience more than what was here a moment ago. They give things depth and meaning. They give life itself depth and meaning. They give life meaning and they arouse our interest. They arouse our interest in life and they come to us and do this in language. Sometimes we do not even notice the language because we become lost in the story.

If language teaching focuses exclusively on form and there is no content other than the form, our interest is not aroused. Stories interest us but lists and quizzes do not. Information can be conveyed in the form of a story or in the form of a list but if it has a story with an interesting narrative, the information is more quickly assimilated. We seem, as human beings, hardwired to seek out meaning and function best when we are interested, worst when we are bored or uninterested.

If we learn the use of "present perfect continuous tense" or "present perfect passive voice" in the context of a story, we have some hope of doing it. If we look merely at the form devoid of context, we find it hard to engage or sustain anybody's interest. Yet in a language-teaching syllabus, the topic for today or this week may be "present perfect continuous tense in passive and active voices". It is vital to give the language context and not just at the level of the sentence but at a deeper level which can make the language contextualized enough to be meaningful. Yet in a syllabus where structures and syntax or even genre are required to be taught, how do we make a foreign language meaningful and interesting and accessible?

Guided Stories or Interactive Stories

Since 2005 this writer has been using guided stories or interactive stories, which are narratives punctuated by questions as the basis of a teaching technique. The technique is explained in detail here:

http://englishconversations.org/interactive-stories/the-interactive-stories-technique/

andthree examples of interactive stories at various levels are here:

The Big Dream

http://englishconversations.org/interactive-stories/the-big-dream/the-big-dream-full-text/

The Water Car

http://englishconversations.org/files/thewatercar.pdf

Our Lady of the City

An interactive story text can be read one phrase at a time and the teacher/storyteller elicits responses from a student or a class like this:

Speaker A: There was a city.

Speaker B: Ok.

Speaker A: It was a big city.

Speaker B: Uh-huh.

Speaker A: Do you live in a big city?

Speaker B: Hmm .. I live in a medium sized city.

Speaker A: It was the capital city.

Speaker B: Ok

Speaker A: It was the capital of the country.

Speaker B: Right.

Speaker A: Do you live in the capital city of your country?

Speaker B: No, I don't.

Speaker A: It was very big and it was very beautiful.

Speaker B: Uh-huh.

Speaker A: Is your city beautiful?

Speaker B: That is a matter of personal taste.

The story can also be used as a resource to do pair-work and this is probably its most useful application.

Often the realities of the educational environment require one teacher to instruct a large group of unmotivated uninterested students of a foreign language who do not have much communicative competence or even passive comprehension of the target foreign language and sometimes not much interest in it. Interactive stories have proved successful in such

situations, and for this reason the focus of this paper is to introduce the technique and outline some of its features in the hope that other educators will be able to use it in their own teaching practice.

Remember we are dealing here with low-level learners; learners whose communicative competence would put them right down on the ISLPR or IELTS scales. These are people who do not claim to be able to use English as a foreign language. Is it possible to take them and convince them that they are users (albeit with limited capacity) by giving them a taste of that heady brew: functionality? Can we suddenly show them that they can swim despite their protestations to the contrary by throwing them into the pool of meaningful narrative, deep as it might be? With interactive stories, the answer is a resounding "Yes!". Let's look at some of the features of interactive stories in terms of methodology and discourse analysis.

Graded Comprehensible Input

Implicit to Vygotsky's idea of the zone of proximal development where the known borders the unknown and knowledge expansion takes place in an intermediate zone (ZPD), is the principle that input be carefully graded to be comprehensible. Stephen Krashen has also written extensively on the value of comprehensible input (Krashen 1981), which is to say input which is pitched at the right level.

Graded readers do this in terms of simplified grammar and vocabulary for reading students but interactive stories do it for speaking/listening communicative activities. In a sense the interactive story is the speaking/listening counterpart to the graded reader, which is a reading/vocabulary development tool.

Lexico-syntactic Approach

Interactive stories present language as chucks, not formulae ie formulaic chunks rather than a formula to make your own chunk. Children in a bakery can easily choose cakes from the shelf but cannot easily apportion and mix the ingredients to make the same cakes. Similarly they can use discrete chunks of language they are given in the context of a story more easily than they can use formulae (grammatical rules) to concoct their own meaningful utterances (Agustien 2013).

Michael Lewis first described the lexical approach in the 1980s (Lewis 1993) and Halliday(ibid) developed systemic functional linguistics with an awareness of the principles of the lexical approach. Grammar and vocabulary lie on a continuum with rules/grammar/syntax/formulaeat one end and lexicon/words/vocabulary at the other. It is possible to analyse a structure in several ways but it is the fact that language comes in formulaic chunks which is the point. Corpus linguistics has shown us these formulaic chunks make up a much more significant proportion of language in use than previously realized. (Agustien 2013)

We say "black and white photo" not "white and black photo" and "of course" not "from course" and "raise your hand" not "elevate your hand" and "pay attention", not "do attention" and "did you get it" not "are you get it" and there is no particular reason for this myriad of formulae. They simply are, and as language learners and teachers we need to assimilate this fact into our teaching and learning practice.

Since it contains no explicit rules but implicitly uses them all, the interactive story "The Big Dream" is written from a lexico-syntactic viewpoint and takes the reader/speaker/listener through the narrative in simple syntax, punctuated with questions that begin with **"Do you "** and **"Does he"** and **"Do they"** but there is no need to explain the grammar of present simple tense. It has an obvious functional meaning as formulaic chunk within the context of the interactive story and the student develops communicative competence by using the language in the story.

Conceptually the idea is that the narrative is constrained within time limits (in this case of present tense) as a property of the reality of the story and there is no need for abstract analysis or grammatical terminology. On the contrary, this activity gives a functional awareness of the lexicon as chunk, which prepares the student for a lesson on grammar or terminology which may or may not come later and which becomes to a certain extent superfluous, as functionality and communicative competence is the focus. If the student has learned to navigate a narrative in present time, is an inventory of abstract grammatical terms necessary to refer to what is already known at a practical level?

Put simply, if the learner has assimilated the idea that a "do you" question pairs up with "Yes, I do" and "No, I don't" rather than "Yes, I have" or "No, I wouldn't" then why do we need the abstract terminology? The danger is rather that a grammar teacher may be teaching the names of grammar patterns and giving out formulae without recourse to the functional reality of the language in use and with no ready made cakes available as examples.

Aspects of Discourse – Field

The interactive story is a story so it has a thread of meaning, which leads the learner through the field of meaning.Here are some examples:

"The Big Dream" is an adaption of the plot of Dickens's "Great Expectations", which deals with the career choices and career path of a youth.

"Our Lady of the City" is a loose adaption of Hugo's "The Hunchback of Notre Dame" which focuses on the difficulties of a young person's life as a past narrative.

"The Water Car" is an environmental awareness themed original story about the development of a car that makes use of alternative energy sources and the challenges faced by the two young engineers/businessmen who develop the project.

Any field of discourse can be covered, simply by tailoring a story to cover that field of meaning, whether it be engineering, business, family and relationships, the medical field or whatever. The educator has merely to identify the field of discourse where learning is to focus and then construct a story or contact http://englishconversations.org and a story will be created to cover that area. This service is provided free by the dot org website and is a useful language education resource that classes without access to native speakers can avail themselves of, free of charge.

Basic Aspects of Discourse – Declarative, Interrogative and Imperative

In a communicative situation where two speakers are interacting it is a vital skill to understand how to recognize a statement, distinguish it from a question and have the resources to give and receive commands.

In an interactive story, a succession of statements introduces the declarative mood (**He is tall**) of the story, which progresses one sentence at a time as the storyteller narrates and the listener follows. The questions: (**Is he handsome?How old is he?**)within the story introduce the functional difference between declarative and interrogative moods (a statement and a question) and the imperative mood: (**Tell me about your own brother**) is also functionally introduced as a command which is simply given without superfluous instructions in meta-language which is more complex than the focus language.Why instruct a student to: "**Indicate that you have assimilated the concept of simultaneity**" when that same student is struggling with "**What is he doing when the phone rings**?"?

The focus in a story (in this case an interactive story) is on functionality hence interrogative, declarative and imperative moods (are you asking me, informing me or ordering me?) are assimilated practically and functionally rather than as abstractions.

Whether we look at a language education syllabus from the perspective of a list of functions, genres, syntactic patterns, topics or any other lens we come up with, the reality is that when we put a student in an evaluation situation and that same learner cannot distinguish a statement from a command or a question, communicative competence is simply not observable above the lowest calibration mark on the scale.

Aspects of Discourse - Monologue and Dialogue– Turn-taking, Back-channeling and Repair Strategies

At a certain almost physiological level language can be divided into the monologue and the dialogue or the narrative and the conversation. These are not strictly delimited as conversations contain soliloquys or long narrative moments and monologues or stories can contain conversations or descriptions of complex verbal discussions/interactions, but it is true to say that we recognisethese two modes of discourse and understand the need to be able take turns if it is a conversation and also to listen quietly if it is a narrative.

The interactive story moves from narrative to dialogue, alternately informing and questioning the listener and calling on him to use his imagination to add to the story. Again the focus is functional and hence implicit rather than abstract and descriptive.

Students master turn-taking in the target language (English) by navigating a text which demands both comprehension and input. Back-channeling (Did you say rice ball or right ball?) and the use of repair strategies (Can you run that by me again?) are also developed in the context of a communicative interaction rather than intellectually learning what these mean and wondering what they are in practice, because the interactive story by its nature provides space where turn-taking, and back-channeling are necessary to continue the narrative and follow the thread of meaning. The listener is constantly prompted to show his comprehension or the story does not proceed. He is also encouraged to ask:What does … mean?" and use any repair strategies at his disposal to seek out meaning in the process of creating the verbal text (from the written model, which is given).

By observing the progress of the activity as students work in pairs, the teacher can identify strengths and weaknesses and give input (that is tailored to learner needs).

It is also a simple matter to adapt an interactive story so it becomes a gap fill activity should testing or evaluation of this type be required. The questions have merely to be made into "the test" and the answers, which are givencan be evaluated for accuracy and appropriateness.

Aspects of Discourse – Tenor – Intercultural Space

In Halliday's systemic functional grammar, tenor refers to the people who are involved in the speech act (text) and the bearing their relationship has on the discourse. With an interactive story interaction (Ss doing an interactive story in pairs under the supervision of a teacher who can answer questions if the flow of the narrative breaks down) the students are engaging in discourse but it is an interesting type of discourse. It is a collaborative autonomous discourse where the learners have the written text as a guide but are free to make use of it to develop their own meaning and since the text was written elsewhere and is given to the students in their own environment there is a strangely liberating dislocation where the students can make the text their own.

How universal are notions of turn-taking across languages and is back-channeling appropriate in all registers? We could devote decades to researching these types of questions but this

writer sees an interesting and liberating and perhaps universal dynamic in the type of interaction that can be created in the intercultural space where foreign language learning takes place. The foreign teacher introduces a tenor where the rules of discourse are that anybody can speak in turn and each person has the right to ask questions regardless of social role. This may conflict with rigid ideas of appropriateness in a traditional culture where the normal tenor is such that social role defines the right to ask questions.

The language instructor is in effect creating an intercultural space, which transcends the normal rules of society where the lesson takes place. This may not be always successful and the instructor may not be aware of it but the fact is that there is a set of assumptions that underlie the teaching of English as a foreign language and they seem rooted in a practical classroom methodology, which encourages questions and reduces all members of the room to the same egalitarian level.

In traditional societies this may violate the social rules of discourse but we proceed nonetheless.

Can the Indonesian teacher in Indonesia or the Japanese teacher in Japan do this? Can the local teacher represent the other and confront the barrier of foreign-ness, which exists between the learner andthe foreign way of approaching communication?

The foreign language classroom is an interesting intercultural space in which a third culture state of consciousness can be created so that not the culture of the teacher and not the culture of the learner, but a common sense universal notion of egalitarian freedom can be developed. Anyone can talk at any time so long as common sense notions of turn-taking and back-channeling are allowed and the hierarchy of power is not allowed to overshadow the specific learning objectives which have called all the people in the room to that room at that time.

Working through an interactive story is a collaborative task, which requires the demonstration of competencies that relate to a level playing field in terms of the right to input regardless of position in the social hierarchy. In that sense it is an attempt to create an intercultural space, which allows expression, interrogation, reflection and discussion but also more:

The Interactive Story as Springboard or Scaffold for other Functions

The interactive story is basically a story with questions in the text but it contains moments where there are dialogues or conversations. In a class of say forty students in pairs who are working through a story, the teacher can halt the story at a given point and ask students to act out a conversation as characters within the story.

In "Our Lady of the City" when the priest orders the hunchback to capture the woman we can get students to do a roleplay and use language that is persuasive or threatening. (Catch her and bring her back here or your life will not be worth living!"

In the Big Dream, students can also be asked to write an expository text in the role of a character in the story,who is called upon to describe his educational achievements. (As the protagonist in the story, explain how the gift of your mysterious benefactor has opened the doors of a wider world to you.)

In effect the interactive story can provide a framework, which can be used to include focus on any lexico-syntactical or functional focal point and it can also be used at the dramatic or interpersonal level as a focus for roleplay and functional practice to develop communicative competence.

Artificiality - Discussion and Awareness of Genre

Interactive Stories are textbooks and in that sense that they are artificial. They are not authentic materials in the traditional sense of the word. Authentic materials are materials created by native speakers for purposes outside the classroom. Interactive Stories are created specifically for the classroom. Just as medicine is created for the diseased and health food for the chronically undernourished to overcome incompetence or dysfunction in the areas of medicine and dining, interactive stories are scaffolds for language learners to climb from lack of communicative competence onto a platform where they have become autonomous learners. But they are artificial.

This need not be a drawback. First of all the most authentic thing any human can do is to be sincere and honest and not pretend and in the debate on authenticity, we have the endlessly

inauthentic use of authentic materials (Widdowsen) posing as "authenticity" when in fact what could be more honest, sincere and authentic than to allow students to be students using specially prepared material, tailored to their needs? In the debate on authenticity why must the fundamental relationship between the people in the room be overshadowed as inauthentic while texts from the internet and other cultures are regarded as authentic despite their dislocation and inauthentic use?

Autonomous Learning

The interactive Stories website is a dot org which provides a free service. A variety of interactive stories are available as free resources but there is also an interactive stories partner linkup service. Once they have the requisite basic skills, students can navigate the site themselves, find a partner in another classroom or country, choose an interactive story and use skype, instant messenger or any other internet chat platform to work together. They can take responsibility for their own learning and work at their own pace.

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INTRODUCING VARIETY OF ENGLISH
INTO ELT: GRADUATE STUDENTS' RESPONSE

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Abstract

English becomes an international language because many people around the world communicate using English. The abundant number of people who use English leads to the possible varieties of English. This paper aims to know how the graduate students' response toward the variety of English. Twenty one students of graduate program of State University of Malang were involved in the study. The questionnaires were distributed to the respondents. The questionnaires consisted of three variables. They are respondents' knowledge about variety of English and their proficiency, how the respondents teach variety of English, and the function of variety of English. The resuts of the study showed that the respondents have low proficence and knowledge about variety of English, the respondents use listening materials and the respondents know the function of knowing variety of English. To sum up, introducing variety of English can be taught by using listening materials.

Introduction

Nowadays, English becomes an international language because many people around the world communicate using English and also it is studied and learned by young people. Learning English is assumed that the learners can speak with native speaker. The spread of English was started in 19th century in which British empire is at height (Stockwell, 2007). At that time, English was used as the administrative language of large parts of Africa, the Indian subcontinent, and Hong Kong and Singapore. The number of countries which use English as their means of communication, either as second or foreign language is so many. Graddol (2006, in Bruthiaux 2010) states that there are about 500 million first language (L1) and fluent second language (L2) English speakers.

The abundant number of people who use English leads to the possible varieties of English. The more people use English, the more possible varieties of English. McKay (2002, in Widiati 2012) states that varieties of English possibly can cause the lack of common standard

in the current use of the language. The term for the varieties of English is called World Englishes or New Englishes. "It stress that English no longer has one single base of authority, prestige and normativity" (Mesthrie and Bhatt, 2008). Utami (2012) states that the spread of English around the world has by and large resulted in the debates over standardization and intelligibility. It means that the varieties of English will also influence the phonological variation among Englishes.

It is important to distinguish between native and nativised varieties of English. Kirkpatrick (2007) differentiate between Native and Nativised varieties. Native varieties means that the English is spoken by native speakers such as American and British. Nativised varieties is development of new varieties in other than America and British which is influenced by local languages and cultures. According to Kirkpatrick (2007) there are two criteria for classifying native varieties. First, native varieties have been around for long time. Second, native varieties have influenced younger varieties of English in some ways.

In EFL context, the teaching of English aims to equip learners with linguistics competence to accurately use either America or British English (Suzuki 2011). Since the emergence of variety of English, this perception changed. Teacher does not only teach those two Englishes but teacher should teach other Englishes. The variety of English is employed in EFL would make it important for English language teachers to develop learners' proficiency in negotiating different varieties of English to function effectively in international contexts. It becomes challenges for EFL teacher to find the way how to teach variety of English into classroom.

This paper aims to know the response of graduate students toward variety of English in ELT. The graduate students are chosen because they have the knowledge about variety of English and also they have experiences in English language teaching.

The Variety of English in Classroom

In the countries in which English is the official, main or dominant language, it can be called standard Englishes. Kachru (1988, in Stockwell 2007) differentiate "the inner circle" of standard English-speaking territories from "the outer circle". Stockwell (2007) states that

variations entered as result of the settlement and evolution. Variety of English is not inevitably avoided. Moreover, Widiati (2012) states that the tremendous growth in the number of bilingual users of English welcome the development of variety of English.

The objective of teaching English is to equip the learners to communicate. It is necessary for the learners to deliver the message across regardless the variation of English the learners use. Introducing variety of English in the classroom is necessary because it can help learners become aware that the success of communication with other English speakers does not necessarily rely on the accent of English the learners produce, but the message being delivered. Learner's developed awareness would help them focus more on their own communication skills. Indeed, the teacher must have a good understanding of the variety of English first before the teacher teach variety of English.

Good understanding of variety of English for EFL teacher himself is still problem in EFL context because the limited number of English speakers and the chance to stay in abroad. The number of people who use variety of English are still limited. In addition, English is only learned by joining seminar or teaching training in which the presenter of the training mostly use America or British English. The teacher who has chance to travel abroad is so limited that he/she does not have a good understanding of variety of English.

In this paper, the writer want to know how the graduate students' response toward the variety of English. The graduate students who are chosen are the English teacher. It is good to know the response of the teacher who is studying graduate program. The teacher who continues his study in graduate program means that he has good willingness to enrich his knowledge.

Method

Twenty one students of graduate program of State University of Malang were involved in the study. The reason of selecting this university was mainly two folds. Firstly, the writer was studying in the State University of Malang. Secondly, there is an opportunity to access graduate students easily and comfortably. The respondents were the native speakers of Indonesian and has been teaching for 2 years and more. The respondents were chosen from five different classes: A,B,C,D,E.

The questionnaires were distributed to the respondents. There were 10 questions to be answered. The questionnaires were using likert scale. The questions were as follows

1. I know that English has many standard English or variety of English, not only American English or British English

2. It is important to be fluent in different English standard such as Australian English, Singaporean English, etc.

3. I use more than one standard English when I teach

4. I introduce variety of English to my students

5. My students should have, at least, knowledge about variety of English such as Australian English, Singaporean English, etc.

6. I use listening recording/materials which come from different English standard

7. I let my students to speak whatever standard English they like

8. My students need to know variety of English such as Australian English, Singaporean English, etc

9. Knowing variety of English can avoid miscommunication/misunderstanding when we speak with other foreigners

10. Being fluent in variety of English is beneficial for me

The questions were divided into three variables. First variable (question number1-4) is to know the respondents' knowledge about variety of English and their proficiency. Second variable (question number 5-8) is to know how the respondents teach variety of English. Third variable (question number 9-10) is to know the function of variety of English.

Results and Discussion

The result of questionanires is presented in the following tables. Tables 1 is the first variable which is to know the respondents' knowledge about variety of English and their proficiency. Table 2 is the second variable which is to know how the respondents teach variety of English. Table 3 is the third variable which is to know the function of variety of English. The result of the mean is rounded up.

Table 1 Knowledge about variety of English

		Q1		Q2		Q3		Q4	
Option	score	F	%	F	%	F	%	F	%
SA	4	16	76	2	10	1	5	2	10

A	3	4	19	6	28	11	52	16	76
D	2	1	5	13	62	8	38	3	14
SD	1					1	5		
Total		21	100	21	100	21	100	21	100
Mean		3		2		2		2	
Overall mean	**2**								

Table 2 Respondent teach variety of English

		Q5		Q6		Q7		Q8	
Option	score	F	%	f	%	F	%	F	%
SA	4	5	24	2	10	4	19	3	14
A	3	12	57	11	52	15	71	18	86
D	2	4	19	8	38	1	5		
SD	1					1	5		
Total		21	100	21	100	21	100	21	100
Mean		3		3		3		3	
Overall mean	**3**								

Table 3 Function of Variety of English

		Q9		Q10	
Option	Score	F	%	F	%
SA	4	8	38	3	14
A	3	13	62	11	52
D	2			7	34
SD	1				
Total		21	100	21	100
Mean		3		3	
Overall mean	**3**				

Table 1, 2 and 3 shows the respondents' response toward variety of English. 76% of respondents know that English has many varieties of English. only 5% of respondents did not know it. 62% of respondents disagree that fluent in different English standard is important.

Half of all the respondents use more than one standard English in teaching English. 86% of respondents introduce variety of English to their students. 81% of respondents agree that students should have knowledge about variety of English. 62% of respondents use listening materials which come from different English standard. 90% of respondents let their students to speak whatever English standard they like. 100% of respondents agree that their students should know variety of English. all of respondents agree that knowing variety of English can avoid miscommunication. 66% of respondents agree that fluent in variety of English is beneficial for them.

The first variable (table 1) is the respondents' knowledge about variety of English and their proficiency. Based on the result of study, the mean of the first variable is 2. It means that the knowledge of respondents and their profiency is considered low because most of them disagree with the statements. In line with this result, Bruthiaux (2010) states that teachers in EFL context have minimal English proficiency and cannot afford to travel abroad. It affect the teacher's knowledge and proficiency of variety of English. The English should motivate themselves to travel abroad. Travelling abroad does not mean that it needs a lot of money. The teacher can join international seminar which provide travel grant. In the seminar, there is possibility to meet people with variety of English.

The second variable is to know how the respondents teach variety of English. Based on the findings, the mean of the second variable is 3. It means that the respondents agree. Since the respondents did not have chance to travel abroad, they use listening materials which come from different English standard. They argue that providing listening materials can give input for their students. The more students expose to different listening materials the more students have the knowledge of variety of language. In line, Nation and Newton (2009) states that listening focus on understanding, and gaining knowledge. So, the input is not merely from the teacher but also from listening recording.

The third variable is to know the function of variety of English. Based on the finding, the mean of third variable is 3. The respondents agree that variety of English has some function in society especially if they want to live in other English speaking country. Suzuki (2011) states

that several varieties of English exposure can help learners to be successful in communication.

The respondents have few knowledge about variety of English and also low profiency in variety of English. But they use other things to teach their students variety of English such as listening materials. They belive that listening can give language input for their students. The respondents agree that knowing variety of English has some benefits such as avoiding miscommunication.

Conclusion

Variety of English can not be denied because it is happening. The English teacher should be aware of it. Introducing variety of English to students is necessary eventhough the teacher has low proficiency toward the variety of English. However, the low proficiency can be substituted by listening recording in introducing variety of English. The listening recording contains variety of English speaker. Knowing variety of English can avoid miscommunication when we live in other countries. For further research, it could find out the effective strategy how to teach listening in introducing variety of English.

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Appendix 1

Questionnaire

Instruction:

Give (v) on the table below.

SS= Sangat Setuju   S= Setuju

TS= Tidak Setuju   STS= Sangat Tidak Setuju

No	Statement	SS	S	TS	STS
1	I know that English has many standard English or variety of English, not only American English or British English				
2	It is important to be fluent in different English standard such as Australian English, Singaporean English, etc.				
3	I use more than one standard English when I teach				
4	I introduce variety of English to my students				
5	My students should have, at least, knowledge about variety of English such as Australian English, Singaporean English, etc.				
6	I use listening recording/materials which come from different English standard				
7	I let my students to speak whatever standard English they like				
8	My students need to know variety of English such as Australian English, Singaporean English, etc				
9	Knowing variety of English can avoid miscommunication/misunderstanding when we speak with other foreigners				
10	Being fluent in variety of English is beneficial for me				

Thank you

EFL LEARNERS REPAIR SEQUENCE TYPES ANALYSIS AS PEER- ASSESSMENT IN ORAL PERFORMANCE

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Abstract

There are certain concerns that EFL teacher needs to observe in assessing students oral performance, such as the amount of words which the learners utter, the grammatical errors that they make, the hesitation and certain expression that they produce. This paper attempts to give overview of research results using qualitative method which show the impacts of repair sequence types analysis on those elements needed to be observed as students peer and self-assessment to enhance their speaking ability. The subject was tertiary level learners of English Department, State University of Semarang, Indonesia in 2012. Concerning the repair types, there are four repair sequences as reviewed by Buckwalter (2001), they are Self-Initiated Self Repair (SISR), Self-Initiated Other Repair (SIOR), Other-Initiated Self Repair (OISR), and Other-Initiated Other Repair (OIOR). Having the repair sequences types anaysis, the students investigated the repair sequence of their peers while they performed in class conversation. The modified peer- assessment guideline as proposed by Brown (2004) was used in identifying, categorizing and classifying the types of repair sequences in their peers oral performance. While, the peer-assessment can be a valuable additional means to improve students speaking since it is one of the motives that drive peer- evaluation, along with peer- verification, also peer and self- enhancement. The analysis results were then interpreted to see whether there was significant finding related to the students' oral performance enhancement.

Keywords: Types of Repair Sequences, EFL leearners, Peer – Assessment, Students Oral Performance.

Introduction

Communication goal is one of the objectives when learners learn a language, either foreign language or second language. In achieving the communication performance perfectly, learners have to use correct elements of language in their sequences of utterances. The important elements such as grammar, lexical range, and expression are significant to be considered in

their language. This study has objectives (1) to gain description of students ability in using the elements of language in their oral performance by using peer assessment as their reflection in knowing how well their ability in speaking and (2) to see what repair sequences are mostly used by learners when they speak using the target language they are learning. As stated by Ellis (2003: 4) when learners learn English as second language, there are some approaches to know whether learners have been successfully in learning the target language. A better approach might be to find out what learners actually do. One way of doing this is by collecting samples of learner language. It is the language that learners produce when they are called on to use an L2 in speech or writing and analyse them carefully. Therefore, this paper gives results of analysing the learner language by looking at the way the learners did peer assessment in their speech.

As the peer assessment that the learners did, the way it was done was by observing the repairs occur in their oral performance. Buckwalter (2001:381) has said that repair is usually understood as synonymous with correction. There are several types of repair initiation: self and other initiation and several types of repair: sequence, self and other. Studies in repair examine how repair sequencing contributes to language acquisition, namely its occurrence in discourse modification (caretaker speech/ foreigner talk, etc). This study investigates the repair as the assessment by looking at Self Initiated Self Repair (SISR), Self Initiated Other Repair (SIOR), Other Initiated Self Repair (OISR) and Other Initiated Other Repair (OIOR).

The study was done in the context of tertiary level learners. They were from the second semester students of English Department who joined the course of Interpersonal and Transactional Conversation at Semarang State University in 2011. They did peer and self assessment when they were in having conversation or role play of cued dialogues.

Theoretical Review

Repair

Allwright and Bailey (1991:88) assert that when an error does cause communication difficulties, there are various ways in which the problem can be sorted out, or 'repaired'. Research on conversation has documented the repair patterns that occur in English. The actual fixing of the error is called 'repair', and it too may be accomplished either by the speaker (self-repair) or by one of the interlocutors (other-repair).

Buckwalter (2001: 381) in her journal said that in SLA, repair is usually understood as synonymous with correction, a view that disallows investigation of any difficulty occurring in the absence of error, including a learner's action on an anticipated trouble. Problematic for research on L2 discourse is commonly used – and perhaps unconsciously- held assumption that the basic problem in talk is always due to an incomplete and incorrect L2 system, a bias that can limit our understanding of talk involving an L2 speaker. To illustrate this point, imagine a conversation like the following between a native speaker (NS) and a nonnative speaker (NNS):

1. NS   : What do you want on your pizza?

2. NNS : Pardon?

3. NS   : Do you want sausage or pepperoni?

The example above shows us that our tendency would automatically be to locate the trouble source with the NNS has not understood the content of line 1 due to an inadequate L2, an interpretation that may or may not be true; the NNS may simply not have heard line 1. In CA analysis, the trouble source always resides in an utterance (Schegloff et.al. 1977), and the possibly erroneous interpretations of the type exemplified are thus avoided. From a CA perspective, the example above shows the presence of a trouble source in line 1, repair initiation by the other line 2, and the repair proper in line 3, it is an example of the OISR sequence.

Seedhouse (1997:357) defined "repair" as the treatment of trouble occuring in interactive language use. Van Lier (1988:183) as quoted by Seedhouse (1997:357) has pointed out that repair is a generic term, with correction or error replacement being one kind of repair. CA studies of the organization of repair in conversation date back to Schegloff, Jefferson and Sack's work (1977). Van Lier (1988:221) concluded his chapter on repair by suggesting that "we must bear in mind that certain types of activity naturally lead to certain types of repair, and that therefore the issue of how to repair is closely related to the context of what is being done. Kasper (1986:39) contrasted the organization of repair in "language centered" and "content centered" phases of L2 lessons and concluded that:

> Talking about repair in FL teaching as such is inconclusive; rather preferences
>
> and dispreferences for specific repair patterns depend on the configuration of

relevant factors in the classroom context…the teaching goal of the two phases turned out to be decisive factor for the selection of repair patterns (as quoted by Seedhouse 1997:357).

Therefore, following the statement above, somehow the variable that is adopted is context-based approach to repair organization in the L2 classroom.

Types of Repair Sequence

Repair trajectories are the routes by which participants accomplish repair. According to Seedhouse (1997:350), it is important to distinguish self-initiated repair (I prompt repair of my mistake) from other-initiated repair (somebody else notices my mistake and prompts repair). I must also distinguish self-repair (I correct myself) from other repair (somebody corrects my mistake). Schegloff, Jefferson and Sacks (1977) as quoted by Allwright and Bailey (1991:89) observed that there are four possible combinations of initiation and repair involving *self* or *other* which occur in ongoing spoken discourse:

(1) *Self- initiated other-repair (SIOR)*, in which speakers note breakdowns and request assistance (for example, in a word search – the familiar tip-of-the-tongue phenomenon when the speakers cannot produce the word they wish to use);

(2) *Self-initiated self-repair (SISR)*, in which the speakers themselves both notice and correct the error;

(3) *Other-initiated self-repair (OISR),* in which the interlocutors note and comment on the errors, but the speakers themselves are able to repair the breakdowns; and

(4) *Other- initiated other- repair (OIOR)*; in which people other than the speakers both call attention to the errors and provide the corrections.

While such repair strategies have not yet been widely investigated in other languages, research into English conversation has shown a strong propensity for self-initiated self-repair. Based on Allwright and Bailey (1991), at other times, other-initiated self-repair is used, where the listener seeks clarification or repetition, which is then

supplied by the original speaker. However, other-initiated other-repair is relatively rare in normal conversation among linguistic equals.

Peer Assessment

Based on the article of *Foundation Coalition*, "peer assessment" allows team members to assess other members of the team as well as themselves. It provides data that might be used in assigning individual grades for team assignments.

The general issues to consider in using peer-assessment in this study is:

(1) Tell the students early by handing out copies of the forms used for assessment and evaluation with (or as part of) the syllabus.

(2) Give the students practice by providinng opportunities for them to assess other team members in situations in which their assessments do not aafect project grades.

(3) Include feedback in order to improve performance. There will be honest feedback to peers as they gain experience with assessment.

There are a number of reasons why peer assessment should be developed in instructional assessment setting. First, students will get chance to find out more about assessment culture, (2) lecturers have less time to assess than before, (3) when students can contribute their marking criteria, it can enhance learning, (4) students can learn from the success of others and can learn from the mistakes of others..Based on Brown (2004: 270), peer assessment appeals to similar principles, the most obvious of which is cooperative learning. It is simply one arem of plethora of tasks and procedures within the domain of learner-centered and collaborative education. Then, Brown (2004) also categorized self and peer assessment into the following:

 (1) Assessment of (a specific) performance.

In this category, a student typically monitors him/ or herself in either oral or written production and renders some kind of evaluation of performance. The evaluation takes place immediately or very soon after the performance. Thus, having made an oral presentation, the students or peers) fills out a checklist that rates performance on a defiined scale.

A journal may serve as a tool for such of a specific performance.

(2) Indirect assessment of (a general) competence.

Indirect self or peer assessment targets larger slices of time with a view to rendering an evaluation of general ability. As opposed to one specific, relatively time- constrained

performance. Self or peer assessments of performance are limited in time and focus to a relatively short performance. Assessments of competence may encompass a lesson over several days, a module, or even a whole term of course work, and the general ability.

(3) Metacognitive assessment (for setting goals)

Some kinds of evaluation are more strategic in nature, with the purpose noy just of viewing past performance or competence but of setting goals and maintaining an eye on the process of their pursuit. Personal goal setting has the advantage of fostering intrinsic motivation and of providing learners with that extra- special impetus from having set and accomplished one's own goals. Strategic planning and self monitoring can take the form of journal entries, choices from a list of possibilities, questionairres, or cooperative (oral) pair or group planning.

(4) Socioaffective assessment.

Another type of self and peer assessment comes in form of methods of examining affective factors in learning. Such assessment is quite different from looking at and planning linguistic aspects of acquisition. It requires looking at oneself through a psychological lens and may not differ greatly from self- assessment across a number of subject matter areas or for any set of personal skills.

(5) Student generated tests.

A final type of assessment that is not usually classified strictly as self- or peer assessment is the technique of engaging students in the process of constructing tests themselves.

Brown (2004) also states that in giving self –or peer assessment there are some guidelines:

(1) Tell students the purpose of the assessment

(2) Define the task(s) clearly

(3) Encourage impartial evaluation of performance or ability

(4) Ensure beneficial washback through follow- up tasks.

Systematic follow up can be accomplished through further self- analysis, journal reflection, written feedback from the teacher, conferencing with the teacher, purposeful goal-setting by the student, or any combination of the above.

Here, in giving peer assessment, the writer used taxonomy of rating someone's oral presentation (holistically), detecting pronunciation or grammar errors on self- decoding and journal reflection everytime the students had finished the task or test. The students did peer

assessment by giving the score to the rubric availabe by the lecturer. They did peer assessment when they involved in role play and dialog simulation.

Table of rubrics for the student to do peer assessment from O'Malley and Pierce (1996) using Holistic Oral Language Scoring Rubric and modified using types of repair sequences

Rating	Description	SISR	SIOR	OISR	OIOR
6	- Speaks fluently - Uses variety grammatical structures - Uses extensive vocabulary - Understand role play situation				
5	- Speaks in social and classroom settings with sustained; any errors do not interfere with meaning - Speaks near fluency - Uses variety of structures with occasional grammar errors - Uses varied vocabulary - Understand simple sentences in sustained conversation				
4	- Initiates and sustains a conversation with descriptors and details - Speaks with occasional hesitation - Uses some complex vocabulary; applies rules of grammar but lacks control of irregular forms - Uses adequate vocabulary: some word usage irregularities - Understands role play situation with repetition, rephrashing, and clarification				
3	- Begins to initates conversation, asks responds to simple questions				

	- Speaks hesistantly because of rephrasing and searching for words - Uses predominantly present tense verb; demonstrates errors of omission (leaves words out, words ending off) - Uses limited vocabulary - Understands simple sentences in sustained conversation				
2	- Begins to communicate personal and survival needs - Speaks in single- word utterances and short patterns - Uses functional vocabulary - Understands words and phrases; requires repetitions				
1	- Begins to name concrete objects - Repeats words and phrases - Understands little or no English				

The table above was used by the students to evaluate peer and then they made self reflection afterward.

Developing Speaking Activities

Usually speaking class often takes the forms of drill in which one person asks a question and another gives answer. The questions and the answer are predictable. There is only one correct, predetermined answer, to demonstrate the ability to ask and answer the question. When it is to accomplish task, such as conveying a telephone message, obtaining information, giving and asking for direction, participants must manage their utterances in order to sustain conversation in the situation of what the other person says. To generate classroom speaking activities that will develop communicative competence, instructors need to incorporate a purpose and an information gap and allow for multiple forms of expression. However, quantity alone will not necessarily produce competent speakers. Instructors need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely. *(http://www.nclrc.org/essentials/speaking/developspeak.htm)*

Research Methodology

The subject of the study was the second semester students of EFL learners of tertiary level, that was students of *Interpersonal and Transactional Conversation* class in English Department, Faculty of Languages and Arts, Semarang State University (UNNES), Central Java, Indonesia in 2012. There were 24 students in the class, and they were about 20 years old. This was a qualitative study in which the writer wanted to find the phenomena happened in the class for one semester. The data were gathered by using the results of peer assessment in which the students describe their ability in terms of Repair that they made.

The beginning steps that were applied in conducting the study were:

(1) The lecturer gave students cued dialogues

(2) The lecturer then noted down all the results of students' reflection which comprised some aspects like self confidence, mastery of vocabulary and grammar, feeling of understanding the meaning of sounds and intonation, etc.

(3) The students, then, got explanation from the lecturer about the rubrics that they would use to evaluate in the peer- assessment, and asked them to do peer group dealing with communicative activities in class,

(4) In peer group, the students did role play and record their dialogues in the class (the recording was done directly in the class using the simple recording from their gadget).

(5) The students did peer assessment by listening to the recording dialogues using the rubrics given including the repair sequence types like SISR (Self Initiated Self Repair), SIOR (Self Initiated Other Repair), OISR (Other Initiated Self Repair) and OIOS (Other Initiated Other Repair)

(6) The lecturer observed the students attitude toward the process of peer assessment in communicative activities of role play and dialog simulation. Olsen and Christainsen (1966) as cited by Fulcher (2003), define role-play as a range of activities characterized by involving participants in as-if or simulated actions and circumstances. Role-play gives students an opportunity to practice communicating meaningfully in different contexts and different roles (Freeman, 1986). The major advantage of role-play is highly motivating and gives students simple, direct and rapid feedback on their actions.

(7) All data were collected and analysed.

Results and Discussion

The results are comprised into two. The first is the result of peer assessment and interpretation and the second is the description of repair sequence types occured in oral performance of the students based on the peer assessment itself.

The following is result of peer assessment in percentage of each scoring (1-6).

Numbers of students Oral Performance	Frequency of Scoring appears in rubric of self assessment					
	1	**2**	**3**	**4**	**5**	**6**
First Role Play	0	30%	50%	20%	0	0
Second Role Play	0	10%	20%	60%	10%	0
Third Role Play	0	0	10%	10%	60%	20%

The peer assessment can be effective since we can see from the percentage, from score 1 up to 6, the results improve. It seems that the students are accustomed to the peer feedback and evaluation. In score 6, it got 20% for the last role play which in role play 1 and 2 it did not occur. It can be interpreted that finally the students can speak fluently and uses variety grammatical structures, extensive vocabulary and the contents make sense from their cued dialogue.

Meanwhile, the peer assessment done by the students also influenced by their analysis on the types of repair sequence. As already explained that this study viewed the repairs occur in students oral performance of role play. They were Self Initiated Self Repair (SISR), Self Initiated Other Repair (SIOR), Other Initiated Self Repair (OISR) and Other Initiated Other Repair (OIOR). Therefore, the followings are the results.

The results of the analysis showed a preference for *self* and *other* repair, both are in Self-initiated, namely Self-initiated Self Repair and Self- initiated Other Repair. The data analysis shows that Self- initiated self repair (SISR) was natural here with many lexical difficulties being the most common target of it. While SIOR occurred when learners recognized that their knowledge basis was sufficient. Here, it was found that in peers, they offered help whether it was needed one another. So, one student here initiated repair when the other student seemed that he/she paused the utterances in a long time, cut off and rise the intonation given to non-lexical items, such as *em* and *uh*. However, there were also some expression tended to elicit help from the peer using the exclamation in English, such as *"what is that..?"*; *"I mean…"*. The following is the result of data analysis:

Table 2. Repair sequence of students-student conversation occurrences

Categorized Identified Repair sequence types				Total Identified Repair Sequence Types
SISR	SIOR	OISR	OIOR	
30	20	15	0	65

Based on the above table, the total of identified repair sequence types is 65 occurrences. The highest amount is SIOR (Self initiated Other repair). It occurred most in interaction. Schegolf (1977) stated that SIOR occurred when the speakers note breakdowns and request assistance. The lexical items were the most preferred type of linguistics difficulties to students.

SISR (Self Initiated Self Repair)

The percentage of SISR occurrence frequency is 30. The example below is a view of self-initiated self repair (SISR)

> S1   : " Would you come to my birthday party?
> S2 : " ((smile)) I like…I mean...em...I would like to....when?

The extract above shows that the student (S1) experienced the mistake and the he initiated the repair by himself. The non-lexical term, *em* and some pauses indicate if he was in trouble, but then he uttered the phrase *I would like to* to repair his sentence to be understandable by the interlocutor. That is an example of lexical SISR sequence. So, he became self-regulated.

SIOR (Self Initiated Other Repair)

The SIOR sequence frequency was 20. SIOR was the most common type of repair sequence found in the data of Transactional and Interpersonal class. From the observation, it was found that the students did not immediately offer help but rather waited until help had been requested. SIOR occurred when learners recognized that their knowledge base was insufficient to carry out an action and sought other regulation. The sample below represents example of SIOR:

S3 : " If…*em*...me…especially I…because I haven't worked yet because I still use my parents' money. So, we…we…((mime using hands))

S4 : "share?"

S3 : " Yes…share money, for example, if I pay on this day, then next day day my girl pay."

The extract above shows the pauses are many in the data and in long duration. In line [n], S3 (the student) initiated repair by indicating the failure mark of non-lexical term, such as *em…* and also gestures, such as miming by hands. It seemed after he lapsed the first self- repair, then he added additional information to request or elicit help from S4. The SIOR example above was lexical one.

OISR (Other Initiated Self Repair)

The OISR sequence frequency is 15. The following is an example of OISR sequence occurrence:

S1 : " What about the music concert last night? What do you think?"

S2 : "I think It was...interested and well...I enjoyed it"

S1   : " interesting?

S2 : " Yeah...that's it interesting"

The extract above shows that OISR occurred when the interlocutor notes and comments on the error, but the speakers themselves are able to repair the breakdowns. In this exchange, the

student (S1) indicated error by uttering *interested* should be *"interesting"*. Therefore, S2 tried to note or gave repair in her utterance. Then, S1 supplied the correct form of lexical item. This repair sequence has quality of negotiation of meaning. The behavior of the participants seemed more reflective of an attempt to understand each other's meaning than any attempt to learn the teacher's utterance.

OIOR (Other Initiated Other Repair)

The OIOR sequence occurrence frequency is 0 or none. OIOR constitutes correction of another's error. It was rare in this data since sometimes it was just embedded in ongoing talk., so the producer or the speaker of mistakes did not repeat the correction from other repair. Since the oral performance task of teh students was in form of role play, so there was no Other Initiated Other Repair sequence types occured in this study.

The results show that although the peer assessment gives benefit to the learning since the students have learnt from their peers mistakes but there is also weakness of implementing the peer assessment. The students seemed a bit reluctant to receive the feedback from their peer sometimes. It could be seen when they did not have intention to admit their mistakes when their peer gave feedback when the lecturer asked them to have reflection.

However, by looking at the students repair sequences occurrences in their cued dilaogues, the students can get overview and realize that in their oral performance, some elements like pronunciation, grammar, lexical range to get good fluency are important to improve their speaking ability.

Conclusion

The conclusion can be drawn from the two perspectives, the first is from the results of peer assessment of students oral performance, and the second is from the repair sequences types analysed. The first is peer assessment results. From the first role play, it was only ranging from 2 to 4 scores. Then, in third role play, range 5 to 6 scores are achieved. In first and second role play, the students speak hesistantly because of rephrasing and searching for words, use predominantly present tense verb, demonstrate errors of omission (leaves words out, words ending off), use limited vocabulary, and understand simple sentences in sustained

conversation. Then, in third role play, they have spoken in classroom setting with sustained; any errors do not interfere with meaning, spoken near fluency, used variety of structures with occasional grammar errors, and used varied vocabulary. Finally, after getting some feedback from their peers, the students can speak fluently when they are given cued dialogues in their oral performance task.

The results of analysing the repair sequence types show that SISR (Self Initiated Self Repair) and SIOR (Self Initiated Other Repair) occur many times out of 61 occurences. It implies that they need opportunities allowing them first to compare their utterances to models formed in their minds based on learning or experience and then to reformulate the utterances as necessary. Making the classroom 'cost-effective' is a particularly appropriate metaphor for the foreign language context.

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ENHANCING STUDENTS' VOCABULARY MASTERY THROUGH AUTHENTIC MATERIALS

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Abstract

Teaching vocabulary using textbooks is sometimes boring and less meaningful due to the lack of context that possibly discourages students to learn. At university level, students are supposed to acquire intermediate to upper level of vocabulary mastery. The situation then becomes a challenge for us to cope. Authentic materials, on the other hand provide real language use which can be positively stimulate students' interest to have sufficient exposure to English. This research is aimed at improving students' vocabulary mastery through written authentic materials. The design of the research is classroom action research. It was conducted in a Vocabulary Building class B consisting of 43 students. The selected authentic materials are texts taken from newspaper, magazine, the internet, recipe, & forms. The result of the study shows that through authentic materials the students' vocabulary mastery in cycle I & II improves and the achievement category is sufficient.   Otherwise, students' response towards the use of authentic texts seems increase significantly from cycle I to cycle II.

Keywords*: vocabulary, authentic materials.*

INTRODUCTION

Background of the Study

To acquire vocabulary many times students memorize or recall a certain word from their memory. It is not one hundred percent false but it seems that recalling is not an effective way to make the words stay longer in their brain. This is the thing usually doesn't work in developing students' vocabulary because vocabulary should not be learned by memorizing only, particularly when the strategy of consulting to dictionary is used whenever students find difficult words. It is less helpful for if the word is used in isolation. In other words, meaning in context is very important to know the real meaning of words based on its usage in sentence.

In teaching vocabulary, teachers often make textbooks as the main source of their teaching materials. Its practicality might become the main consideration for using them, although

textbooks unfortunately provide several weaknesses. One of them is lack of context. A list of words is put and students are to find their meaning. This activity doesn't stimulate students to use their knowledge background to make meaning. The other words or sentences surround the new word are actually appeared to figure out its meaning. Thus it is less meaningful.

Another limitation of textbook is that it commonly provides monotonous activities. And if it is repeatedly done in the class, boredom in learning will become the next problem for them. Thus, limited variety of learning further discourages students to get involved in the class.

Furthermore, the topics written in textbooks are arranged not based on students' interest. They are tough and far from the portrait of daily life. This resulted in less beneficial usage outside the class.

As stated in the curriculum of English education department of Muria Kudus University Vocabulary Building class is taught the second semester. After students join the class, they are expected to acquire intermediate to upper level of vocabulary mastery. This target would not be achieved if those problems listed above occur to most of the students. Therefore, the writer proposes authentic materials to be used in enhancing students' vocabulary. Authentic materials as many experts have suggested have a lot of prominence comparing to textbooks. Since they are produced by the native speakers for daily communication, they provide real language used in the real setting (Widdowson, 1990). This phenomenon then strongly supports for students to have real exposure of English. According to Tamo (1997), the use of authentic materials gives positive effect on students' motivation. The texts could trigger students' interest to learn, so that they got the texts provide intrinsic motivation. They perceive the materials not only give information, but they can do something with the information or knowledge. So, logically through authentic materials students can develop their vocabulary more easily.

Significance of the Study

This study is conducted to give practical benefit on teaching practice particularly how teachers can assist students in enhancing their vocabulary mastery and the steps of teaching vocabulary through authentic materials.

Research Questions

In this study, the writer formulates the research questions as follows:

1. Can authentic materials enhance students' vocabulary mastery?

2. How is the students' response towards the use of authentic materials in enhancing their vocabulary mastery?

Objectives of the Study

In line with the research questions above, the study aims at finding out whether the use of authentic materials can enhance students' vocabulary and describing students' response towards the use of authentic materials.

Teaching English Vocabulary in Muria Kudus University

Vocabulary is one of the language components which is used in all language skills. Both productive and receptive skills involve the power of words. People cannot convey their message when there is no word produced. In other words, communication will run smoothly when a hearer can understand the speaker's utterance. This becomes the main reason to have Vocabulary as a subject taught separately from listening, reading, speaking or writing.

Based on the curriculum of English education department of Muria Kudus University, the Vocabulary subject is taught for the second semester students with two credits. They are to acquire the intermediate to upper level of vocabulary mastery and able to use it based on its context. Teaching English vocabulary is not merely giving a list of words to remember. As the position of English as a foreign language in Indonesia, it is almost impossible for students memorize all words that come to their ears.

In teaching vocabulary, there are important elements that teachers should consider to implement as proposed by Gairns and Redman (1989) cited in Moraz (2001). They are as follows:

- *Boundaries between conceptual meaning*: knowing not only what lexis refers to but also where the boundaries are that separate it from words of related meaning (e.g. cup, mug, bowl).

- *Polysemy*: distinguishing between the various meaning of a single word form with several but closely related meanings (head: of a person, of a pin, of an organization).

- *Homonymy:* distinguishing between the various meaning of a single word form which has several meanings which are NOT closely related.

- *Homophyny:* understanding words that have the same pronunciation but different spelling and meaning (e.g. flour, flower).

- *Synonymy*: distinguishing between the different shades of meaning that synonymous words have (e.g. extend, increase, expand)

- *Affective meaning*: distinguishing between the attitudinal and emotional factors (denotation and connotation), which depend on speakers' attitude or the situation.

- *Style, register, dialect:* being able to distinguish between different levels of formality, the effect of different contexts and topics, as well as differences in geographical variation

- *Translation*: awareness of certain differences and similarities between the native and foreign language

- *Chunks of language:* multi-word verbs, idioms, strong and weak collocation, lexical phrases

- *Grammar of vocabulary*: learning the rules that enable students to build up different form of the word or even different words from that word (e.g. sleep, slept, sleeping; able, unable, disability).

- *Pronunciation*: ability to recognize and reproduce items in speech

(*ww3w.telus.net/linguisticsissues/**teachingvocabulary**.html*(

Those items imply that in the vocabulary class, teachers should present the words integratedly. When they stand in isolation, it will be difficult for students to grasp the meaning. Therefore, they need words' environment to connect between their background of knowledge and the new topic they got.

Teaching Vocabulary through Context

Context is very essential in determining words' meaning. Context can be defined as words existing around a certain word. Or we can say that context is words' environment. An effective way to figure out meaning is through context. This is in line with what Richard (1980: 428) says:"Words do not exist in isolation. Their meanings are defined through their relationships with other words and it is through understanding these relationships that we arrive at our understanding of words". Thus, the use of context helps students to infer the meaning of unfamiliar words (Candrasegaran, 1980) because "it makes the situation clear and in turn illuminate the meaning of a new word" (Mehta, 2009). Therefore, it is necessary for teachers to teach how to use context. Nagy, Anderson and Herman (1987) identified six types of context clues:

- definition

- example/ illustration

- contrast

- logic

- root words and affixes

- grammar

Discussing authentic materials could grab people's attention due to the prominence they have. Authentic materials are defined as "spoken or written language data that has been produced in the course of genuine communication, and not specifically written for purposes of language" (Nunan, 1991).

There are a lot of advantage of using authentic materials as claimed by Tamo (2006). They are as follows:

- Students are exposed to real discourse, as in videos of interviews with famous people where intermediate students listen for gist. They provide exposure to real language.

- Authentic materials have a positive effect on learner motivation.

- Textbooks often do not include incidental or improper English.

- Authentic materials can produce a sense of achievement, e.g., a brochure on England

Kinds of authentic materials

Authentic materials are varied. They are classified based on the source or place where they are usually attached to. Gebhard (1996) groups them into:

- Authentic Listening: TV commercials, comedy shows, movies, soap operas, radio ads, songs
- Authentic Visual Materials: slides, photographs, paintings, children's artwork, wordless street signs, pictures from magazines, postcard pictures, wordless picture books
- Authentic Printed Materials : newspaper articles, menu, sports reports, lyrics to songs, brochures, university catalogs, telephone books, maps, comic books, greeting cards
- Realia (Real world objects) : coins and currency, folded paper, wall clocks, phones, dolls, and puppets

Review to Previous Research

The previous research concerning to the use of authentic materials are Peacock (1997) and Webb (2008). Peacock (1997) investigated the effect of authentic materials on EFL learners' motivation. Through a classroom action research showed that students' motivation increased when they learned through authentic materials. However, the research reveals that authentic materials to be less significantly interesting than artificial materials. He also recommends teachers to select appropriate authentic materials that could motivate learners. While, Webb (2008) finds out that quality of context possibly gives greater effect on gaining the knowledge of meaning. In contrast, the number of encounters gives more effect on knowledge of form. He strongly highlighted that since to the aim of teaching vocabulary is to increase students' vocabulary mastery, teachers or book writers should present target vocabulary in correct context. It will be contra productive when they provide misleading context.

RESEARCH METHOD

To get the answers of the research questions, a classroom action research was conducted with two cycles. Each cycle consists of four phases: planning, acting, observing and reflecting as Mills (2004) proposed. The subject of the research was 43 students of Vocabulary B Class in academic year 2012/2013. To collect the data, some instruments were used, they are test, observation sheet, and questionnaire.

This research followed what Mills (2004) suggested in conducting a classroom action research by implementing the steps mentioned below:

a. Planning

There were some activities done before implementing authentic materials in the class:

1. Identifying the problem occurred in the class
2. Designing the lesson plan
3. Selecting the authentic texts as the teaching materials
4. Designing the test, observation sheet and questionnaire

b. acting

The authentic materials were implemented in the class during March and April 2013. The procedure of teaching vocabulary by using authentic materials are as follows:

1. Presenting pictures
2. Asking students to respond to the picture
3. Presenting the texts to the class
4. Discussing the texts
5. Asking the students to find out synonym, antonym, word classes and develop them into sentences

c. observing

While teaching through authentic materials, I also observed the students' activities during the class. I noted what was happening and at the end of each cycle, a vocabulary test was conducted.

d. reflecting

After I implemented the use of authentic materials, I had reflection and evaluation of what I had done in the class. Through this phase, I could analyze the positive points and negative ones to have improvement in the next cycle.

FINDINGS AND DISCUSSION

Preliminary Study

Before implementing authentic materials in my Vocabulary class B, I conducted a preliminary study as the base to decide the proper solution to the problem occurred. Based on

my observation, it was found that more than 50% out of the students were difficult to find out the synonym of words, to identify the word class and to develop words into sentences. I presented a text telling about a popular artist and asked students to find out synonym of some words, identify whether a word belongs to a verb, noun, or adjective or adverb. The previous materials were presented through a textbook. This led me to propose a selection of authentic texts taken from menu, brochure, magazine, newspapers and web blog from the internet.

2. The Enhancement of Students' Vocabulary Mastery

To find out how authentic materials could improve students' vocabulary mastery, two cycles of a classroom action research were conducted. The first cycle was conducted in March 2013. It consisted of four meetings. It aimed at introducing authentic materials to students. There were four topics, i.e.: traditional menu, joining seminar, vacancy and relationship. They were selected from recipe, brochure and newspaper. The teaching procedure was designed as follows:

a. Selecting the topics taken from menu, brochure, newspaper and web blogs
b. Presenting pictures in the class
c. Asking students to read the texts
d. Showing the clues of certain words from each text
e. Discussing the texts
f. Asking students individually to fill in blanks to find out synonym and antonym of words

Before the second test was given, I conducted the second cycle in April 2013. The authentic materials were presented with the following design:

a. Selecting the topics taken from newspaper and web blogs. They are about joining organization, popular artist, and tourist object.
b. Presenting pictures to the class
c. Asking the students to read the texts
d. Asking the students to be aware of the contexts
e. Grouping students into 8 groups

f. Asking students to discuss words' meaning with their group and develop words into sentences

The test of the two cycles was designed to be individually done. The table below presents the result of students' score of their vocabulary mastery in each cycle.

Table 1

The students' score of vocabulary mastery taught through authentic materials.

	Cycle I	**Cycle II**
Mean score	73	77
Achievement category	Sufficient	Sufficient

From the table above, it is found that the students' vocabulary mastery taught by using authentic materials both in cycle one and cycle two are categorized sufficient. The students' mean score in cycle one is 73 and in cycle two is 77.

Based on the finding, the students' mean score seems improved but it is not very significant. In cycle one, dictionary dependence to gain the synonym of unknown words occurred to most of the students. Looking up dictionary could be an effective strategy when context clues are not provided and it aims at getting words' meaning. However, it is contra productive when it is done repeatedly during reading activity. Students were not fully aware of the words surrounding the unknown ones. Another possible factor attributing to this result is the content of the texts. The topic chosen did not really attract their interest to read. Therefore, the texts seemingly led them to not totally concentrate in doing the worksheets.

In the second cycle, students got higher score although the increase still belongs to sufficient category. Here, I changed some activities done in the first cycle. Formerly I had individual work for students to do the worksheets, but then I changed into group discussion. This affected them to have interaction with group members and share ideas to figure out the meaning of certain words. They were also reinforced to activate their guessing skill in finding the meaning of unknown words based on the contexts. By implementing this strategy, there are some strengths appear. First, through discussion, students got fun learning activity. They

did not do monotonous things, so they perceived it was not a boring class. Furthermore, they also got interesting texts to read since the topics are close to their daily life. This makes them easier to relate their background knowledge and the new information they had so that they could extend their understanding by developing words into sentences.

Students' Response

To find out the response given by the students during the learning process through authentic materials, a simple questionnaire consisting three items was used. The detailed findings can be seen in the following table.

Table 2

The students' response toward the use of authentic materials

	Cycle I	Cycle II
The effectiveness of the use of authentic material	58 %	72%
Most interesting topic	relationship	Tourist object
Level of difficulty	Quite easy	Average

The table above shows that in cycle I, there was 25 students (58 %) perceived that the use of authentic materials is effective way to enhance their vocabulary mastery. While, it increases significantly in cycle II, there are 31 students out of 43 (72 %) thought that their vocabulary mastery can be improved through the use of authentic materials.

Among the selected topics presented, in cycle I, students think that the most interesting topic is relationship. Meanwhile, in cycle II they perceived that tourist object (Karimun Jawa) becomes the most favorite text to read. The two topics satisfied their interest since they are close to their daily life, and especially the text telling about Karimun Jawa brought their curiosity and passion to see and experience themselves.

In the level of difficulty, according to students, the materials presented in the first are classified quite easy. Meanwhile, they claimed that the level of difficulty of the texts in cycle II is average. This finding is in line with the theory that in presenting the teaching material,

we start from easy level that enables students to accomplish the task. After that more challenging materials could be given to them. It is important to do due to motivating the students engaging to the class.

Conclusion and Suggestion

Based on the findings, there are two conclusions can be drawn. First, authentic materials are seemingly useful to enhance students' vocabulary mastery. This can be seen from the vocabulary mastery of the students taught through authentic materials which belongs to category sufficient. The students' mean scores are 73 (cycle I) and 77 (cycle II). Second, students' response towards the use of authentic materials seems significantly increase.

Based on the finding and conclusions above, I propose some suggestion. To have effective use of authentic materials, teaching materials should be selected based on students' interest & level of difficulty. Their interest could be investigated through simple survey to students. Teaching materials is fundamental in contributing successful learning process. And to make group discussion run well, there should be clear instruction & involve all group members.

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DESIGNING SCORING RUBRIC FOR ASSESSING ENGLISH CONVERSATION TEACHERS' PERFORMANCE

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Abstract

A lot of works on language test and assessment have been published and discussed in research papers or articles. Most of them deal with how to assess students' performance, how to write a good test, or how to write a good item of a test. However, we seem to be lack of investigation on teachers' performance assessment, particularly on English Conversation teachers' performance. Indeed, we have Communicative Orientation of Language Teaching (COLT)—an observation scheme which is commonly used for classroom research; nevertheless, it is not specifically used for speaking or conversation classes. We also have many kinds of teacher performance evaluation rubric, yet they cover overall teachers' performance. Thus, it is imperative to design scoring rubric for assessing English conversation teachers' performance.This paper discusses preliminary research on scoring rubric design to assess English conversation teachers' performance. It covers what items should be included in the scale and the score for each item assessed. It wouldbe like an oral band scale used to assess students' performance on an oral or speaking test. This research deployed qualitative research as the data analysed were based on non-numerical data. The results of the study showed that it was not an easy assignment to design scoring rubrics to assess English conversation teachers' performance as teachers' response to the designed scoring rubric varied greatly.

Keywords: Scoring rubric, English conversation classes, and teachers' performance

Introduction

Scoring rubrics is a scale used to assess one's performance. Therefore, in my opinion, it can also be used to assess English teachers' performance. The idea of designing scoring rubrics for the assessment of English conversation teachers came up when I was doing self reflection. I was thinking about a more appropriate scale for the teachers' performance. Indeed, we have Communicative Orientation of Language Teaching (COLT)—an observation scheme which is commonly used for classroom research; nevertheless, it is not specifically used for speaking or conversation classes. We also have many kinds of teacher performance evaluation rubric,

yet they cover overall teachers' performance. Thus, it is imperative to design scoring rubric for assessing English conversation teachers' performance.

Literature Review

Principles of Comunicative Approach

This scoring rubrics is designed by referring to the principles of Communicative Approach which are implemented in Communicative Language Teaching or CLT. CLT is commonly applied in conversation classes as its principles are appropriate to carry out in oral communication classes. According to Freeman (1986), in Communicative Approach, teachers function as a facilitator of students' learning. They are the managers of classroom activities. One of their role is to promote communication, to be an advisor, to answer students' questions and to monitor their performance.

Some of the techniques or materials associated with the Communicative Approach are:
1. Authentic Materials
Authentic materials is one of the techniques recommended in Communicative Approach as they contain authentic and natural language use which represent the real life situations.

2. Communicative Classroom Activities
Class Activities such as games, role play, discussion, simulations, presentation, skits, and debates are suggested activities in Communicative Approach (Freeman, 1986 and Richards and Rogers, 2001). Thus an English conversation teacher should apply these class activities in his or her conversation classes.

3. Accuracy and Fluency
In Communicative Approach, errors are tolerated and fluency is the primary goal as Richards and Rogers (2001) and Freeman (1986) state that "Errors are tolerated and seen as outcome of the development of communication skills. Fluency and acceptable language is the primary goal while accuracy is judged not in the abstract but in context.

Scoring Rubrics

Scoring rubrics is defined as scoring schemes described descriptively by teachers or evaluators to assess students' performance or efforts (Brookhart, 1999 as cited in Moskal, 2000 and as cited in Setiadi, 2010). There are two types of scoring rubrics namely holistic and analytic. Holistic is a type of rubric used to assess the overall performance without scoring the rubrics separatedly (Nitko, 2001 as cited in Meirtler 2001 and as cited in Setiadi, 2010) while analytic is a type of rubric used to assess students' performance in separated rubrics. (Moskal, 2000 and Nitko, 2001as cited in Meirtler 2001 and as cited in Setiadi, 2010).

The following is the example of holistic scoring rubrics taken *The Test of Spoken English band descriptors for Overall features* (ETS, 2001b: 30 as cited in Luoma, 2004)

60 Communication almost always effective: task performed very competently.

Speaker volunteers information freely, with little or no effort, and may go beyond

the task by using additional appropriate functions.

• Native-like repair strategies

• Sophisticated expressions

• Very strong content

• Almost no listener effort required

50 Communication generally effective: task performed competently.

Speaker volunteers information, sometimes with effort; usually does not run out

of time.

• Linguistic weaknesses may necessitate some repair strategies that may be

slightly distracting

• Expressions sometimes awkward

• Generally strong content

• Little listener effort required

40 Communication somewhat effective: task performed somewhat competently.

Speaker responds with effort; sometimes provides limited speech sample and

sometimes runs out of time.

• Sometimes excessive, distracting, and ineffective repair strategies used to compensate for linguistic weaknesses (e.g. vocabulary and/or grammar)

• Adequate content

• Some listener effort required

30 Communication generally not effective: task generally performed poorly. Speaker responds with much effort; provides limited speech sample and often runs out of time.

• Repair strategies excessive, very distracting, and ineffective

• Much listener effort required

• Difficult to tell if task is fully performed because of linguistic weaknesses, but function can be identified

20 No effective communication: no evidence of ability to perform task. Extreme speaker effort is evident; speaker may repeat prompt, give up on task, or be silent.

• Attempts to perform task end in failure

• Only isolated words or phrases intelligible, even with much listener effort

• Function cannot be identified

An example of analytic scoring rubrics can be seen below. (Source: Analytic descriptors of spoken language, Councils of Europe, 2001, 28-29 as cited in Luoma, 2004)

	Range	Accuracy	Fluency	Interaction	Coherence
C2	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turntaking, referencing, allusion making, etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.
C1	Has a good command of broad range of language allowing him/her to select a reformulation to express him/herself clearly in an appropriate style on a wide range of	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.
B2	Has a sufficient range of language to be able to give clear descriptions and express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with fairly even tempo: although he/she can be hesitant as he/she searches for patterns and expressions. There are a few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.
B1	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversations on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
A2	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like 'and' and 'but' and 'because'.
A1	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	Can manage very short, isolated, mainly prepackaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.

According to Stevens and Levi (2005), Allen (2004) , and Huba and Freed (2000, as cited in http://assessment.uconn.edu/docs/How_to_Create_Rubrics.pdf), a rubric involves four components:

"Part 1: Task Description

• Involves a "performance" of some sort by the student.

• The task can take the form of a specific assignment; e.g., a paper, a poster, a presentation.

• The task can take the form of overall behavior; e.g., participation, use of proper lab protocols,behavioral expectations in the classroom.

Part 2: Scale

• Describes how well or poorly any given task has been performed.

• Positive terms which may be used: "Mastery", "Partial Mastery", "Progressing", "Emerging".

• Nonjudgmental or noncompetitive language: "High level", "Middle level", "Beginning level".

• Commonly used labels:

o Sophisticated, competent, partly competent, not yet competent

o Exemplary, proficient, marginal, unacceptable

o Advanced, intermediate high, intermediate, novice

o Distinguished, proficient, intermediate, novice

o Accomplished, average, developing.

• 3-5 levels are typically used.

o the more levels there are, the more difficult it becomes to differentiate between them and toarticulate precisely why one student's work falls into the scale level it does but more specific levels make the task clearer for the student and they reduce theprofessor's time needed to furnish detailed grading notes.

Part 3: Dimensions

• Lay out the parts of the task simply and completely.

• Should actually represent the type of component skills students must combine in a successfulscholarly work.

• Breaking up the assignment into its distinct dimensions leads to a kind of task analysis with thecomponents of the task clearly identified.

Part 4: Description of the Dimensions

• A rubric should contain at the very least a description or the highest level of performance in thatdimension

• Scoring Guide Rubric = a rubric that contains only the description of the highest level ofperformance."

Stevens and Levi (2005), Allen (2004) , and Huba and Freed(2000, as cited in http://assessment.uconn.edu/docs/How_to_Create_Rubrics.pdf) further said that there are four stages in constructing a rubric.

"1. Reflecting. In this stage, we take the time to reflect on what we want from the students, why we created this assignment, what happened the last time we gave it, and what our expectations are.

a) Why did you create this assignment?

b) Have you given this assignment or a similar assignment before?

c) How does this assignment relate to the rest of what you are teaching?

d) What skills will students need to have or develop to successfully complete this assignment?

e) What exactly is the task assigned?

f) What evidence can students provide in this assignment that would show they have accomplishedwhat you hoped they would accomplish when you created the assignment?

g) What are the highest expectations you have for student performance on this assignment overall?

h) What is the worst fulfillment of the assignment you can imagine short of simply not turning it in at all?

2. Listing. In this stage, we focus on the particular details of the assignment and what specific learningobjectives we hope to see in the completed assignment. Answers to (d)-(e)-(f) above regarding skills required, the exact nature of the task, and the types ofevidence of learning are most often a good starting point to generate this list. Once the learning goals have been listed, you add a description of the highest level of performance you expect for each learning goal. These will later contribute to the "Descriptions of Dimensions" on a finished rubric.

3. Grouping and Labeling. In this stage, we organize the results of our reflections in Stages 1 and 2, groupingsimilar expectations together in what will probably become the rubric dimensions. Start with the highest performance expectations completed in Stage 2 and group together items which are related. Once the performance descriptions are in groups of similar skills, read them and start to find out what is common across the group and label it. These labels will ultimately become dimensions on the rubric – it is important to keep them clear and neutral; e.g., "Organization", "Analysis", or "Citations".

4. Application. In this stage, we apply the dimensions and descriptions from Stage 3 to the final form of therubric, utilizing the matrix/grid format."

Subjects of the research

The subjects of the research were English conversation teachers who teach in a language centre. 14 English conversation teachers were involved in this study.

Research method and data collection

To obtain the data, I made a questionnaire consisting of two open-ended questions. The questions are related to the scoring rubrics I designed. As the data were non-numerical data, this study is categorized as a qualitative research (Dornyei, 2007). The following is the scoring rubrics I designed and the two open-ended questions that the respondents or the

subjects of the research had to answer. The following is the scoring rubrics I designed and the two open-ended questions I made for the questionnaire.

Scale / Descriptions	Authentic Materials	Class Activities	Accuracy/Fluency	Classroom Management
4	Teachers always use authentic materials in class.	Teachers use more various classroom activities e.g. games, role play, presentation, group discussions, scrambled sentences, and debates.	Teachers put emphasis on students' accuracy and fluency. They assess students' fluency without neglecting their accuracy.	Teachers apply good classroom management, e.g. effective/efficient use of board, able to arrange the seats effectively, use various teaching aids, and able to manage teachers and students talking time.
3	Teachers often use authentic materials e.g. songs, movies, stories, and realia.	Teachers use a lot more class activities, e.g. games, role play, and presentation.	Teachers are concerned with students' fluency, but accuarcy is still their priority.	Teachers are more knowledgeable of classroom management e.g. they know how to use the

				board efficiently/effectively, how to arrange classroom seats, and use teaching aids.
2	Teachers hardly ever use authentic materials, e.g. songs only.	Teachers use more various class activities, e.g. games and role pay.	Teachers are more concerned with students' accuracy, but fluency is not neglected.	Teachers have little knowledge of classroom management. For example, they know how to use the board efficiently/effectively, but they do not know how to arrange seats in class, and do not use teaching aids.
1	Teachers do not use authentic materials at all.	Teachers use less various class activities, e.g. games only.	Teachers put emphasis on accuracy or fluency only.	Teachers do not know how to manage the class, e.g. ineffective/inefficient use of board, ineffective/inef

				ficient seating arrangement,in effective/ineffi cient teachers and students talking time, and no teaching aids at all.

Please answer the following questions.

1. Are there any other components/elements that should be assessed? If so, please provide your reasons.

2. Please give comments/suggestions on each scale and description above used to assess English conversation teachers performance. Your comments/suggestions will be very advantageous for the improvement/revision of this scoring rubrics.

Results and discussion

The responses to question 1 varied greatly and a lot of suggestions were given to the improvement of this scoring rubric. One of them is I should have assessed the use of the materials in class. In other words, the four rubrics assessed will not be useful if the teachers do not use the materials covered in the book used in the class. Teachers may use authentic materials, various class activitivies, and apply good classroom management, but it will be useless if they do not teach the lessons that they are supposed to teach. Thus in this case, whether or not the teachers use the syllabus when delivering the materials should be assessed too.

Another component that should be taken into account when assessing English conversation teachers' performance is teachers' knowledge of English, such as their speaking skills and spoken language, pronunciation, fluency, and their accuracy. It is imperative to assess teachers' knowledge of English as they are the main source of language input for the students.

Other research findings regarding the components that should be assessed are the clarity of instructions given for all class activities, rapport building, and lesson plans. According to the respondents, teachers need to be able to build rapport to the students so that the students are willing to get involved in all class activities and they have courage to speak up their mind.

Lesson plans, according to some of the respondents, need to be paid attention to. Systematic and well planned lessons will affect the learning process. If they are not well planned, teachers will have no directions what to teach and how to teach. Thus they will be kind of cluttered which make the teachers unable to achieve the objectives of the lessons.

Responses to question 2 given in the questionnaire are even more various than those to question 1. One of the respondents, for example, thinks that authentic materials should not be assessed from how often the teacher uses them. He thinks that authentic materials should be used effectively, and should be used when necessary only. The use of authentic materials should also be assessed from the appropriateness. For example, if a teacher always uses authentic materials, but the authentic materials donot have any clear purposes related to the lessons, then they would be a waste of time.

The same comment would also be given to the class activities. The assesment should cover not only how many or how various the class activities are, but also how effective they are. Do the class activities have clear purposes to make students practice, or just to make the class more lively or fun? Another comment on class activities is the word "various" in class activities rubric. It should be replaced with one, two, three, or four to make it more explicit as the term "various" has no clear indicators for class activities.

Regarding accuracy/fluency, these two components should be assessed separately. In other words, rubric column for accuracy should not be in the same column with fluency. That means each of these components should have its own descriptions that can be used for the assessment of English conversation teachers' performance. Some other suggestions for this rubric are accuracy/fluency may not be separated, but there should be the word "attention" before accuracy/fluency as the assessment puts emphasis on whether or not the teachers pay more attention to the accuracy or fluency when they assess their students'performance and when they are delivering the materials. Hence, the rubric will be "attention to

accuracy/fluency" not "accuracy/fluency". The assessment of accuracy/fluency, in addition, should depend on the students' level. Therefore, the scoring rubrics used to assess the teachers' performance in lower level classes (elementary) would be different from those used to assess the teachers' performance in higher level classes (intermediate).

Some comments and suggestions are given to the last rubric, which is about classroom management. According to the respondents, grouping should be assessed as it can show teachers' ability and creativity to group the students in many ways with different purposes. In addition, teachers' talking time should be assessed in different rubric (not in the classroom management component) as teachers' talking time and students' talking time play an important role in a conversation class.

Other comments given to this scoring rubrics are "What is the exact criteria for "do not know", "little", and "good" in classroom management? What are the indicators of ineffective and inefficient in classroom management? and less various, more various in class activities should be replaced by 1,2, 3 or more activities.

Conclusion and suggestions

To conclude, designing scoring rubrics to assess English conversation teachers' performance is not an essay assignment as there are many criteria and rubrics should be listed and observed carefully before designing the rubrics. A further study needs to be conducted to improve and develop the scoring rubrics to assess the performance of English conversation teachers by reviewing the suggestions and comments given by the respondents.

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A FRAMEWORK OF INCORPORATING CRITICAL THINKING SKILLS IN ENGLISH TEXTBOOK FOR THE NINE GRADERS OF INDONESIA

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Abstract

Despite the decision made by Indonesian government to include the Critical Thinking Skills (CT) in the Character Building Education (Indonesian Ministry of Education, 2010), many teachers still do not know what it is and how to work on it. A questionnaire was given to 113 teachers and 70% failed to give a representative response about the definition of CT. The failure to figure out the definition led to the failure to figure out how to work on it (Zaida, 2012). This paper is aimed to reveal why CT is matter, the possibility to promote it in a language class especially through a textbook, and how to do so in Indonesia context. The importance of working on the textbook is based on the fact that many teachers still rely on the textbooks during the teaching and learning process.

Keywords: Critical Thinking Skills, textbook.

INTRODUCTION

Background

Quality of thinking is one of the important aspects in our life. Not possessing qualified thinking can lead any one to trouble themselves as well as the society. The dangers might be caused by a rush in decision making, and unjustified points of view.

An interesting statement was made by Paran (2003) about the quality of thinking:

Everything we do in life is determined by the quality of our thinking. If we aren't thinking clearly, we're at the mercy of everyone else-from dishonest politicians to aggressive, stop-at-nothing ad agencies. Unfortunately, many people never give any thought to how they think. No wonder they're susceptible to the frustration, pain, ineffectiveness, and financial loss that result directly from poorly considered thinking. (p.109)

The importance of having critical thinking skills is also stated by Paul and Elder (2006):

> Everyone thinks; it is our nature to do so. But much of our thinking, left to itself, is biased, distorted, partial, uninformed or down-right prejudiced. Yet the quality of our life and that of what we produce, make, or build depends precisely on the quality of our thought. Shoddy thinking is costly, both in money and in quality of life. Excellence in thought, however, must be systematically cultivated.

The two statements clearly emphasize on the importance of possessing the skill to think critically in every aspects of our life and in any role we are as a social creature. The quality of our thinking will lead to the quality of our life as human beings. The last statement also emphasize on the importance of cultivating the way we think systematically.

One obvious question that may be raised at this point is whether this is, in any way, the task of the teachers, including the English language teachers. If we see ourselves as educators, we know that we have the responsibilities to our learners concerning to this matter. And one of the ways to train the pupils' Critical Thinking Skill is through the course books. Littlejohn and Windeatt (1989) argue that in all language materials there are learning outcomes that are not language learning outcomes, and they suggest ways in which teacher may work with, around, or against the learning outcomes which they think appear in the materials they use. More recently, Williams has complained that 'the problem with many traditional language-learning activities has been…that they have lacked any real value to the learners of an extralinguistic nature' (1998:86).

Questions regarding how thinking skills in English should be taught have been raised (Suhor, 1984). A review of the literature shows that various techniques have been suggested. For example, Kabilan (2000) proposed the use of the pedagogy of questioning based on Freire's constructs (1970, 1973); Zainuddin and Moore (2003) experimented with a structured controversial dialogue technique for fostering critical thinking among English language learners; Kasper (2000) engaged high-intermediate ESL students in sustained content study within collaborative learning communities and used information technology resources to hone students' linguistic as well as thinking skills.

In 2010, Indonesian Government through Ministry of Education has also deliberately stated that Critical Thinking Skills is one of the elements of Character Building Education.

The statement is of course meant to encourage educators to take into account the importance of teaching CTS in their classes. It also means that any stakeholders should also think of how to make the practice comes true -What steps should be taken and how to maintain the steps have been made.

However, the practice of teaching critical thinking skills in Indonesian classes are still far from what is expected by the mandated statement. One obvious cause is the socialization of the critical thinking skills for the teachers are not systematically conducted. When teachers are introduced with the characters building education, it seems they are also expected to be automatically introduced with the critical thinking skills by the instructors. However, this is not always the case since sometimes the instructors do not have a comprehensive knowledge about the critical thinking skills. A questionnaire has been given to 113 English teachers of SMP and MTs in a Indonesia. The questionnaire was meant to reveal what those teachers know about 1) Critical Thinking Skills and 2) what they have done to teach their students to think critically. Surprisingly, 70% percent of the teachers failed to give representative answers of what they know about critical thinking skills. This led to the failure to respond to the second question, too. To be noted that when judging the answers, the priority was not on the exact description of the CTS given by experts, but on what the teachers have known about it.

When the teachers do not know what the issue is, how would they realize the expected state? Trainings, let alone classroom supervisions which supports the existence of the skills in the classrooms are neglected. The condition might represent the one mentioned by some experts (e.g. Burden, 1998; Onosko and Newman, 1994) that there is a growing realization that schools in general are not succeeding in teaching learners to think, and indeed are not making demands on the learners in this area.

While Chandra (2004) argues that Indonesian culture influences the development of critical thinking skills in Indonesia, another potential problem might seem to be referred to that is the Indonesian geographical state. The state of being archipelago potentially causes the slow spreading of the Critical Thinking Skills issue among educators and education authorities.

Fisher (2001) states many teachers claim that they have taught critical thinking in their classes *indirectly* which increasingly makes educators have come to doubt the effectiveness of teaching 'thinking skills' in this way because most students simply do not pick up the thinking skills in question. Fisher suggests a way what he remarks as *directly* and *explicitly*.

The directness of teaching the skills are supported by Edwards (1994) in Ong (2003:305) A wealth of research supports the direct teaching of thinking skill. For example, studies of how direct instruction in creative thinking affects the creative output have found direct instruction to be beneficial in helping individuals generate more original ideas. . .to promote more thoughtful responses, teachers must clarify the thinking needed to develop thoughtful responses.

Reasons for choosing the topic

1) *The fact that every aspect in our life is determined by the quality of our thinking*. When we are not thinking well, we do not live well. The quality of our thinking will determine the quality of our life. By possessing qualified thinking we can be better parents, teachers, students, leaders, etc.

2) *The realization that Critical Thinking Skills should be nurtured from the earlier phase of our life*. This is in line with Chandra's study in 2004 about the promoting critical thinking in young children. The findings revealed that very young children are able to show precursors of critical thinking consisting of both cognitive and affective elements, such as questioning, authentication, moral reasoning, and appropriate emotion. Features indicating inhibitors of critical thinking (such as passivity and over-compliance) were also found. Through the intervention program, the experimental group mothers learned to notice, encourage and support children's attempts at inquiry as the children grappled with making sense of their environment. Although the precursors of critical thinking identified before the intervention continued to develop over time due to maturation (as shown by the performance of the control group children performed even better over time).

3) *The need to nurture and incorporate Critical Thinking Skills in classes.*

When children get used to systematically applying their thinking skills, they will go through positive learning experiences, and they will gradually learn to enjoy more challenging tasks. As a result, their self-confidence will grow. (Putcha, 2012)

The realization of critical thinking skills and meaning in English Language Teaching is worth doing to improve students' English competence. Those two important elements can be incorporated in English lesson as long as teacher do collaborative activities providing students sufficient exposure to thinking process and meaning negotiation. (Masduqi, 2011).

Incorporating elements of critical thinking in which learners are encouraged to question texts and issues are an important way of adding extralinguistic value to coursebooks and to the classroom.

The materials should clearly operate the concept of critical thinking when it is incorporated in language classes. It is meant to give a guidance for the teachers so they comprehend the issue and to bring the issue in their classrooms. The materials should be designed in such a way that will not only encourage the students to think critically but also serve as a vehicle to achieve the goals of the learning processes.

The emphasize on the deliberation of teaching the elements of Critical Thinking Skills are not only based on the theories stated by some experts on the previous part of this paper, but also on the results of the content analysis recently conducted towards three books which are widely used by teachers in Indonesia. The results show that the elements of Critical Teaching Skills (CTS) are there, meaning that the writers -conscious or unconsciously- have already provided the activities, but they are not deliberately mentioned as the activities to promote the CTS. The CTS are neither introduced systematically. The state makes most of the teachers do not know what CTS are, how to implement them -those revealed through the questionnaire. Some teachers, even, neglect such activities since they think the activities are less important, or too difficult both for them and the students.

DISCUSSION

Definitions of the Critical Thinking

Various definitions of critical thinking exist. All include many of the same concepts. Scriven and Paul (1996) define critical thinking as "the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action."

The above definition seems to accommodate the various ways of the experts defining the Critical Thinking Skills.   The all and many concepts are gathered and the expected reactions are well mentioned.   Also, all models recognize that critical thinking is systematic, purposeful, uses a range of mental processes and skills, is driven by standards of performance, and is highly metacognitive.

Similarities and Differences between Critical Thinking and Creative Thinking Skills

Before having a further discussion over the Critical Thinking, it might be important to spot a very popular issue between Critical Thinking and Creative Thinking Skills because most educational treatment including coursebook normally employ the two skills.

Most types of thoughts can be categorized as either creative or critical (Paul & Elder, 2006). All theorists recognize the fundamental interdependency of these two modes of thinking. For example, Paul (1993) argues that 'all thinking that is properly called "excellent" combines these two dimensions in an intimate way' (p.102). Similarly, Swartz and Perkins (1990) point out that many of the subskills essential to critical thinking are important to creative thinking.

"Creativity masters a process of making or producing, criticality a process of assessing or judging," and this is a main difference between critical thinking and creative thinking (Paul & Elder, 2006, p.35, pp.6). There is a difference between being a critical thinker and a creative thinker, but good thinking requires both.

Critical thinkers scrutinize data and study facts and situations; critical thinkers think in a organized and logical way. A critical thinker gathers, analyzes, examines, and evaluates information; a critical thinker can also distinguish between opinion and fact. (Paul & Elder, 2006) Critical thinkers are influenced by straightforward information and detail, and they play a key role in our thought processes.

Creative thinkers come up with ideas and look at things from different perspectives, and these types of thinkers make a typical connections and look at things in new ways. A creative thinker brainstorms about ideas an looks at things from many different perspectives; a creative thinker also "takes risks" and goes against the normal views (Bishop, Carter, & Kravits, 2007, Ch.3).

Although these types of thought are different they work together. Thinking critically can provide people with information, but creative thinking can help people come up with ideas on how to solve problems. Creative thinking can come up with ideas, but critical thinking can evaluate these ideas and help decide what idea is the best solution.

The following is summary of the Differences between Critical and Creative Thinking made by Fisher (2002).

Creative Thinking	Critical Thinking
Right-brain	Left-brain
An answer	The answer
Open-ended	Closed
Associative	Linear
Speculating	Reasoning
Intuition	Logic
Yes and	Yes but
Generative	Analytic
Divergent	Convergent
Lateral	Vertical
Possibility	Probability
Suspended judgement	Judgement
Hypothesis forming	Hypothesis testing
Subjective	Objective

Despite the possibility to differentiate critical and creative thinking, as does Fisher (2002), this paper does not aim to seek which one is better and should be emphasized more. The focus of this research is going to be on critical thinking skills, since in many ways educators and stakeholders, especially in primary education have been working on creative thinking, such works are labeled as *Active, Creative, and Meaningful Learning; Quantum Teaching and Learning; Joyful Learning*, etc.

Critical Thinking Skills and Language Classes

The close connection between language and critical thinking skills is illustrated by many experts, such as the one by Moon (2008, 73):

> Language becomes important when critical thinking is represented in written or spoken form. … Regardless of its emphasis, it must be seen as extremely important in any critical thinking in the manner that the communication of the thinking is conveyed, distorted, precise or not precise, clear or not clear, subject to manipulation, filled with assumptions, and soon. … Most critical thinking is ultimately a social activity and this brings in another aspect of language – that of communication.

Another one is made by Ustunluoglu (2004) in who believes that Critical thinking skills are not likely to develop spontaneously. On the contrary, teachers must take a directive role in initiating and guiding critical thinking. Language classes are particularly appropriate for teaching critical thinking owing to the richness of material and the interactive approaches used.

Critical thinking is not a subject that needs to be taught separately, but is a skill that can easily be included in any educational activity. (Pikkert and Foster, 1996). Referring to the statement, language classes are automatically included as the medium to nurture the critical thinking skills.

Models of Incorporating CTs in a Textbook

Anderson and Krathwohl (2001) adapted Bloom's model to include language that is oriented towards the language used in expected learning outcome statements. A summary of Anderson and Krathwohl's revised version of Bloom's taxonomy of critical thinking is provided below:

1. Remember – recalling relevant terminology, specific facts, or different procedures related to information and/or course topics. At this level, a student can remember something, but may not really understand it.

2. Understand – the ability to grasp the meaning of information (facts, definitions, concepts, etc.) that has been presented.

3. Apply – being able to use previously learned information in different situations or in problem solving.

4. Analyze – the ability to break information down into its component parts. Analysis also refers to the process of examining information in order to make conclusions regarding cause and effect, interpreting motives, making inferences, or finding evidence to support statements/arguments.

5. Evaluate – being able to judge the value of information and/or sources of information based on personal values or opinions.

6. Create – the ability to creatively or uniquely apply prior knowledge and/or skills to produce new and original thoughts, ideas, processes, etc. At this level, students are involved in creating their own thoughts and ideas.

However, writing a text book is a complicated job. It is not only about putting the ideas in sequence. It involves a lot of aspects, such as, choosing the appealing topics, sequencing the lexico grammatical elements in contexts, and in Indonesia case, a text book writer should also embed character buildings in the tasks of his books.

The taxonomy offered by Bloom is quiet comprehensive but when it is applied to an English textbook a problem happens. The taxonomy requires a strata which to some extend cannot be applied in an English textbook. A unit of a textbook usually discusses a text type within a certain topic. Tasks which serve the strata might not be suitable to be applied in the sequence of the units.

Another framework of incorporating Critical Thinking Skills in a language class is offered by Borich (2010). Borich suggests four kinds of Critical Thinking Skills:

- *Comparing* — Identifying the significance of the similarities and differences among the various elements or aspects of a task
- *Classifying* — Categorizing items according to their distinguishing characteristics.
- *Analyzing* — Separating a whole entity into its meaningful parts and understanding the interrelationships among those parts.
- *Causal* — Determining the cause/s of an event.
- *Predicting* — Making inferences about trends, the effects of an event or the consequences of options based on evidence.
- *Evaluating* — Making judgments about something by measuring it against a standard. This involves identifying appropriate criteria and assessing the extent to which these criteria are met.

The skills suggested above are more easily to be embedded in a textbook with the assumption that the nine graders have learned English for at least three years. These students have got the minimal skills they need to do the tasks of *comparing, classifying, analyzing, determining the cause/s of an event, predicting*, and *evaluating*. The skills will be easily put in any units regarding to topics being discussed. For example in the topic of advertisements, the skills incorporated might be classifying and comparing. The tasks can be in the format of classifying between opinions and facts of an advertisement and comparing between two advertisements to find out the similarities and differences.

The following are the genres and the topics which are commonly taught to the nine graders of Indonesia based on the current curriculum and the samples of the suggested Critical Thinking Skills to be incorporated in each unit:

1. Genre   : Short Functional Texts (Letter and Email)
   Topic   : Environment
   Critical Thinking Skill(s) : Predicting and Evaluating

Sample of the activities   :

The students are presented with an email or a letter of a complaint from a teenager to the mayor about the damage happens to the beach in the city. The teenager suggests the mayor to do a campaign to save the beach and he will fully support the campaign.

The students then are asked to evaluate the condition of the beach or other places of interest in their city and predicting what is going to happen if the condition continues

Next, the students are asked to write a letter to the mayor about the problem and give a constructive suggestion for the betterment of the condition.

2. Genre   : Procedure

   Topic   : Craft, Recipe, Manual.

   Critical Thinking Skill(s)   : Evaluating, Causal.

   Sample of Activities:

   The students are presented with procedure texts which are not complete or which have wrong ingredients/materials or steps. The students are asked to evaluate the text. They find the mistakes and suggest some revisions.

3. Genre   : Information Report

   Topic   : Nature, Public Services.

   Critical Thinking Skill(s)   : Analyzing, Classifying.

   Sample of Activities:

   The students are presented with information report texts. The students are asked to analyze the sentences of the text. As information report texts should only cover the facts and not the opinions, the students are asked to classify whether the sentences are facts or opinions of the writers.

4. Genre   : Advertisement

   Topic   : Stationary, Hospitality Industry

   Critical Thinking Skill(s)   : Evaluating and Classifying

   Sample of activities:

   The students are presented with advertisements (they can be in the format of audios, videos, or taken from magazines or newspaper). The students are given an explanation that advertisements usually blend facts and opinions to attract the audiences/readers. The students are asked to evaluate whether the advertisements are effective in terms of attractive and provocative. The students then are asked to find out the facts and opinions of

the advertisements. The skills are important to make the students understand that all information given by an advertisement is not always true.

5. Genre : Narrative

Topic : Fable, Legend, Fairy Tales, etc.

Critical Thinking Skill(s) : Analyzing

Sample of activities:

After reading a narrative text, the students are asked to analyze what is the moral value of the text.

The tasks to promote Critical Thinking Skills can be put in any part of the unit. It can be put in the set induction (apperception), in the main activities as well as in the post activities.

The following is an example of the comparing skill which is put in the Set Induction: Answer the following questions orally.

1. Do you like dancing?

2. What kind of dancing do you like?

3. What is the difference between modern dances and the traditional dances?

(Wardiman et al, 2008. p.28)

The following is an example of the determining causal and effects which is put in the Set Induction:

Look at the picture and answer the questions orally.

1. What is the man?
2. Is the motorcycle important for him? Why?
3. How does the man travel if he does not use his motorcycle?
4. Can you guess more about his profession?

(Wardiman et al, 2008, p.112)

Example of Predicting Skill which is put in the main activity of the unit.

Study the following poster then answer the questions.

Coming Soon!

Source: *CD Image*

Don't Miss it!
Watch it in Cute Cinema
Get free tickets, popcorn and mineral water.
Premiere
Sunday, 2 March 2008
Scream Out Loud!!

1. What do you think the most suitable title for the movie?
2. Is it a horror, comedy or drama movie?
3. Where will the movie be played?
4. What will you get from watching the movie?
5. When will the movie be played?
6. What is the meaning of *scream out loud*?

CONCLUSION

Teaching the students to think critically is likely to be done in any subject including language, in this case in English. The incorporation of CT in a language class will not only train the students to think critically, but also serve as a vehicle to encourage them to interact and employ the linguistic features they have learnt in a natural and engaging atmosphere.

There are many ways to promote the CT in a language class, the teachers just have to explore and make adjustment on the activities suggested to match the students need and the current

curriculum. A deliberate goal should be stated by the teachers related to the CT to ensure that they systematically set the goals and are aware of the students' CT skills development.

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ADVANCED DIAGNOSIS (ARKANSAS WRITING RUBRIC) AND INSTRUCTIONAL INTERVENTIONS OF LITERACY PROBLEMS ON WRITING: A CASE STUDY TO AN IRANIAN THIRD GRADE STUDENT

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Abstract

An advanced diagnosis was done to an eight year old student from Iran, third grader of a school in the United States of America. An assessment was conducted to measure his ability in writing. Arkansas Writing Rubric was used to measure his writing level. The analysis revealed that he was in Reasonable Control domain. He could write clear central ideas, focused. However, he needed help in elaborating some ideas, progressing smoothly ideas, making few digressions, keeping strict to the point of view, and sharpening the skill of writing. One on one intervention was used to design the instruction. It was the attempt to the more qualified Reasonable Control domain. His writing began in Reasonable Control domain and ended in the same domain. He wrote paragraph in clear central idea. He focused on one theme. First line of the paragraph was indented. He used two words as the title. Although there were some punctuation mistakes in posttest, but the words in the writing were spelled correctly. There was even no phonetic spelling.

Keywords: writing, Iranian third grade student, advanced diagnosis, literacy problem, instructional intervention, Arkansas Writing Rubric, Reasonable Control domain

INTRODUCTION

An assessment was conducted to measure an Iranian third grade student's writing level. Interviews to the student, parents, and teachers were conducted before the assessment; including observation on the student's environment.

He was the only child in his family. He lived with his father and mother. His mother was a geographic high school teacher in Iran. She earned her master education in climatology. His father was a professor in animal nutrition, teaching at the university in Iran. They lived in the United States of America for two years due to the father's project in the University of Arkansas.

He was not eager to go on the first days of his new school in the USA. His mother admitted that one of the reasons was his difficulty in English. He was the only student from Iran in the class. He was an eight year old male third grade student whose first language is Kurdish. In addition, Persian (Farsi) becomes formal language that is used in Iranian schools. His parents spoke Kurdish as their first language. In addition, they spoke Persian (Farsi) in their job while they were in Iran. Although their first language was Kurdish, the parents always encouraged him to speak English.

There were only five English books at home, but the parents took him every week to the public library to borrow books or films in order to enhance his English. He admitted that his parents were his model of reading.

At school, he had a good relationship to his friends. Yet, he had a best friend in the class. He tended to be active in the class. When the teacher asked questions, he often volunteered to answer. He tried to speak confidently whenever he presented his idea to the class. During recess, he played soccer or swings with his friends. During lunch, he shared stories with friends sitting next to him.

During the first month of studying, his parents and teachers tried to do their best for his English improvement. In addition to his parents encouraging him to speak English at home and taking him to the public library, he got language support service from the school. Together with his friends of the same language level, he got a program of language intervention by a language intervention instructor.

In his classroom, every day's schedule started with writing. The teacher gave writing prompt and explained it before students started to write. The writing prompt consisted of explanation

on the theme, writing procedure, and suggestion how to work with detail information on writing. Then during the third hour, students read aloud and built vocabulary. It proceeded with word study. Teachers gave new words to the students to study the meaning, pronunciation, and phonemes. After recess and encore time (i.e., when students developed their knowledge in social life, emotional feeling, and problem solving) students did a quick read.

There was also independent reading activity. During the independent reading, individual students would sometimes were tested on spelling, words per minute reading, etc by the teacher. Spelling tests were based on the list of the words that were given in the early week and learned within a week. In the last hour of the day, students had their guided reading groups and language intervention.

Language intervention was his class activity during the last hour. It was an activity when intervention instructors gave interventions towards students within low to high risk level. Students were grouped based on their risk level. The level was the result from series of tests in the early year of the third grade. Intervention instructor gave different kinds of intervention. Each intervention lasts for about 50 minutes. Within a week, there was a time when students could check out books when the school library aide was available.

Third grade students had to read books. The titles of the books were the teacher's preferences. In addition, students should also read books of their choices. He admitted that he didn't like nonfiction book until his friend suggested him to read it for fun. Now, many times he preferred nonfiction books for his individual reading. In his class, every time students finished reading a reference book, there was a discussion or test on the story. There were also individual presentations and discussions on the individual reading. Teacher gave guidance before students did the activity. The guidance consisted of steps or procedure and information on how to do the activity.

Each student had their supply box based on the school direction in the early year. The reading materials were also provided in a rich classroom environment. All of the sources were

accessible for the students at any time, based on the teacher's instruction or rule of the class. They were located in the classroom, within the range that the students were easy to access.

Within nine months, he had learned English in a range of skills that he had reached. Though he had developed his language ability to some extent he had to be given intervention on multi-syllable word. He also needed to enhance his research skill in reading. Vocabulary became one of the aspects to increase since he had learned English in a very short time. Besides, the phonemic and phonic of the vocabulary should be sharpened. Considering his self-confidence in presenting English in the class, the aspects of fluency and comprehension still needed to be profoundly established.

The following research section gave detail identification on the type of assessment to determine his skill in English; especially on writing. The assessment then led to the decision in making certain intervention on writing to reach a better English writing skill accomplishment on the post test after the intervention.

DISCUSSION

An assessment was conducted to measure the student's ability in writing. Table 1 described the aspect of literacy measured, the assessment tool used, and the result of the assessment.

Table 1

Assessment for Literacy Case Study

Aspects of Literacy	Assessment Tool	Pre-Intervention Results	Post-Intervention Results
Writing	Arkansas Writing Rubric	Reasonable control	Reasonable control

His writing was measured using Arkansas Writing Rubric by Arkansas Department of Education. The assessment was conducted by analyzing his writing on his dream job in the

future. Before writing, he got an explanation on the theme and procedure to write the paragraph.

The analysis revealed that the student was on Reasonable Control. He wrote paragraph in clear central idea. He focused on the theme based on his idea, creatively about his future job. He had the idea about being a good person in the future. He wanted to build house for people and fight criminals.

However he didn't pay attention to the format of a paragraph should be. He used one letter 'f' as the title. He wrote only one long sentence for a paragraph. There was no indent in the first line of the paragraph. He spelled words based on how they sounded. Thus, he made mistakes by using phonetic spelling. For example, he wrote 'whant' for the word 'want'. There were some mistakes on punctuation. He wrote "I" using small letter. There was a mistake in differentiating countable and uncountable noun. He wrote 'peoples' instead of 'people'.

A writing sample collected indicated that Zaniar needed help in organizing a good paragraph, outlining ideas in systematical pattern, spelling, punctuation, and using plural/singular words. It was the attempt to the more qualified Reasonable Control. One on one intervention was used to design the instruction in lesson plan.
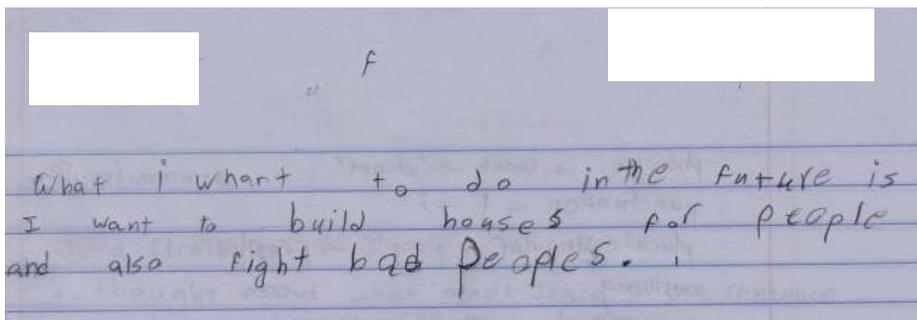

Figure 1. Pre-intervention writing assessment.

The first lesson plan. The first lesson plan was implemented. It was implemented based on a book guidance entitled Your Writing Assignment by Dana Meachen Rau (2009). At first, the student read out loud a book entitled Alfie and Betty Bug – A Lift-the-Flap Book by Amanda

Leslie (2001). He tried to understand the order of Alfie and Betty Bug activities since the morning, afternoon, evening, and night.
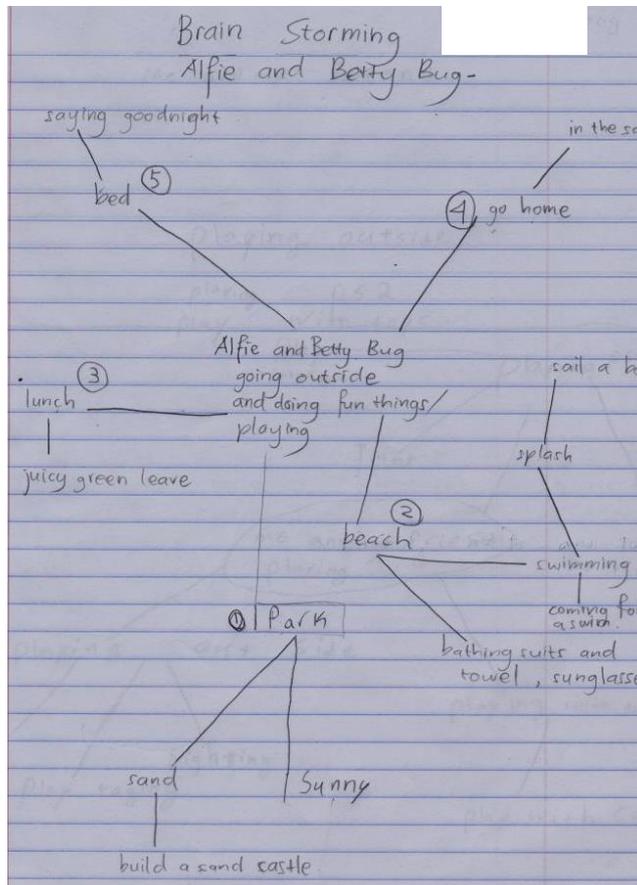

Figure 2. Semantic map in the intervention.

By understanding the sequence of the events in the book, he tried to make a semantic map of a story to brainstorm his idea about the story. After got the explanation in how to make semantic map, we made the map based on his oral instruction. He got a help to write his idea into a semantic map of the story. After the map was made, it was given numbers as the sign of sequences based on the story. By that method, he learned the organization, sequence, and detail information of the story. Besides, he learned organizing ideas to make a story.

At last, he tried to identify the spelling, punctuation, and singular/plural noun in the story. He got the explanation about them. Besides, he tried to understand punctuation through a guidance punctuation book for children.

The second lesson plan. The second lesson plan was implemented after making semantic map and brainstorming the ideas of a story in the first lesson plan.He chose his topic for his individual writing in the second lesson plan. He started with discussing the theme. Then, he briefly stated what would be included in the story. To make his idea more organized, he made a semantic map.

He started his paragraph by using semantic map as the guidance. As he started writing, he received correction on punctuation, spelling, and singular/plural noun whenever he made mistakes. It was given in order to make him aware on the mistakes just right at the time he made it. Thus, he made corrections of them at the same time as well. He chose 'me and my friend' as the central theme. He wrote three paragraphs from the semantic map that he made. He wrote based on the information detail that he mentioned on the map. He was reminded with some corrections on his writing, just right after he made the mistakes. For example, the way to begin a paragraph should be indented, punctuation, spelling, and singular/plural noun. Besides, he learned how to relate paragraphs using the word 'also'. His ability in writing notably improved.

The post intervention. The student's post intervention writing assessment was measured using Arkansas Writing Rubric by Arkansas Department of Education. The assessment was conducted by analyzing his writing about the most interesting experience. Before writing, he got an explanation on the theme and procedure to write the paragraph. We began the post intervention assessment by a discussion. The researcher tried to make the student remembered the instructional exercises he'd done before. Then, he began to write by himself.
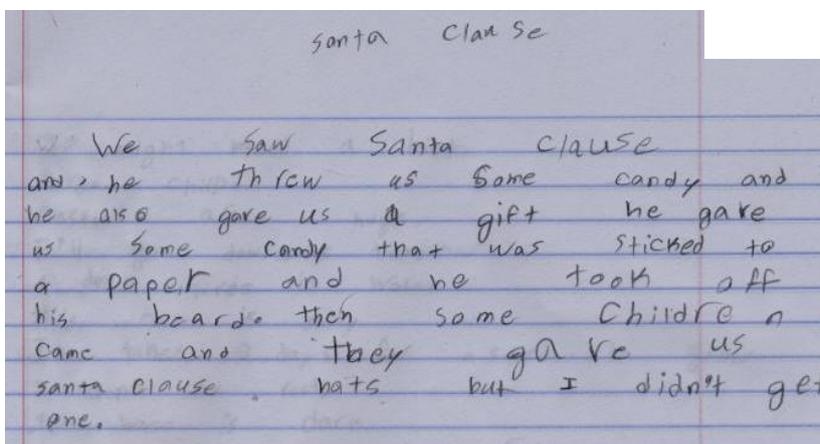

Figure 3. Post intervention writing assessment.

The analysis revealed that he maintained his writing level on Reasonable C. He wrote it independently, without the researcher's input during the process. He chose his own topic about Santa Clause. Most of the words he wrote using approximated spelling and conventional spelling. Only one word was wrong. He wrote 'many candy' for what should be 'many candies'.

CONCLUSION

After analyzing all pretest, posttest, and anecdotal records data, it appears that the student's literacy skills were developing in some aspects and remaining in his level for the duration of this case study. While he showed the greatest improvement in vocabulary, he still needed help in writing.

The student's writing began on Reasonable Control and ended on the same stage. In both pretest and posttest, the paragraph was in the clear central idea and focus in one theme. He began with only a sentence to build the paragraph in pretest, and ended with six sentences. The paragraph in posttest was written in the correct format with indented in the first line. There was no phonetic spelling like what happened before. However, problems with punctuation still occurred, namely capital letter and period.

It was recommended that he worked on organizing his ideas before writing. It was better for him to work more on composing writing with main ideas and supporting details. He enjoyed making semantic map than making sentences to list the main ideas and supporting details. The researcher found that he loved fiction about high technology, namely *Star Wars*. That was a reason for us to provide books with the similar theme to help him got used to organization of supporting details in a paragraph. Besides, we could provide attractive colorful semantic map of a story with Star Wars pictures in it. It could stimuli his focus on the supporting details organization in a paragraph.

After he understands a story, there should be a writing activity that follows. Using the similar sequence of writing style will practice him to have similar paragraph organizations. It will gradually build his automaticity in organizing paragraphs.

Working one on one would fit best for him to brainstorm and write the supporting details by himself. He wrote better when someone reminded him on punctuation, right away after he made mistakes. It made him get used to the correct punctuation in writing. It might be done until he got a self consciousness to correct his punctuation mistakes. In addition, reading and writing a lot will make him aware of the correct punctuation.

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COGNITIVE APPROACH TO MOTIVATION AND ITS PEDAGOGICAL IMPLICATION IN EFL LEARNING

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Abstract

This paper seeks to explore university students' motivation from the perspectives of cognitive approach and discuss its pedagogical implication in EFL learning. A questionnaire which consisted of 19 Likert-scale items was distributed to 192 students. The questionnaire was adapted from Language Learning Orientation Scale, which was developed by Noels, Pelletier, Clément, and Vallerand (2000). The language learning orientation scale was developed based on self-determination theory. The items of the instrument sought to explore students' level of cognitive motivation, which were originally grouped into six aspects, such as external regulation, introjected regulation, identified regulation, intrinsic motivation-accomplishment, intrinsic motivation-knowledge and intrinsic motivation-stimulation.

The results of the research suggested that the students were identified with a high degree of both extrinsic and intrinsic motivation. The pedagogical implications EFL teachersmay provide include authentic materials and communication, students' engagement and collaboration, as well as feedback and reward. The pedagogical implications are expected to increase students' current state of motivation.

Keywords: socio-educational model, motivation, cognitive motivation, and EFL.

Introduction

Motivation is a key factor in second language learning (Csizer and Dornyei, 2005).This psychological construct thus determines students' success in learning a second language learning. To date, most literatures have discussed motivation from the perspective of Gardner's (1985) socio-educational model. Less attention has been paid to cognitive approach to motivation developed by Deci and Ryan (1985). Cognitive approach to motivation deals with self-determination theory, which differentiates the classification of intrinsic and extrinsic motivation.

This paper intends to describe students' motivation from the perspectives of cognitive approach. Furthermore, pedagogical implication in EFL classroom is also discussed. There are two research questions addressed in this research: (1) what are the types of students' motivation? And (2) what is the pedagogical implication of students' types of motivation in EFL classroom?

Review of Literature

Cognitive perspective on motivation

The cognitive approach to motivation deals with self-determination theory developed by Deci and Ryan (1985) and attribution theory. The self-determination theory is based on the classification of intrinsic and extrinsic motivation, while attribution theory has to do with "learners' perceptions of the reasons for success and failure in learning (Benson, 2001: 69). Dornyei (1998: 118) asserts that "cognitive approaches to motivation focus on the individual thoughts and beliefs that are transformed into actions rather than inner forces such as instinct, volition, will, and physical energy."

Self-determination approach to motivation

Ryan and Deci (2000: 54) state that "people vary not only in level of motivation (i.e. how much motivation), but also in the orientation of that motivation (i.e. what type of motivation)." With regard to the self-determination theory, the work of those two scholars focuses on motivation orientation, which refers to "the underlying attitudes and goals that give rise to action – that is, it concerns the why of actions" (ibid). Based on the different reasons or goals that give rise to an action, Deci and Ryan (1985) and Ryan and Deci (2000) make distinction of two major types of motivation, namely intrinsic motivation (IM) and extrinsic motivation (EM). It is not to say, however, that those types are different in category but they "lie along a continuum of self-determination" (Noels *et al*., 2000: 38). Despite the two types of motivation, they also introduce amotivation, which occurs when "people see no relation between their actions and the consequences of the actions" (p. 39). The continuum is shown in Figure 2.1.

Non-self-determined   Self-determined
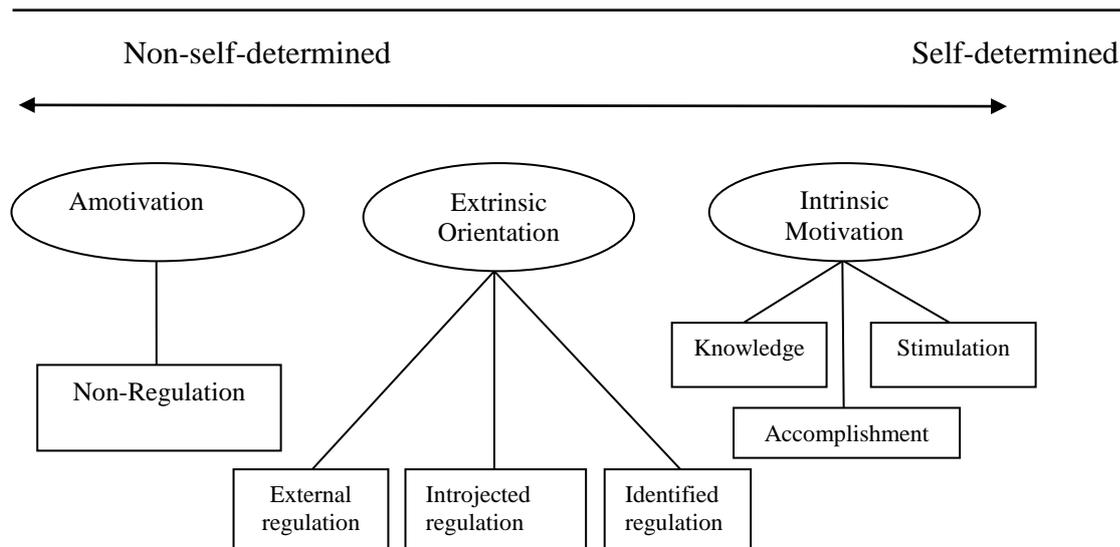
Figure 1 Orientation Subtypes of the Self-Determination Continuum
(Source: Ryan and Deci, 2000: 61)

Definition of intrinsic, extrinsic motivation and amotivation

Ryan and Deci (2000: 56) define intrinsic motivation as "the doing of an activity for its inherent satisfactions rather than for some separable consequence." Intrinsically-motivated people are moved to act due to the fun or challenge of the action rather than rewards coming from external sources. In this regard, the activity becomes the reward itself, as what Skinner (1953), as cited in Ryan and Deci (2000: 57), contends that "all behaviors are motivated by rewards."

According to Noels *et al.* (2000), intrinsically-motivated people tend to seek challenges if they are given freedom to choose what kinds of activities to perform. Their sense of competence is developed and internalized into the self-concept.

Unlike intrinsic motivation, extrinsic motivation is "a construct that pertains whenever an activity is done in order to attain some separable outcome" (Ryan and Deci, 2000). Hence, according to Noels *et al.* (2000), extrinsically-motivated actions are carried out to achieve some instrumental end, such as earning a reward or avoiding punishment.

On the other hand, amotivation has to do with the situation in which "people see no relation between their actions and the consequences of the actions" (Noels *et al*, 2000: 40). In this sense, amotivated individuals have no reasons for performing the activity, either intrinsic or extrinsic. They see no correspondence between the action and the consequence of that action. Therefore, it is not surprising that amotivated learners will give up doing learning activities.

Taxonomy of intrinsic and extrinsic motivation

Deci and Ryan (1985) argue that intrinsic motivation comes from humans' innate needs for competence and self-determination. Intrinsic motivation is hence characterized by need for achieving optimal challenges that stretch personal abilities by a small but significant amount each time and promote feelings of competence and skill development. With regard to language learning, Vallerand and his colleges (e.g. Vallerand, 1997, as cited in Noels *et. al.*, 2000) elaborate the respective components of intrinsic motivation, coming up with three-part taxonomy of intrinsic motivation, including IM-Knowledge, IM-Accomplishment, and IM-Stimulation.

The first type of intrinsic motivation in the taxonomy, IM-Knowledge, refers to "the motivation for doing an activity for the feelings associated with exploring new ideas and developing knowledge." The second type, IM-Accomplishment, deals with "the sensations related to attempting to master a task or achieve a goal." The last type of intrinsic motivation, IM-Stimulation, has to do with "motivation based simply on the sensations stimulated by performing the task, such as aesthetic appreciation or fun and excitement."

With regard to the extrinsic motivation, citing Deci and Ryan (1985) and Vallerand (1997), Noels *et al.* (2000: 39) argue that "different types of extrinsic motivation (EM) can be classified along a continuum according to the extent to which they are internalized into the self-concept (that is, the extent to which the motivation is self-determined)." The continuum from non-self-determination to self-determination is portrayed in Figure 1.

In the field of language education, Vallerand*et al.* (1993), as cited in Noels *et al.* (2000: 39 – 40), distinguish three levels of extrinsic motivation. Ranging from the least self-determined to

the most self-determined, the levels of extrinsic motivation include External Regulation, Introjected Regulation, and Identified Regulation.

The first type of extrinsic motivation, External Regulation, is defined as "those activities that are determined by sources external to the person, such as tangible benefits or costs." In this respect, externally-regulated behaviors are driven by sources external to the individual, such as monetary rewards. For this reason, if the rewards are taken away, the individuals will give up in engaging in the activities. This type of extrinsic motivation is the least self-determined.

The second type of extrinsic motivation, Introjected Regulation, has to do with "reasons that pertain to performing an activity due to some type of pressure that individuals have incorporated into the self, such that they compel themselves to carry out that activity." Individuals who possess this type of extrinsic motivation tend to take but do not accept a regulation on their own. Indeed, introjected regulation is internal to an individual but his engagement in task is due to the pressure or promised rewards, instead of personal choice. For example, students learn a second language because they will be ashamed if they cannot speak the second language. In this regard, their reason for learning is just to avoid being ashamed. Accordingly, introjected-regulated behaviors are externally-controlled since individuals' true choice is absent.

The last type of extrinsic motivation, Identified Regulation, refers to motivation in which "individuals invest energy in an activity because they have chosen to do so for personally relevant reasons." Identified-regulated individuals will involve in an activity because they are able to identify the values within the activities. For example, language learners who think that grammar is an important aspect of their educational development will continuously do grammar exercises to increase their competence. Thereby, identified-regulated behaviors are relatively self-determined since the activities are carried out for personal reason, rather than external pressure.

Methodology

A survey study was employed in this research. Employing a survey research design was appropriate for this study since it sought to collect and describe EFL learners' characteristics (cf. Brown and Rodger, 2002). It is also worth noting that the information about the research participants in this research was gathered at a single point in time.

Research participants

The subjects of the present study were 192 first year non-English major students at a private university in Jakarta, Indonesia. The subjects had been enrolled in English for Academic Purposes I (EAP I) classes. They had mixed levels of English proficiency.

Research instrument

A close-ended questionnaire was used to elicit and gather information about research respondents. The questionnaire consisted of 18 items adapted from Language Learning Orientation Scale, which was developed by Noels, Pelletier, Clément, and Vallerand (2000). The language learning orientation scale was developed based on self-determination theory. The items of the instrument sought to explore students' level of cognitive motivation, which were originally grouped into seven aspects, such as amotivation, external regulation, introjected regulation, identified regulation, intrinsic motivation-accomplishment, intrinsic motivation-knowledge and intrinsic motivation-stimulation. Nonetheless, amotivation was excluded from the questionnaire since it did not measure the motivation. Table 1 presents the operazionalization of motivation.

Table 1 Operazionalization of Motivation

Dimension	*Aspects*	*Indicators*
Extrinsic Motivation	External Regulation	1. To get a prestigious job
		2. To have a better salary
		3. Because I have the impression that it is expected of me
	Introjected Regulation	4. Because I would feel ashamed if I couldn't speak to my friends from English speaking

			countries.
		5.	I feel guilty if I don't know English.
		6.	To show that I am an educated person.
	Identified Regulation	7.	To be a person who can speak more than one language.
		8.	It's good for my personal development.
		9.	Because I choose to be the kind of person who can speak English.
Intrinsic Motivation	Accomplishment	10.	For the enjoyment I experience when I grasp a difficult concept or idea in English.
		11.	For the satisfaction I feel when I am in the process of accomplishing difficult exercises in English.
		12.	For the pleasure I experience when doing my best in learning English.
	Knowledge	13.	I enjoy the feeling of acquiring knowledge from literatures written in English.
		14.	For the satisfied feeling I get in finding out new things related to English.
		15.	For the pleasure I experience in knowing more about English speaking communities and their way of life
	Stimulation	16.	I enjoy listening to people who speak English.
		17.	I enjoy speaking English.
		18.	I enjoy hearing English spoken by native speakers.

Research Results and Discussion

Descriptive results

This section aims at providing the description of the results of the subjects' responses to the variable of learner motivation, which were assessed by 18 statements in the questionnaire

(items 1-18). The results of the analysis were presented in narrative accounts with illustrations of tables. Since there are two categories of motivation, namely extrinsic motivation and intrinsic motivation, the following subsections separately discuss each category in a greater detail.

Nonetheless, prior to discussing the descriptive results, it is important to agree upon that along the five-point Likert scale in this motivation variable, averages of 3.5 or higher indicate high degree of motivation, averages of 2.5-3.4 medium degree, and averages of 2.4 or lower low degree (cf. Oxford and Burry-Stock, 1995). The degree was shown by the average mean of each category or the mean of each item.

Extrinsic motivation

Extrinsic motivation refers to "a construct that pertains whenever an activity is done in order to attain some separable outcome" (Ryan and Deci, 2000). According to Noels *et al*. (2000), the activity was carried out to achieve some instrumental ends, such as earning a reward or avoiding a punishment. The extrinsic motivation was comprised of three aspects, namely external regulation, introjected regulation and identified regulation. The extrinsic motivation for learning English in this research was measured by nine items available in the questionnaire (items 1-9).

Table 2 Average Means of Extrinsic Motivation

	N	Mean	SD
Average mean of Extrinsic Motivation	192	3.93	0.61
External Regulation	192	3.94	0.75
Introjected Regulation	192	3.59	0.87
Identified Regulation	192	4.25	0.64

Table 2 provides the overall picture of students' extrinsic motivation. The mean value of the responses to the extrinsic motivation was 3.93. This score was considered high so that it indicated that the students possessed a high degree of extrinsic motivation for learning English. The mean values of the responses to external regulation, introjected regulation, and identified regulation were respectively 3.94, 3.59, and 4.25. Among the three categories, the identified regulation became the highest after external regulation and introjected regulation. The results of students' responses to the statements of each category were presented in the following section.

External regulation

An externally regulated person carries out activities that are determined by sources external to the person, such as tangible benefits or costs (Noels *et al*., 2000). In this survey research, the external regulation was gauged by using three items (items 1-3) in the questionnaire. It is apparent in Table 2 that the average mean of external regulation was 3.94. Thus, students' external regulation for learning English was considered high in this research. The detailed descriptive results of each item were displayed in Table 3.

Table 3 Frequencies and Percentages of External Regulation

No item	Response Alternatives										Mean	SD
	Strongly Disagree		**Disagree**		**Neither Agree nor Disagree**		**Agree**		**Strongly Agree**			
	Freq	**%**	**Freq**	**%**	**Freq**	**%**	**Freq**	**%**	**Freq**	**%**		
1	7	3.6	12	6.3	9	4.7	91	47.4	73	38.0	4.10	1.00
2	5	2.6	5	2.6	10	5.2	101	52.6	71	37.0	4.19	0.85
3	7	3.6	39	20.3	24	12.5	85	44.3	37	19.3	3.55	1.12

It is undeniable that nowadays mastering English skills becomes one of the requirements for applying for high-status jobs. For this reason, the students learned English because they wished to get a prestigious job in the future (Item 1, Mean= 4.10). As shown in Table 4.6, in their response to the first statement, 91 (47.4%) students selected "agree" and 73 (38%) students selected "strongly agree". However, not knowing whether they agreed or disagreed, 9 (4.7%) students selected "neither agree nor disagree". Twelve (6.3%) students strongly disagreed and 9 (4.7%) students disagreed with the first statement. Most students were oriented to learn English in order to get a prestigious job in the future accordingly.

It is not a common secret that for some companies in Indonesia, employees who master English skills are better paid than those who do not. This indeed motivated the students to learn English in order to get a better salary in the future(Item 2, Mean= 4.19). From Table 4.6, it was found that 101 (52.6%) students agreed and 71 (37%) students strongly agreed with to the second statement in the questionnaire. Nonetheless, ten (5.2%) students admitted that they neither agreed nor disagreed with the statement. Moreover, disagreement and strong disagreement with the statement were expressed by 5 (2.6%) students for each. Based on the descriptive results of students' response to this statement, it is concluded that most students learned English because they wanted to be well paid in their future jobs.

Students' responses to the third statement of the questionnaire really indicated that the students learned English because they were expected to do so by the external sources (Item 3, Mean=3.55). The external sources may include university's curriculum which required them to take English. Among three items measuring the external regulation, the mean score of this third statement appeared to be the lowest. In Table 4.6, it is apparent that 85 (44.3%) students answered "agree" and 37 (19.3) students answered "strongly agree". Thirty nine (20.3%) students disagreed and 7 (3.6%) students disagreed that they learned English because they were expected to do so by the external sources. Twenty four (12.5%) students answered "neither agree nor disagree". These descriptive results of students' response to the third statement led a conclusion that most students learned English because they were expected to do so.

Introjected regulation

According to Noels *et al*. (2000), introjected regulation has to do with reasons that pertain to performing an activity due to some types of pressure that individuals have incorporated into self. In Table 2, the mean score of introjected regulation was 3.59. This score indicated that students' introjected regulation stayed at a high level, even though it was the lowest among three categories of extrinsic motivation. In this research, the introjected regulation was gauged by using three items (items 4-6).

Table 4Frequencies and Percentages of Introjected Regulation

No item	Response Alternatives										Mean	SD
	Strongly Disagree		**Disagree**		**Neither Agree nor Disagree**		**Agree**		**Strongly Agree**			
	Freq	**%**	**Freq**	**%**	**Freq**	**%**	**Freq**	**%**	**Freq**	**%**		
4	6	3.1	23	12.0	19	9.9	85	44.3	59	30.7	3.88	1.07
5	22	11.5	43	22.4	30	15.6	71	37.0	26	13.5	3.19	1.25
6	7	3.6	24	12.5	26	13.5	93	48.4	42	21.9	3.72	1.05

The students admitted that they learned English because they would feel ashamed if they could not speak to their friends from English speaking countries (Item 4, Mean=3.88). Eighty five (44.3%) students agreed and 59 (30.7) students strongly agreed with the fourth statement in the questionnaire. Nineteen (9.9%) students, however, thought that they neither agreed nor disagreed with the statement. Moreover, twenty three (12%) students selected "disagree" and 6 (3.1%) students selected "strongly disagree". Hence, it was found that most students learned English because they would be ashamed if they could not speak English to their friends from English speaking countries.

The students learned English because they would feel guilty if they did not know English(Item 5, Mean=3.19). The mean score of the fifth statement was categorized as medium degree of agreement. In this respect, twenty two (11.5%) students strongly disagreed and 43 (22.4%) student disagreed with the statement. Nonetheless, thirty (15.6%) students decided to choose "neither agree nor disagree". Seventy one (37%) students agreed and 26 (13.5%) strongly agreed with the statement. Of 192 students, most of them thought that the statement was true of them.

An ability to speak English, in a certain extent, shows that the person is an educated person. For this reason, the students learned English in order to show others that they were educated (Item 6, Mean=3.72). From the table 4.6, it is obvious that 93 (48.4%) students agreed and 42 (21.9%) students strongly agreed that they learned English in order to show that they were educated. Twenty six (13.5%) students admitted that they neither agreed nor disagreed. Furthermore, 24 (12.5%) students disagreed and 7 (3.6%) students strongly disagreed with the statement. Thereby, it may be concluded that most students learned English in order to show that they were well-educated.

Identified regulation

Identified regulation has to do with learning English because the students have to do so for personally relevant reasons. They were able to identify the values of the English learning (Noels *et al*., 2000) and accept the regulation of the English learning as their own (Ryan and Deci, 2000). The average mean of identified regulation was 4.25. This high mean led to a conclusion that the students possessed identified regulation for learning English. Students' identified regulation for learning English was measured by three items (items 7-9) in the questionnaire.

Table 5Frequencies and Percentages of Identified Regulation

No item	Response Alternatives										Mean	SD
	Strongly Disagree		Disagree		Neither Agree nor Disagree		Agree		Strongly Agree			
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
7	3	1.6	4	2.1	6	3.1	69	35.9	110	57.3	4.45	.79
8	3	1.6	4	2.1	15	7.8	92	47.9	78	40.6	4.24	.09
9	2	1.0	7	3.6	23	12.0	103	53.6	57	29.7	4.07	.80

Students' reason for learning English was because they wanted to be a person who could speak more than one language (Item 7, Mean=4.45). In their response to the seventh statement, 69 (35.9%) students chose "agree" and 110 (57.3) students chose "strongly agree". Six (3.1%) students neither agreed nor disagreed with the statement. It was found that 4 (2.1%) and 3 (1.6%) selected "disagree" and "strongly disagree" respectively. Thus, most students learned English because they wanted to be a person who could speak more than one language.

The students believed that learning English was good for their personal development (Item 8, Mean= 4.24). As shown in Table 4.8, ninety two (47.9%) students agreed and 78 (40.6%) students strongly agreed with the eighth statement. Yet, fourteen (7.8%) students admitted that they neither agreed nor disagreed. It is also obvious that four (2.1%) students disagreed and 3 (1.6%) students strongly disagreed. Thus, most students believed that learning English was good for their personal development.

The students learned English because they did choose to be the kind of person who could speak English (Item 9, Mean= 4.07). In their response to the ninth item, 103 (53.6%) students

selected "agree" and 57 (29.7) students selected "strongly agree". Twenty three (12%) students felt that they neither agreed nor disagreed. In addition, 7 (3.6%) students chose "disagree" and 2 (1%) students selected "strongly disagree". Thereby, most students learned English because they wanted to be the kind of person who could speak English.

Intrinsic motivation

According Noels *et al*. (2000), intrinsic motivation refers to motivation to engage in an activity because that activity is enjoyable and satisfying to do. Students who possess the intrinsic motivation in learning English hence considered English learning to be enjoyable and satisfying. Vallerand and his colleges (e.g. Vallerand, 1997, as cited in Noels *et al*., 2000) elaborate the respective components of intrinsic motivation, coming up with three-part taxonomy of intrinsic motivation, including IM-Knowledge, IM-Accomplishment, and IM-Stimulation.

Table 6Average Mean of Intrinsic Motivation

	N	Mean	SD
Average mean of Intrinsic Motivation	192	3.98	0.60
IM-Accomplishment	192	4.05	0.70
IM-Knowledge	192	4.00	0.67
IM-Stimulation	192	3.89	0.78

In this research, items 9-18 of the questionnaire measured the overall intrinsic motivation. From the table 6, it is apparent that the students had a high degree of intrinsic motivation in learning English (Mean=3.98). The mean scores for IM-Accomplishment, IM-Knowledge, and IM-Stimulation were 4.05, 4.00, and 3.89 respectively. Hence, IM-Accomplishment was the highest among the three types of intrinsic motivation.

IM-Accomplishment

IM-Accomplishment has to do with the sensations related to attempting to master a task or achieve a goal (Noels *et al*., 2000). From Table 6, it was found that the students expreienced the feeling of satisfaction and enjoyment while they accomplished the English tasks and

achieved the goal (Mean= 4.05). Three items of the questionnaire (items 10-12) were intended to gauge students' IM-Accomplishment.

Table 7 Frequencies and Percentages of IM-Accomplishment

No item	Response Alternatives										Mean	SD
	Strongly Disagree		Disagree		Neither Agree nor Disagree		Agree		Strongly Agree			
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
10	3	1.6	5	2.6	21	10.9	115	59.9	48	25.0	4.04	.77
11	3	1.6	12	6.3	24	12.5	96	50.0	57	29.7	4.00	.90
12	4	2.1	5	2.6	16	8.3	107	55.7	60	31.3	4.11	.82

In Table 7, it was not difficult to notice that students' enjoyment when grasping a difficult concept or idea in English became their reason for learning English (Item 10, Mean= 4.04). In their response to the tenth statement, three (1.6%) students selected "strongly disagree" and 5 (2.6%) students selected "disagree". Twenty one (10.9%) students thought that they neither agreed nor disagreed with the statement. One hundred and fifteen (59.9%) students agreed with the statement, while 48 (25%) students expressed their strong agreement with the tenth statement.

The students learned English because during the process of accomplishing difficult exercises in English, they felt satisfied (Item 11, Mean= 4.00). It is apparent in Table 4.10 that three (1.6%) students strongly disagreed with the statement; 12 (6.3%) students disagreed; 24 (12.5%) students neither agreed nor disagree; 96 (50%) students agreed; and 57 (29.7%) students strongly agreed. Thereby, it can be concluded that most students agreed that their

reason for learning English was because they felt satisfied in the process of accomplishing difficult exercises in English.

The experience of feeling pleasure when the students did the best in learning English became the reason why they learned English (Item 12, Mean= 4.11). Responding to the item 12, one hundred and seven (55.7%) students selected "agree", while 60 (31.3) students selected "strongly agree". However, sixteen (8.3%) students admitted that they neither agreed nor disagreed with the statement. Furthermore, five (2.6%) students clearly selected "disagree" and 4 (2.1%) selected "strongly disagree". Thus, most students agreed that their reason for learning English was because they experienced pleasure when they did their best in learning English.

IM-Knowledge

IM-Knowledge refers to the motivation for doing an activity for the feelings associated with exploring new ideas and developing knowledge. Based on Table 6, the mean value of IM-Knowledge was 4.00. This means that the students learned English because they intended to explore new ideas and develop knowledge of English. Three items (items 13-15) of the questionnaire measured IM-Knowledge.

Table 8Frequencies and Percentages of IM-Knowledge

No item	Response Alternatives										Mean	SD
	Strongly Disagree		**Disagree**		**Neither Agree nor Disagree**		**Agree**		**Strongly Agree**			
	Freq	**%**	**Freq**	**%**	**Freq**	**%**	**Freq**	**%**	**Freq**	**%**		
13	3	1.6	6	3.1	22	11.5	110	57.3	51	26.6	4.04	.80
14	3	1.6	4	2.1	19	9.9	121	63.0	45	23.4	4.05	.74
15	3	1.6	12	6.3	27	14.1	106	55.2	44	22.9	3.92	.87

It is found that the students were oriented to learn English because they enjoyed acquiring knowledge from literatures written in English (Item 13, Mean = 4.04). In their responses to the thirteenth statement, as shown in Table 8, one hundred and ten (57.3%) students agreed and 51 (26.6%) students strongly agreed. However, twenty two (11.5%) students were abstain and chose "neither agree nor disagree". Four (2.1%) students disagreed and 3 (1.6) strongly disagreed with the statement. Accordingly, most students agreed that their reason for learning English was due to the enjoyment that they experienced when acquiring knowledge from literatures written in English.

The students learned English because they wanted to find out new things which were related to English language (Item 14, Mean=4.05). Responding to the statement, 121 (63%) selected "agree" and 45 (23.4%) selected "strongly agree". Nineteen (9.9%) students neither agreed nor disagreed with the statement. Four (2.1%) students chose "disagree" and 3 (1.6%) chose "strongly disagree". In sum, the students were eager to find out new things related to English when they learned English.

The students learned English because they wanted to know more about English speaking communities and their way of life (Item 15, Mean=3.92). One hundred and six (55.2%) students agreed and 44 (22.9%) students strongly agreed with the statement. Nevertheless, 27 (14.1%) students did not pose their position by choosing "neither agree nor disagree". Twelve (6.3%) students disagreed and 3 (1.6%) strongly disagreed with the statement. Thereby, it is concluded that most students intended to know more about English speaking communities and their way of life by learning English.

IM-Stimulation

IM-Stimulation refers to motivation based simply on the sensations stimulated by performing the task, such as aesthetic appreciation or fun and excitement. Among three categories of intrinsic motivation, IM-Stimulation got the lowest mean score in this research (Mean=3.89). Furthermore, its mean score was also below the average mean score of intrinsic motivation (Mean=3.98). IM-Stimulation was measured by three items in the questionnaire (items 16-18).

Table 9Frequencies and percentages of IM-Stimulation

No item	Response Alternatives										Mean	SD
	Strongly Disagree		Disagree		Neither Agree nor Disagree		Agree		Strongly Agree			
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
16	4	2.1	8	4.2	29	15.1	103	53.6	48	25.0	3.95	.87
17	3	1.6	9	4.7	24	12.5	94	49.0	62	32.3	4.06	.88
18	7	3.6	18	9.4	44	22.9	85	44.3	38	19.8	3.67	1.01

The students enjoyed listening to people who speak English so that they wanted to learn the language (Item 16, Mean=3.95). It is apparent in Table 9 that one hundred and three (53.6%) students agreed and 48 (25%) students strongly agreed with the statement in the item 16. Yet, 29 (15.1%) students did know whether they agreed or disagreed and they chose "neither agree nor disagree". Eight (4.2%) students disagreed and 4 (2.1%) strongly disagreed with the statement. Overall, most students learned English because they enjoyed listening to people who speak English.

The enjoyment of speaking English drove the students to learn the language (Item 17, Mean= 4.06). Responding to the statement, 94 (49%) students selected "agree" and 62 (32.3%) students selected "strongly agree". Twenty four (12.5%) students neither agreed nor disagreed with the statement. Nine (4.7%) and 3 (1.6%) students reported that they respectively disagreed and strongly disagreed with the statement.

The students learned English because they experienced enjoyment when they listened to English spoken by native speakers (Item 18, Mean=3.63). Among the mean scores of three items measuring IM-Stimulation, the mean value of the item 18 was the lowest. In their

responses to the statement, 85 (44.3%) students agreed and 38 (19.8%) strongly agreed. Forty-four (22.9%) students did not know whether they agreed or disagreed with the statement by selecting "neither agree nor disagree". Eighteen (9.4%) students disagreed, while 7 (3.6%) students stated that they strongly disagreed with the statement. In this regard, the majority of the students agreed that they learned English because they enjoyed listening to English spoken by its native speakers.

Discussion

The results of the descriptive analysis on students' responses to the motivation part indeed suggested that the students were generally identified with a high degree of both extrinsic and intrinsic motivation. The high mean of students' overall extrinsic motivation (Mean = 3.93) indicated that students' reason for learning English was due to some rewards from the external sources (cf. Ryan and Deci, 2000; Noels et al., 2000). Meanwhile, the high mean of students' overall intrinsic motivation reflected that the students learned English due to the enjoyment, challenge, and fun of the English learning (cf. Ryan and Deci, 2000; Noels et al., 2000). Accordingly, the high results of both students' extrinsic and intrinsic motivation indeed indicated that the students had mixed motivation; yet, the intrinsic motivation was higher than extrinsic motivation. It implied that the students learned English due to not only the challenge and enjoyment of learning but also the rewards from the external sources.

It is important to note that among the three types of extrinsic motivation, identified regulation appeared to be the first highest. This implied that students' willingness to learn English was due to personal relevant reasons (cf. Noels et al., 2000). For this reason, it may be implied that the students were able to identify the values of the English learning (Noels et al., 2000) and accept the regulation of the learning as their own (Ryan and Deci, 2000). The second highest was external regulation, which confirmed that students' reason for learning English was because the English learning was already determined by external sources. The external sources might include the curriculum in which English became a compulsory subject in the university. Hence, according to Ryan and Deci (2000), the students learned English was just to satisfy an external demand. Lastly, introjected regulation became the lowest among the three types. This reflected that the students learned English due to some type of pressure that individuals had incorporated into the self (Noels et al., 2000). For instance, the students would

be ashamed if they could not speak English. Such an internalized pressure hence drove them to learn English.

It was also found that among the three types of intrinsic motivation, IM-Accomplishment became the highest (Mean = 4.05). This means that the challenge of accomplishing the English learning provided the students with a sense of pleasure (cf. Noels et al., 2000). The second highest was IM-Knowledge (Mean = 4.00), which suggested that the students learned English because they sought to explore their ideas, develop their knowledge of English as well as discover new things related to English. The lowest among the three types appeared to be IM-Stimulation (Mean = 3.89), which implied that the students learned English because they experienced stimulating sensations which came from their engagement in the English learning activity itself. The intrinsic motivation pictures students' personal control in the process of learning and leads to "high quality engagement in learning" (Ushioda, 2013: 2).

Pedagogical Implication

Motivation is an important factor to be taken into account in EFL classroom. Based on the findings of the study, there arethree pedagogical implications to be considered to maintain and increase the current state of students' motivation, namely authentic materials and communication, students' engagement and collaboration, as well as feedback and reward. Those implications will be explained as follows.

First, the students need to be exposed to authentic materials and communication. The authentic materials and communication may bring about students' intrinsic motivation. Nowadays, the proliferation of technologyenables the teachers to find a lot of authentic materials. In addition, the teachers may make use of the presence of social media in the tasks given to the students to deal with native speakers of English so that they experience authentic communication. Besides social media intended for entertainment, there are also a lot of social media intended for foreign language learning, such as Live Mocha (www.LiveMocha.com), Italki (www.italki.com), Busuu (www.busuu.com),and the like.

Another pedagogical implication that teachers take is to give an ample chance to experience engagement and collaboration in EFL learning. Students' active engagement in EFL learning

may bring about excitement which brings about their intrinsic motivation. Furthermore, collaborative learning brings about motivational system to energize learning (Dornyei and Ushioda, 2011).

The last implication for teachers is to provide students with feedbacks and rewards. Feedback and rewards are important for students since they will increase students' extrinsic motivation. Giving feedback and rewards, teachers appreciate students' learning efforts. As a result, students' will make more efforts to increase their learning process.

Conclusion

The descriptive results of students' responses to the motivation part suggested that the students were identified with a high degree of both extrinsic and intrinsic motivation. The high results of both students' extrinsic and intrinsic motivation indeed indicated that the students hold mixed motivation; yet, it was found that the intrinsic motivation was higher than the extrinsic motivation. It hence conveyed that the students learned English due to not only the challenge and enjoyment of learning but also the rewards from the external sources.

The results suggested that teaching and learning activities play important role to encouraging students' motivation. There are three pedagogical implications that can be conducted in the classroom. The activities can increase the current state of students' motivation.

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INCREASING STUDENT'S LEARNING MOTIVATION: SOME PRACTICAL WAYS TO ENGAGE POORLY MOTIVATED STUDENTS IN THE EFL SETTINGS

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Abstract

Motivation in learning a second or foreign language is very important to students to achieve better results. This paper argues that student-centred activities which are fun and interactive are very important to increase students' motivation in learning English in the EFL (English as a Foreign Language) settings. The data enquiries employed was library research in which journals, books, online resources, etc. were used. Based on the research, the writer interpreted the current situation of the EFL teaching and learning in Indonesian context and the conclusion was drawn based on his subjective ideas.

Keywords: students' learning motivation, practical ways, EFL setting

Introduction

Motivation in learning a second or foreign language is very important because motivation fuels and drives learners to study better and to achieve more. The cognitive view of motivation states that learners are encouraged to achieve more only if they have satisfied their basic needs (Brown, 2007). Constructivists believe that social and cultural contexts and pressures are also important contributions to maintain learner's motivation in learning a second language (Brown, 2007). In other words, both intrinsic and extrinsic motivations play equivalent roles in driving students to learn a second or foreign language.

This paper argues that student-centred activities which are fun and interactive are very important to increase students' motivation in EFL (English as a Foreign Language) learning contexts especially in countries where students are poorly motivated. Furthermore, it identifies that motivation can stimulate students to achieve better results. This paper first investigates teachers' motivation and how this motivation could be used to encourage their

students to learn better. Next students' barriers to motivationand how this motivation could be increased especially in EFL settings are discussed.

Teacher's motivation and its roles in language learning

Teachers' roles in language learning are vitally important. Their roles as motivator, facilitator and fellow learners (Jacobs & Farrell, 2003, p. 22), and language assessor are a must if students are expected to achieve better. Brown (2001, p. 200) lists many more roles teachers can play to students such as "authority figure, leader, knower, director, manager, counsellor, guide". He even identifies more personal roles of teachers to students such as "friend, confidante, and parent". The reality that teachers are still dominant as one of the most important resources cannot be underestimated.

Therefore, as many roles teacher have to play, their motivation in teaching a language is very influential to students. Teachers who have high motivation are expected to perform better, more passionate, more caring and more professional in making preparation for effective language learning. A study conducted by Hiver (2013) toward 94 English teachers in Korean government schools revealed that there was a clear correlation between the teachers' self-motivation and their willingness to participate in teacher's professional development which in turn would increase their teaching skills. Another study conducted by Kumazawa (2013) toward four novice English teachers in Japan has also confirmed that the teachers' self-concept has a strong connection with their motivation. For example, once they have perceived themselves as good and respectable teachers (e.g. having good teaching skills that their students would enjoy their EFL classes), they are motivated to pursue their 'selves-perception'. In addition, reflecting on their past experience of learning English, as always been ordinary learners of English, they don't want their students to have "a legacy of the negative past" (Kumazawa, 2013, p. 49).

It is very often, when teachers deliver their lesson more enthusiastically, students are more involved and when they speak to students more passionate, students become more engaged. However, many teachers especially the new and inexperienced teachers find themselves stuck and being uncreative when they encounter a number of issues, such as students' unwillingness to participate, the large class size, the low of salary, and other unfavourable environment.

Students' barriers to good motivationin language Learning

Many researchers and second language educational specialists have identified problems that inhibit learning in EFL or ESL settings. These constraints can lead to a number of disadvantaged situations which are potential to cause them demotivated. First of all, teachers' incompetence and lack of teaching skills (e.g. classroom management) can lead to students' discouragement. A recent study conducted by Kang (2013) toward Korean Elementary school EFL teachers revealed thatteachers proficiency correlate positively to "smooth and efficient teaching and learning inthe lesson" (Ur, 1996, p. 270). On the other hand, teachers' lacks of English proficiency rely too much on their first language and tended to use poor varieties of teaching.

Secondly, the EFL contexts are less favourable to a good learning environment such as the limited access to native speakers, which is the reason why students don't understand why should learn a foreign language. In this situation, students do not have ready-made contexts for communication beyond their classroom (Brown, 2007, p.134). Therefore their access to locally produced TV, newspapers, books, internet, and so on is very limited. In the long run, this creates 'disadvantaged' situation and reduces opportunities to learn English.

Another barrier to poor motivation of students in EFL contexts is the low income families have very limited access to better schools which provide better learning facilities, lack access to good quality of books they could buy and limited access to internet. With regard to internet access in learning English, statistics of the World Bank in 2004 (as cited in Aydin, 2007) indicate that the accessibility of internet in large number of countries greatly depends on the financial situations of the countries. For example, some values on the internet accessibility of overall population are 75.6% in Sweden, 61.4% in Holland, 68.7% in Japan, 50% in Germany, 17.7% in Greece, 14.2% in Turkey, 11.1% in Russia, 10.9% in Thailand, 6.6% in Saudi Arabia and 4.5% in Kenya (Aydin, 2007). So, it could be argued that the extensive use of internet to access and learn English in developing countries is still unreliable.

How students' motivation could be increased

The different characteristics of learners and the dynamic of classroom contexts could be a major cause of difficulties in motivating students in second language learning. Guilloteaux

(2013) mentions more specific examples of these problems, some of which are culture-specific, and others are culture-neutral. However, it is believed that students' language learning could be increased in some ways as researchers and educators have suggested (Brown, 2007; Nunan, 1999; Harmers, 2001). Some of them are going to be discussed in this paper as the following.

First of all, learning needs to be fun, relax and enjoyable. Students need to be assured that they are doing well, and are secure as well as free to participate without pressures and worrying of making mistakes and far from threatening situations. Some of the activities that promote fun learning are such as playing games (Folse, 2006); doing role plays (Gibbons, 2002); doing chain stories and paired interviews (Brown, 2007); promoting problem-solving activities (Nunan, 1996) which focus on students centred rather than teacher centred.

In addition, assessment techniques need to be friendly and pressure-free. Teachers need to assure their students that assessment is not merely testing their students but rather collecting information about their learning progress (Brown, 2010) so teachers will have accurate feedback for better teaching in the future. Therefore, alternatives to current assessment methods such as performance test and portfolio (Bailey, 2003), peer assessment (Jacobs & Farrell, 2003) could be conducted as these assessment models are more focus on what students are learning than on what teachers are teaching (Jacobs &Farrel, 2003). Furthermore, making assessment an open process by allowing them to understand and have input into how they are assessed could promote learner autonomy. Feedback and peer corrections can also be conducted by asking strong students to help the less able students which is called 'using students' (Harmer, 2000).

Another part of fun and motivating techniques is giving reward to students, both tangible (e.g. gift, prize, and money) and intangible reward (e.g. praise, recognition, and acknowledgement). These kinds of reward could stimulate students to do better as long as they are used properly; not to be used excessively (Brunning, Schraw&Norby, 2010). In short, research shows that students learn best when they feel relaxed and safe and that "too much stress or anxiety inhibits learning" (Richards & Rodgers, 1986, p. 133). This is particularly important for SLA (second language acquisition) because learners who are in a relaxed state

receive more input, are more receptive to that input and interact with confidence (Richards and Rodgers, 1986).

Secondly, the activities created for students need to be varied, focussing on the learners and not on the teachers. The variety of *techniques* is believed to cater for different learning styles which are always a big challenge for teachers of English in EFL contexts. Nunan (1998) contends that one's learning style will result from personality variables, including psychological and cognitive make up, socio-cultural background and educational experience. There have been several investigations of learning styles and strategy preferences of second and foreign language learners, one of which was conducted by Willing (1988, cited in Nunan, 1998). More recent studies were conducted by Moenika and Zahed-Babelan (2010) as well as Shein and Chiou (2011). Willing (1988) as cited in Nunan (1998) obtained data of learning preferences of 517 learners and his finding suggested that that learning should be conducted based learners' four types (i.e. concrete, analytical, communicative, and authority oriented learners. However, Nunan (1998) has indicated his doubtfulness as this concept is not feasible in many school contexts. According to Nunan, such suggestion is not possible due to administrative and resources constraints. Instead, he suggested that teachers provide a range of learning options and activities in classrooms. Therefore, teachers need to create various learning techniques that enable learners learn more comfortably.

Another thing that teachers need to consider is the variety of *materials* which needadaptation based on students' needs not merely follow the procedures and sequences the textbooks have already provided. Materials which are meaningful and relevant to their students' needs can engage their interest. Graves (2000, pp. 152-155) has outlined fifteen activities and guidelines for teachers to develop materials for the sake of second language learning. Two of them are that materials (activities) should focus on students' outside of class needs and help them solve their real life problems.

Next, the classroom management need to be reconsidered. The popular 'teacher centeredness styles is no longer appropriate. Teachers need to use appropriately some varieties of group works, pair works, and individual works which will encourage them to learn better. These strategies need to be based on the knowledge of the classroom diversity which according to

Jacobs and Farrell (2003) constitutes a mix of students and include ethnic, religious, social class and first language, sex, achievement level learning styles, intelligence and learning strategies. In other words, teachers need to consider when is the best time to get their students work in groups or in pairs and how they would conduct them. In regard to the classroom management, teachers also need to be aware about students' cultures and local values (Ellis, 1996). For example, in some regions in Indonesia, female students feel threaten if they work with male students as they are externally pressured by the cultures which suggest that women should not talk more, active more and participate more which exceed men can do.

Finally, the use of alternative learning media could be worth trying, such as the use of ICT (computers and internet) as a media to help teachers teach better ways. The advantages of using CALL (Computer Assisted Language Learning) and internet have been widely discussed by experts and educational researchers. For example, Iwabuchi and Fotos (2004, p. 150) argue that the role of the computer as tool is "to support learning, for example, word processing and database management software, CMC (Computer Mediated Communication) software, dictionaries, concordances, translations, and the like." Another scholar, such as Paramskas (1993, p. 132) contends that, "a net connection in a school is like having multiple foreign exchange students in the classroom all the time". While Hashemi and Aziznezhad (2011) argue that learning English through computers promote students' autonomy. One of the problems of learning a foreign language is the absence of native speakers to communicate with both written and verbally. These problems, however, could be managed by using computers they can utilise to send email, make internet relay chat and conduct social networks (e.g. facebook) which can give learners great opportunities to interact with native speakers (Chapman, 1997, Paramskas, 1993). In short, the use of computers in second language learning not only encourages learners to do better but also motivates them to learn more independently.

Conclusion

This paper has argued that second language learning which focuses on students and is organised in fun and interactive ways; removal from a threatening situation can be a motivating factor for students to learn English more effectively and a significant factor in uplifting their learning motivation. This paper has also identified potential barriers to the

improvementof learners' motivation. Most importantly, some other ways of increasing students' motivation in countries where students have poor motivation have been highlighted.

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HELPING ESL STUDENTS BECOME MOTIVATED LISTENER : USING FILMS TO DEVELOP LEARNERS' MOTIVATION IN LISTENING CLASSROOM

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Abstract

This article is based on an experiments conducted within 5 classes of ESL Listening classrooms in IKIP PGRI Semarang. It takes a very broad look at some theories relating to language learning (especially in listening skill) and motivation. Listening is a receptive skill, and receptive skills give way to productive skills. If we have our students produce something, the teaching will be more communicative. Lack of sociocultural, factual, and contextual knowledge of the target language can present an obstacle to listening comprehension and hence decrease students' motivation to learn. In order to teach listening skills, a teacher should firstly state the difficulties, find the solution to overcome the difficulties and then help the students to maintain their motivation in the classroom.

The article then illustrates the possible solutions with a practical example of how movies may be employed in the classroom in a manner which both facilitates language learning and further encourages students' motivation. In conducting the experiment, four steps were taken with each purposive reason. The activities given stimulated learners with a clear goal that is achievable; there are no right or wrong answers, as long as the script fits the scene. Learners are encouraged to use the linguistic tools they have to solve an immediate problem/question. The activities also practice both extensive and intensive listening skills of the learners and allow them to use the non-verbal clues which make video such a rich medium for language learning. In this case, the group has expressed an interest in watching movies in English. The teacher's task is to manipulate this enthusiasm in a way that develops a positive attitude towards language learning. The challenge is obvious; if learners can tackle tasks related to a full-length movie then their confidence and self-esteem will be raised.

Keywords: ESL Listening Classroom, Motivation, Films

INTRODUCTION

For many ESL students, listening is assumed as the most difficult skill to be acquired. The problem might come down to two main points. The first problem is from the fact that the pace, choice of words, phrases, and grammar, and the intonation is completely determined by

the speaker --- especially native speakers. As we know, the listening process involves a sender or speaker (a person, radio, television), a message, and a receiver (the listener). If not provided by the context, the listeners only have one chance to catch the meaning of a word or phrase they heard. Listeners must also process messages as they come, even if they are still processing what they have just heard, without backtracking or looking ahead. In addition, listeners must cope with the sender's choice of vocabulary, structure, and rate of delivery. The complexity of the listening process is magnified in second language contexts, where the receiver also has incomplete control of the language. Comparisons can be made with reading, because the writer similarly determines the language. But in reading, students can easily re-read passages, consult a dictionary, and generally work at their own pace. That is why, reading process is assumed as easier one than listening.

The second problem students usually have is related with how teachers use listening exercises. Most listening-focused activities involve a scripted monologue or dialogue. The students begin with some prep-work. They listen once or twice to the tape, then answer comprehension questions. Because this approach feels very much like a test, with right and wrong answers, the students normally feel the negative sense like fear, anxiety and worry to be failed.

A good illustration of our problem can be found in the use of film in the classroom. Students will often express an interest in using movies as a medium for language learning, then proceed to sleep through any movie shown. The challenge for the teacher, therefore, becomes; how to harness the original good intentions with tasks that are possible, tasks that set a clear goal and leave learners with a sense of achievement upon their completion.

In general, the listening process is divided into 3 stages. They are; (1) Pre-listening (purpose must be given at this stage), (2) During (in-while) listening, and (3) Post -listening (speaking). Those three processes must be involved in one package of teaching learning process.

There is an association between expectation, purpose, and comprehension, therefore a purpose should be given to our learners. We should train students to understand what is being said in conversations to get them to disregard redundancy, hesitation, and ungrammaticality. The

major problem is the actual way listening material is presented to the students. We should give a clear lead in what they are going to hear; use some kind of visual back up for them to understand; give questions and tasks in order to clarify the things in their minds; and be sure that these tasks help in learning, not confusing. Students should learn how use the environmental clues; the speaker's facial expression, posture, eye direction, proximity, gesture, tone of voice, and that general surroundings contribute information (Saricoban, 2001).

ESL STUDENTS' MOTIVATION IN LISTENING CLASS

Howatt and Dakin cited in Saricoban (1999) stated that listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning. An able listener is capable of doing these four things simultaneously. Willis (1981:134) lists a series of micro-skills of listening, which she calls *enabling skills*. They are as follow:

- predicting what people are going to talk about
- guessing at unknown words or phrases without panic
- using one's own knowledge of the subject to help one understand
- identifying relevant points; rejecting irrelevant information
- retaining relevant points (note-taking, summarizing)
- recognizing discourse markers, e. g. , Well; Oh, another thing is; Now, finally; etc.
- recognizing cohesive devices, e. g. , *such as* and *which*, including linking words, pronouns, references, etc.
- understanding different intonation patterns and uses of stress, etc. , which give clues to meaning and social setting
- understanding inferred information, e. g. , speakers' attitude or intentions.

Source: http://iteslj.org/Articles/Saricoban-Listening.html

According to Bulletin (1952), listening is one of the fundamental language skills. It's a medium through which children, young people and adults gain a large portion of their education--their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation. That is why, teaching listening has never been

apart from language teaching. Unfortunately, most of the students --- especially ESL students, assumed that listening is the most difficult skill to learned. And this obstacle might decrease the students' motivation to learn. The teacher, therefore, need to manage suitable method or media in listening class.

As we have already said, skill in motivating students to learn is of paramount importance. Until recently, however, teachers were forced to rely on the best approaches in their attempt to manage their classroom and motivate their learners to learn. Good and Brophy (1994: 212) hold that these approaches have been influenced by two contradictory views:

- that learning should be fun and that any motivation problems that may appear should be ascribed to the teacher's attempt to convert an enjoyable activity to drudgery; and
- that school activities are inherently boring and unrewarding, so that we must rely on extrinsic rewards and punishment with a view to force students to engage in these unpleasant tasks.

Thanasoulas (2002) stated that motivational strategies cannot work in a vacuum. There are certain preconditions to be met before any attempts to generate motivation can be effective. Some of these conditions are the followings:

- appropriate teacher behaviour and good teacher-student rapport;
- a pleasant and supportive classroom atmosphere;
- a cohesive learner group characterised by appropriate group norms

In the of ESL learning, students may have little desire or indeed motivation to improve language proficiency. For the foreign language teacher this may result in a certain level of frustration due to the general lack of interest and motivation by most students. Teachers need to create interesting lessons in which the students' attention is gained. This can sometimes be accomplished by the use of teaching strategies which are not often called upon by other teachers in mainstream subject areas. Encouraging students to become more active participants in a lesson can sometimes assist them to see a purpose for improving their communication skills in the target language. Successful communication using the target language should result in students feeling some sense of accomplishment. Research in the

area suggests L2 achievement strongly affects learner motivation (Strong 1983, cited in Dornyei 2001).

A discussion of motivation and motivational strategies would not be complete without a consideration of group processes, inasmuch as there is usually a group of people that we as teachers are called on to motivate. Tuckman (1969, quoted in Argyle, 1969) established that a group went through four stages from its formation, which has important implications for the study of the classroom and the use of group activities during teaching.

- Stage 1 *Forming* : At first, there is some anxiety among the members of the group, as they are dependent on the leader (that is, the teacher) and they have to find out what behaviour is acceptable.
- Stage 2 *Storming* : There is conflict between sub-groups and rebellion against the leader. Members of the group resist their leader and the role relations attending the function of the group are questioned.
- Stage 3 *Norming* : The group begins to develop a sort of cohesion. Members of the group begin to support each other. At this stage, there is co-operation and open exchange of views and feelings about their roles and each other.
- Stage 4 *Performing* : Most problems are resolved and there is a great deal of interpersonal activity. Everyone is devoted to completing the tasks they have been assigned.

That is why, in this research, classes were devided into groups and the task was created to develop both language and team-work skill.

METHODS TO IMPROVE THE LISTENING SKILL

Listening is a complex, active process of interpretation in which listeners match what they hear with what they already known. So, in listening process, the listeners do not only intepret the sound, but also use their background knowledge to grasp the meaning of the heard messages. Given the importance of listening in language learning and teaching, it is very essential for language teachers to help their students become effective and motivated listeners in a class. In the communicative approach to language teaching, this means modeling listening strategies and providing listening practice in authentic situations: those that learners are likely

to encounter when they use the language outside the classroom. As an active skill as speaking (the other receptive skill), and often assumed more difficult, it well requires attention, thought, interpretation, and imagination. To improve our learners' listening skills we should let them (Austin Shrope, 1970):

1. Adopt a positive attitude.
2. Be responsive.
3. Shut out distractions.
4. Listen for the speaker's purpose.
5. Look for the signals of what is to come.
6. Look for summaries of what has gone before.
7. Evaluate the supporting materials.
8. Look for non-verbal clues.

Listening for comprehension is devided into three stages. They are as follows:

1. Listening and making no response (following a written text, informal teacher talk)
2. Listening and making short responses (obeying instructions - physical movement, building models, picture dictation. etc.), true- false exercises, noting specific information, etc.
3. Listening and making longer response (repetition and dictation, paraphrasing, answering questions, answering comprehension questions on texts, predictions, filling gaps, summarizing, etc)

The purposes that should be in a listening activity are giving or providing:

1. General information (understanding of the main points)
2. Specific information (understanding of the particular items)
3. Cultural interest (generally informing about the target language culture)
4. Information about people's attitudes and opinions
5. The organization of ideas
6. Sequence of events
7. Lexical items (words expressing noise / movement)
8. Structural items (their use and meaning)
9. Functional items (their form and use)

Source: http://iteslj.org/Articles/Saricoban-Listening.html

In order to teach listening skills, a teacher should firstly state the students' difficulties. For a student of a foreign language, accurate and intelligent listening is a necessity, and the teacher is responsible to help his / her learners to acquire this skill which provides the very foundation for learning and functioning in a language. That the teacher can observe and isolate the errors in speaking, but could not in listening is a difficulty. In listening, the learner can exercise no controls over the structural and lexical range of the speaker to whom he is listening. Nevertheless, any listener can learn to focus on significant content items, to explain in another way he can learn to listen selectively.

This article also give the solution, how the interactive class will control and make the class be fun and students will understand well what they hear, also how the listening classroom process using film as a media. In the other hand, sometimes not all the school has facilitation like electric or electronic media for listening process so the teacher must be can to more active to teach listening, how to make the class be active and run well and also still fun so the students can enjoy it. This article will be a beneficial contribution to the field of teaching process particularly in listening, like: to apply performance classes to the teacher in teaching listening class.

THE USE OF MOVIE TO INCREASE THE STUDENTS' MOTIVATION IN LISTENING CLASS

In this case the group has expressed an interest in watching movies in English. The teacher's task is to manipulate this enthusiasm in a way that develops a positive attitude towards language learning. The challenge is obvious; if learners can tackle tasks related to a full-length movie then their confidence and self-esteem will be boosted, on the other hand the teacher is aware that a full-length movie is way beyond this group of learners, and there is a danger that showing it may prove counter-productive. In such a case the key lies in the successful exploitation of raw materials, in the construction of challenging yet achievable learning tasks. The following steps are adapted from Ryan (1998).

- Step1

  A movie is chosen which both represents the wishes of the learners and conforms to institutional constraints such as content, timing and availability. The subject of this research was 5 classes of Listening 1 in IKIP PGRI Semarang.

- Step2

The whole movie is shown in its subtitled version. The reasoning behind this is that to show the whole movie without subtitles is likely to prove de-motivating; the language content being far too difficult for the group. Such a showing should also create the welcome by-product of a pleasant environment conducive to learning. The teacher is also storing 'good will' credit with the group. Such a showing obviously has few direct pedagogical merits, but it is hoped that the short term sacrifice will be amply rewarded in the long run.

- Step3

The movie is shown without subtitles. Before this viewing the students are divided into small groups of three and given the task of noting any short scenes involving three protagonists.

- Step4

The students were then divided into groups. Each group was asked to discuss the content of the movie and make a summary from it. Then, each group was asked to report the result of group discussion in front of the class. Speaking skill was required in this session. This is what like Brown stated that listening performance can include all five types as learners actively participate in discussions, debates, conversations, role plays, and other pair and group work. Their listening performance must be intricately integrated with speaking skills in the authentic give and take of communicative interchange (Brown, Douglas, H.-2001).

Questionnaires were given at the end of this program. The results of the questionnaire are presented and described in the following descriptions:

1. **Students' Overall Perception toward the Use of Movie**

Table 1. Students' Overall Perception toward the Use of Movie

No.	Aspects	Students' Responses Average				
		SA	A	N	D	SD
1.	I'm very excited watching movie in my listening class	30%	67,5%	2,5%	-	-
2.	I think watching movie is fun and helpful in my English learning	40%	57,5%	2,5%	-	-
3.	The interactive features found in the movie motivate me to learn more	20%	77,5%	2,5%	-	-

Note:

SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree

From the questionnaire, it was found that the students perceived positively toward the use of movie in their listening class. From the table, we can see that 30 % of the students showed their strong excitement, 67, 5% reported that they were somewhat excited and only 2, 5% were still in doubt. Nobody pointed that they were not excited. Students also give positive responses toward the statement whether watching movie is fun and helpful in their English learning. There were 40% of the students pointed out that they were strongly agree that the internet is helpful in their English learning. The rest were; 57% expressed that they were somewhat agree and 2, 5% gave neutral response. This finding indicated that most of the students basically perceived the movie as a helpful means to support their English learning.

In addition, students also gave their positive response toward the features found in the movie. 20% of the students stated that they were strongly agreed if the interactive feature found in the internet motivate them to learn more. The rest; 77, 5% indicated that somewhat agree and 2,5% gave their neutral response. This finding indicated that students' motivation and interest toward the use of movie were partly influenced by the features of the materials found in the movie.

From the table, we can conclude that close to 98% of the students gave their positive appreciation toward the internet uses in their English learning.

2. **Students' Perception toward the Activities in this Program**

Table 2. Students' Overall Perception toward the Activities in this Program

No.	Aspects	Students' Responses Average				
		SA	A	N	D	SD
1.	I felt comfortable watching movie in listening class	47,5%	50%	2,5%	-	-
2.	I'm engaged in good efforts throughout the model of this learning	12,5%	75%	5%	7,5%	-
3.	I enjoy the challenging work and task of this program	20%	70%	7,5%	5%	-
4.	Working in group help me to learn easier and it increases my team-work skill	27,5%	72,5%	-	-	-

Note:

SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree

From the table, it can be seen that close to 83% of the students were engaged in good efforts throughout the whole activities in the class. Thus, the writers can conclude that the students' responses concerning the model of this teaching learning process were quite positive. This can be explained with 47,5% of the students indicated that they were strongly agree if the program is appropriate supplement to in-class instruction; 50% indicated that they were somewhat agree. The rest; 2,5% were still in doubt and nobody pointed disagree. This finding indicated that most of the students perceived positively toward the use of movie and task given in listening class.

A significant improvement occur in their responses concerning with the task arranged in this research. Most of the students perceived that the task/assignment was effective and challenging. This can be seen from the overall responses to the statement *"I'm engaged in good efforts throughout the model of this learning"*. 75% of the students expressed their agreement, 12,5% indicated their strong agreement, 5% gave their neutral response, and only 7,5% pointed that they were disagree. This result indicates that their motivation toward the task is quite high. Their positive responses were probably due to the fact that the model of the task provides the opportunity to explore their language skill and knowledge background to resume the content of the movie.

The statement is strengthened by the students' response toward the statement *"I'm engaged in good efforts throughout the model of this learning"*. 70% of the students expressed their agreement; 20% indicated their strong agreement; 7,5% gave their neutral response, and only 5% pointed that they were disagree. The students also gave positive response toward the group-task in the class. Responding the statement *"Working in group help me to learn easier and it increases my team-work skill"*; 27,5% of the students expressed their strong agreement, and 72,5% pointed agree.

3. Students' Perception Toward the Material

Table 3. Students' **Perception Toward the Material**

No.	Aspects	Students' Responses Average				
		SA	A	N	D	SD
1.	Most of the dialogues were easy to understand.	15%	80%	5%	-	-
2.	Most of the materials were boring.	-	-	10%	60%	30%
3.	**The chosen movie was very interesting**	20%	80%	-	-	-
4.	Most of the materials were relevant to my needs.	27,5%	65%	7,5%	-	-

Note:

SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree

Concerning the content of the material, the students in general perceived it positively. Responding the statement of whether dialogues of the movie were easy to understand, 15% of the students pointed out that they were strongly agree, 80% indicated that they were agree, and only 5% of them were still in doubt. This result remarked that the chosen movie was appropriate with their language proficiency level.

4. Difficulties and Problems Encountered

Table 4. Difficulties and Problems Encountered during the Program

No.	Aspects	Students' Responses Average
1.	Understanding the dialogues	80%
2.	Language problem	95%
3.	Duration of the movie (too long)	77,5%
4.	The feedback on the exercises was difficult to understand.	52,5%
5.	The task was too difficult	45%
6.	The audio problem	62,5%
7.	Screen problem	45%

CONCLUSION

From the explanations above, it can be concluded that listening is mostly assumed as difficult skill to be acquired by the ESL students. The teachers, therefore, need to explore the use of interesting media and method in listening class. The aim is to avoid the students' boredom and maintain their interest or motivation in learning. Film is assumed as an effective media in listening class. The findings suggest that the use of the movie is able to increase the students' motivation listening class. It is also reported that students recalled some problems and difficulties dealing with the issue. Understanding the dialogue and language were perceived as their main problems concerning the issue. However, the data reveal that despite some difficulties encountered, students in general had positive attitude toward the use of the movie in listening class.

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POSITING LANGUAGE LEARNERS' ERRORS IN THE REALM OF LANGUAGE ASSESSMENT

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Abstract

Errors are windows to what happens in the language learners' mind (Corder: 1967, Ellis: 1994, Muriel-Troike: 2006, Selinker and Gass: 2009). From this statement, teachers can virtually learn many things about the learners and their progress to mediate a more successful learning and acquisition of a second language. However, seeing 'too' many errors during assessments can threaten the process and interfere the scoring to be less fair. Consequently, this paper is aimed at providing an alternative view on how teachers assess students' errors in formative assessment carried in oal and wrotten forms. It is trying to give a perspective on what and how many errors teachers can tolerate and which can not by taking interlanguage domain into consideration. By referring to interlanguage characteristics; dynamic, systematic, and various, teachers can set a bench mark on the spoken and written performance of the students. This means that the criteria of assessment should compensate the idea of spoken and written genre, students' motivation and level of anxiety and the adequacy of input and intake in order to justify teachers' objective assessment.

Keywords: *errors, assessment, speaking performance, writing performance, interlanguage*

Introduction

To err is human. None makes no errors. This saying is very popular among people especially Indonesians. The implication varies across situations. In teaching-learning situation, errors can be possibly considered normal and odd. Generally people think that "only God who does no errors". If a teacher cannot tolerate errors he/she is sinically referred to God. In fact, human is not God. So, what a man is he/she who cannot tolerate errors?

What errors can be tolerated and which cannot has been long disputted among teachers. How much is it that is tolerable is nearly personal. Sometimes it depends on how well the students write previously. Somehow, it can be based on how well teachers know the individuals in the daily academic life. The better the teachers know the students the more permissive to errors

the teachers are. Sometimes it is based on how moody the teachers are. When assessing students' performance in the morning and receiving no botherings either from home or at work, the scoring is more likely to be given fairly good, permission to errors is possible. But this should not be the case.

When dealing with assessment, teachers are assigned to do a well managed and objective scoring as assessments are windows to many different aspects in learning. It can first show how far students comprehend materials given. Are the materials too difficult for the students, therefore making them fail to reach the targetted score,and to perform less? Indeed,the level of difficulty of materials can be seen from this. Second, it can show how efficient teaching strategy (ies) applied by the teachers. In the end if teachers find the strategy(ies) used is less suitable, teachers can do appraisal and decide which ways to keep and which to improve. Third it can show how good the teachers are. This belief is coming from a held perspective that teachers is the agency of changing someone into the one who is more well informed academically. This is at a certain point negating the role of students to act as active learners, that the success of a learner relies on not only how well teachers facilitate students but also how active the students develop themselves. However, this third role is not false completely in that teachers should do appraisal while learning is taking place (Gebhard: 2000) not only when the learning ends as the semester ends. And that remidial tests and variying assessments should be done to guarantee a much fairer and more objective scoring.

This article presents a perspective on how teachers assess students' language errors performed in formative assessments, like tests and quizzes which are assigned in oral and written forms. It is a perspective on language assessment which lies on interlanguage domain. It also provides an account on which areas of learning situation, can language assessment be geared on. In order to achieve those purposes, the following section will firstly discuss interlanguage and errors of L2 students.

Errors in the domain of Interlanguage

In discussing foreign language learning, interlanguage is the core as it is the students' real production of English. Interlanguage is called an in between language (L1 and L2). The term interlanguage (IL) was introduced by the American linguist Larry Selinker to refer to the

linguistic system evidenced when an adult second language learner attempts to express meanings in the language being learned. The interlanguage is viewed as a separate linguistic system, clearly different from both the learner's 'native language' (NL) and the 'target language' (TL) being learned, but linked to both NL and TL by interlingual identifications in the perception of the learner. This underlines that L2 learners are in their process of getting to the L2 competence. In their process, they make use of anything to survive their English production, including making use of L1 to compensate their lack of sense of grammar-semantic-discourse of the learned language. In this phase they face problems making them comitting errors.

Errors, in the process of acquiring and learning of second language, are definite as learners are in the journey of reaching a point of arrival to the native language competence. System of the language operation is distinctive from the learners' first language. It is also not similar with the system of the native language. Indeed, interlanguage has their own dynamic, system, and variation. Interlanguage is dynamic because the systems/rules which learners have in their minds changes frequently. Selinker (1992) mentioned the change not as a steady progression along a continuum, but discontinuous progression "from stable plateau to stable plateau". The changes might be caused by input, training/ teaching process, use of learners' strategy to deal with certain situations.

Interlanguage is also systematic in a way that interlanguage is governed by system/ rules which constitutes learners' internal grammar at a certain time (Saville-Troike, 2006). It has its own phonological system of operation, such as /nd / in pronuncing / ð / for "the" at a certain point, and will vary or change into a more acceptable and standard pronunciation at another time. Beside phonological, it also has different morphological, syntaxtical, pragmatic, discouse, cultural, semantic system at a certain plateau and changes into another different system in another plateau. To exempifly, the use of "in fact" to mean "padahal" (Bahasa Indonesia) in a sentence. Not all learners use it to mean "padahal". They would prefer to use "but, in the reality, the truth" as they see commonalities between their L1 to L2. This happens as probably they do not get sufficient input, or exposure to this kind of apllication. However, since they are already heard it once and paid attention to its usage, they would will use it in their later sentence. This proves that interlanguage changes. However, it can also stabilize

and fossilize due to some reasons such as the fulfillment of a learner's need making him see no use of improving to a better level of his target language.

Third is variation. Saville-Troike (2006) mentioned that although interlanguage is systematic, differences in context result in different patterns of language use. It gives underlines to the fact that input like teachers'talk for a certain level of proficiency, exposure like facilities, books, references, internet, methods of teaching, teachers' attitude even staff's perception can be determining factors to the distinction of variations of interlanguage produced by learners.

These three characterstics provide some points of reminder to teachers' points of assessment. First, teachers should not forget that errors are students' nature as while trying to produce L2 (native production) they are actually producing L2 with some errors in it (interlanguage). Second, when assessing is happenning, students face challenges both in language and the content being assessed, making them to highly possibly commit errors. Third, the previous two should remind teachers to apply fair scoring based on their level of interlanguage. Teachers need to look at carefully "where" the learners are to decide how good they are or what they have been doing so far in language learning. This tenet is virtually based on idea that assessment should be more for learning rather than of learning. It sheds light on the idea that it is certainly unfair to assess L2 students using non-permissive assessment rubrick as it is like assessing children ability using adults standard because no satisfaction can be reached.

Proposed Perspective

By taking a very close look at the characteristics of interlanguage; systematic, dynamic, and various, assessment can be shaped by some insights. They are considering errors along with spoken and written genre, with students' motivation and their level of anxiety, and with the adequacy of input and intake.

Spoken and written genre in relation to errors and assessment

Formative assessments like tests or quizzes are widely used to assess, even evaluate students. In language class, these type of test in both forms (oral and written) are used quite normally to test not only language, but also the content of a learned course, for instance tests for semantics, for applied linguistics, poetry, and other courses carried through speaking or essay

writing. Many times, teachers irresistibly comment on the errors made by students. In teaching-learning process, looking at students' errors and make feedback based on them are what every teachers do and this is normal. Even this should be done unless the errors stay or more difficult to be changed. Ellis (2009) notified that corrective feedback to errors enhance both oral and linguistic accurracy.

However, what happens in tests or quizzes is different in terms of teachers' response to errors performed by students while having tests. Seeing errors can jeopardize teachers bench marking system. At the moment of assessing, teachers intentionaly and unintentionaly response errors in a more strict way. The reasons probably lie on the strengthening position of English as a language for international communication (Widiati and Cahyono, 2006, p.269) making the teaching of English has become increasingly important.

Speaking and writing somehow become the first pinpoint to mark somebody's language performance in academic and non-academic life. In terms of speaking, it generally acts as a first impression toward interlocutor. Speaking accuracy and fluency are utmost requirements. Widiati and Cahyono (2006: 269-292) mentioned that speaking involves paralinguistics feature such as tamber (breathy, creaky), voice qualities, tempo, loudness, facial, and bodily gestures as well as prosodic features such as intonation, pitch, stress, rhythm, and paussing. Paltridge (2008) and Brown and Yule (1996:5-26) asserted that person doing speaking have very limited time to make up their mind about an idea, they do not have sufficient time to change idea and go along with this new idea. Besides, the person also experiences pressure from both interlocutor, linguistic ability and content tested load students. If they do not express this idea into an understandable one (toward their interlocutor) they need to undertake action and repair the idea. These approve that students need to well execute so many things to reach the target of a good spoken tests.

Apart from the previous stated characterisics which are required to be well performed by students joined in speaking classes, errors have been identified. Mukminatien (1999) found pronunciation(e.g. word stress and intonation), grammatical accurracy (e.g., incorrect word choice), fluency (e,g., frequent repair), and interactive communication (i.e., difficulties in getting the meaning across or keeping the conversation going). Ikhsan (1999) similarly found

that students are likely to make errors which include the misuse of parts of speech, syntactical construction, lexical choice, and voice. Besides, Indonesian EFL learners face speaking problems like their linguistic, personality factors, and types of classroom tasks provided by the teachers (Widiati and Cahyono: 2006). These potential error sources confirm that while students are requested to perform spoken English well, there are many problems await them to settle down.

In terms of writing, it is a fact among EFL, perhaps ESL learners also that writing is the most difficult language skill to be retained, even more possessed. None ever experience writing without pains at the first (and perhaps some next) trial(s). While expressing their thought in written forms, students face problems of adjusting to discourse requirement in writing such as like demands on producing complete sentences, not only sequences of phrases and being able to extend sets of metalingual markers to mark relatonships between clauses, sometimes such test require rhetorical organizer of larger stretches of discourse (Paltridge: 2008, Brown and Yule: 1996).

Holliday (2001) found that Indonesian students when doing their Ph.D and Master are dealing problems with grammar surface-levels, and critical thinking ability. Jubhari (2009) claimed that Indonesians suffrred writing problems such as linguistic, social, and cultural factors, saying that Indonesians somehow are bound to rules of politeness and impoliteness making them write and opinionate unfreely. Budiharso (2009) found errors in the forms of incomplete sentences, run-on and stringy sentences as well as grammatical and mechanical errors in EFL undergraduate writings. These put evidences that assessment taken in written form can create such stress to students.

Students' Level of Anxiety and Motivation in Relation to Errors and Assessment

In many cases, while performing in classroom, moreover in the assessment process, students deals a lot with thier level of anxiety. In EFL speaking classes many students have no enough courage to speak in class, as they are anxious due to a pressure to perform individually within a limited time (Padmadewi, 1998). They are silent because lack of self-confidence, lack of

prior knowledge toward the topics, and poor relationship between teacher-learners (Tutyandari, 2005). Students also deal with a certain level of contagious anxiety, leading them to perform poor in their next tests, and interaction with friends and teachers (Kusumaningputri, 2012). Anxiety is not only contagious from one student to another, from one class to another one,but also continuous. Students who took sarcasm, unfriendly look from teachers, or classmates as they are performing tend to bring the experience throughout their learning situation. It is continuous because students are usually shadowed by what has happened to them, and make an assumption that similar things will happen to them in the same situation.

In tests students show even higher anxiety as they put stake on it. This highlights an idea that lessening anxiety provoking situations, like in assessments, will create bigger chance to succeed learning, and that less anxious assessments could be one of ways to boosts motivation. Dornyei (2001: 6) defined motivation a general way of referring to the antecedents (i.e. the causes and origins) of action. It refers to the reasons why people do something, how hard they are going to pursue it, and how long they are willing to sustain the activity. Motivation in language learning becomes crucial as it can drive learners to perform much better, and it can predict whether a learnern b cnnn will be successful in his language learning as a motivated learner risks himself to reach his target learning. Renandya (2011) asserted that motivation is a key role, that a motivated students are more enthusiastic, goal-oriented, committed, persistent and confident in learning. Five areas in classroom; teacher, teaching method, task, text, test, should be geared to gurantee those to happen.

To draw a red line, assessments done in speaking and writing will share common descriptions; students will deal with not only linguistic (demands on perfect spoken and written genre performances), personality (anxiety and motivation), but also the 'assessment' itself. In a particular occasion, subject tested also complete this intricate burden. I therefore suggest that teachers should always remember that students are making definite errors due to some factors. Additionaly, when doing assessment, teachers should also put up an idea that the assessment given should be more like assessment for learning, not assessment of learning. That fostering motivation to grow in the students will yield better learners.

The Adequacy of Input and Intake along with Errors in the Asessment

One of guarantees of successful foreign language learning/acquistion is the availability of highly comprehensible input. This can be reached by having an appropriate curriculum design. In a very basic level it lays on the interaction of teachers-students, whether the strategies used can secure the students to benefit the most of the materials through approriate instructions. And whether teachers have done enough to mediate language learning/acquisition.

I therefore suggest that input and intake are *musts*. Teachers need to make sure that the instruction(s) they are using are already various to compensate difficulties the students face. Besides, materials teachers are giving should be highly comprehensible and frequently appeared, and easily found in the everywhere like internet. By considering this, teachers will normally think twice before they really score their students low because of their errors without considering that they may contribute to the making of the errors.

Guidelines for counting errors in assessments

Drawing on three tenets of positing errors in assessments; spoken and written genre, students' level of anxiety and motivation, and adequacy of input and intake, I would like to propose the following reminder list for positing errors in the assessments. These guidelines constitute an explicit set of principles that teachers can reflect while assigning assessments.

1. **What is the purpose of the test?** Knowing the purpose of the tests help teachers to stay focus on what they are assessing; language or content, or both. Percentage of the assessed points should also help teachers to evaluate fairer.

2. **How is it going to be assigned?** Assessments which is also meant as evaluation should consider the intricate challenges to students in the forms of the genre the assessment takes; oral/ spoken form or written form. Teachers' gestures, facial expression, and choice of words along with intonation could intimidate students in such a way making teachers should always remember that the result of the evaluation might be caused by teachers in some extend.

3. **What is the level of proficiency of the learner?** Teachers can choose what point they want to focus in relation to the proficiency of the learners. Focus on form rather than on meaning can go along with the increase of level of students' proficiency.

4. **How many assesssment models are used?** The more various the model of asssessment the teacher used, the better and more objective the evaluation will be. When assigning various model of assessment teachers can see the consistency of the students performance in various situation (from assessments which exhibit anxiety by nature like oral test to the one which less threatening like portofolio).

Conclusion

Evaluation is a nature of language learning as what happens to the existance of errors in a foreign language learning. To place errors in their decent way at the time of assessment is crucial as the result of the assessment itself, for students, is a mark of their competence. Considering what are required in spoken and written genre, students' level of anxiety and motivation, and adequacy of input and intake exposed by teachers can make teachers feel sure that the result of the assessments is fair and objective. Besides it also communicate that teachers posits errors in their appropriate stance in the assessment.

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A LANGUAGE DEVELOPMENT PROFILE OF A
VIETNAMESE LEARNER OF ENGLISH

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Abstract

This paper is a case study to a Vietnamese English learner. The main objective of the study was to describe how the English of a Vietnamese student developed. Interviews were conducted in order to collect the data. The interviews were tape recorded. The recorded data provided information about the learner's background. Additionally the data served as a sample of the learner's spoken English. The analysis of the sample revealed that the learner made several grammatical, syntactical, and phonological errors. With a contrastive analysis theory it could be concluded that one of the factors that might have triggered the errors were the difference between English and Vietnamese language. From a personality point of view, the subject of the study showed several positive personalities that supported the development of his English as a second language.

Keywords: language development, Vietnamese, second language acquisition

Introduction

This report of a case study of a Vietnamese learner of English will first briefly describe the learner's background. This will be followed by the description and examples of his achievements as well difficulties in spoken English. The description will be analysed in terms of contrastive analysis. A discussion on the learner's personal characteristic in relation to SLA theories will follow afterwards. Conclusions and brief suggestions for the learner's future language development would be given at the end of the paper.

Learner's Background

Sinh, 24 years old, is a native speaker of a northern dialect of Vietnamese. He is the youngest child in his family with two older brothers and four older sisters. His parents live in countryside in the province of Phu Tho, Vietnam. Some of his brothers and sisters live in Saigon. Having completed his high school, he went to the University of Saigon, majoring in

telecommunication. After that, he worked for the Department of Air Traffic Management of Vietnam. He has been working for the Department for two years now.

Sinh started learning English as a foreign language in the first year of the university, that is when he was 17 years old. During this period, he used English mainly in the English class with his teacher and classmates. The language used outside the class was mainly Vietnamese. In January 2002, Sinh moved to Sydney to pursue a masters degree at the University of Technology, Sydney.

Achievement and Difficulties

To analyse Sinh's achievements and difficulties in spoken English, an interview on his general background and his experiences in learning English was conducted. The interview which lasted about an hour was tape recorded and some part of the recording was transcribed as a sample of speech to be analysed (see appendix 1).

The sample of speech revealed that in general Sinh demonstrated capability in communicating in English. His responses to the questions during the interview were mostly in long sentences uttered with fair fluency. This suggests that he is quite well equipped with the syntactical and grammatical components of the language. Hesitation was sometimes seen in his speech. In such a situation, Sinh used a lot of fillers which are commonly used by fluent speaker, such as *em..* or *er..* instead of pausing and being silent. There were also apparent attempts that Sinh did to engage the interlocutor during the interview. A fluent English speaker usually makes use of tag questions in attempting to engage the interlocutor, while Sinh inserted the word *yes* at the end of some of his sentences. This can be seen in turns 9, 11, and 15. Though this strategy is uncommon, it may indicate his developing discourse strategy in the target language.

In terms of accuracy, Sinh faces some problems in grammar, vocabulary, and pronunciation. The grammatical problems include **third person –s,** as can be seen from turn 2 *My friend just call me Sinh*. There is a possibility that this error is actually a plural error rather than the third person –s, meaning that it is possible that learner's intended sentence is *My **friends** just **call***

me Sinh. However, the absence of the third person −s reoccurred several times as the interview went on. They are found in the following turns:

*4   One brother **live** in Saigon and one sister **live** in Saigon too.*

*8   I can't hear the native speaker **speak** because my pronunciation is difficult.*

*17 The native speaker **don't understand** what I say.*

In some other occasions, however, Sinh successfully supplied the third person -s, such as in turn 4, *My family **lives** in the country side.* A correct form is also found in turn 9, *Each word in Vietnamese **consists** of only one syllable.* He was also successful in applying the negative verb form for the third singular pronoun, as in turn 5 *The conversation **doesn't have** anything to say.*

The above errors may occur due to the influence of the learner's L1. In Vietnamese, verb inflections do not exist. This language uses tone to differentiate words and for grammatical purposes it uses mostly syntax and particles (Swan & Smith, 1987). SLA theorists with their contrastive analysis hypothesis have posited that in second language learning the difficulty that a learner will find depend on the similarity of his native language and the target language. Elements of the target language which are similar to the learner's native language will be simple for him and those that are different will be difficult (Lado in Richards, 1978). Richards (1978) maintains that the main difficulty in second language learning is caused by the interference from the mother tongue. He further states that 'contrastive analysis has proved valuable in locating areas of interlanguage interference' (p. 182).

The fact that sometimes Sinh was successful in using the third person −s while at other times he was not suggests that he probably knows the rules of the structures. As the deviant forms occurred irregularly, they can be referred to as mistakes rather than errors. Ellis (1997) suggests that errors occur as a result of learners' ignorance of the correct forms. Mistakes, on the other hand, arise because the learner fails to perform his or her knowledge.

Another grammatical inaccuracy than Sinh made is **the plural form**, as found in turn 4*, two older **brother** and four older **sister.*** In turn 9, a similar error occurred. This time a suffix −s was added unnecessarily to a noun which is supposedly singular, *English word may consist of*

*more than one **syllables.*** In turn 4, however, he correctly performed the correct form of a plural noun; *There are nine **people** in my families.* On the other hand, the word *families* in this sentence creates another incorrectness. The plural form that he successfully performed was the irregular one i.e. one that does not require suffix –s. Up to this point, Sinh appears not to have internalized the pluralization rules. However, possibilities for other sources of errors are still open, such as the performance error with regard to difficulty in pronouncing –s sound in the final position. This will be discussed in the discussion of pronunciation difficulties. Littlewood (1984) distinguishes errors into 'transitional' errors that will eventually disappear as the learner progresses and 'fossilised' errors which do not entirely disappear (p. 34). As this report is based on a limited data rather than a longitudinal study, it would be too early to claim that the errors Sinh made are transitional errors or fossilised ones.

Another problem in grammar that Sinh has is the production of a verb stem. In this case, the learner inserted *be* unnecessarily, as found in turn 9, *English word may **be consist of** …* Another difficulty is the unparallel use of a verb which is found in turn 14, *If it is difficult to express in one way, so we can change it and **to express** in another way.* Incorrectness in preposition is also noticed, as can be seen in turn 15, *Maybe we have to **talk to** something very casual in the normal life.* There is no clear and sufficient evidence that shows the incorrect forms are either simply mistakes or errors.

In terms of vocabulary, the problems that the learner faces are particularly because of uncommon choice of word. This can be seen in turn 9, *That is the difference between the pronunciation of Vietnamese and English **I think so**.* Instead of saying *I think,* he said *I think so.* A similar problem is seen in turn 18, *I need to improve my pronunciation and **next time** AusAID will organize a pronunciation class.* It seems that he used *next time* as a future time signal which is redundant in this context. Little can be said about the above syntactic errors in relation to contrastive analysis. Richards (1978) explains that 'contrastive analysis may be most predictive at the level of phonology and least predictive in syntactic level' (p. 172).

In pronunciation, the interview reveals that Sinh faces some problems both in phonemic and prosodic areas. In the phonemic area, the difficulties are mostly found in the production of consonant sounds. Peter (1987), Swan & Smith (1987) outline some potential difficulties in

pronunciation that a Vietnamese learning English is most likely to find. Swain & Smith (1987) point out:

> The Vietnamese consonant system is very different from that of English, and there is a considerable variation between dialects. Vietnamese learners can be expected to have particular difficulty with some or all of the following sound: /f/, /θ/, /ð/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/ (p. 240).

One of the problems that Sinh has is the production of **voiced stop in the final position**, such as in the word *side* /saɪd/. In pronouncing this word, he deleted the final consonant sound /d/, so that it sounded /saɪ/. The same is true with **final fricative consonant** which was also deleted. For example, *pronounce* /prənaʊns/, pronounced as /prənaʊn/, and *experience* /ekspiəriəns/, pronounced as /ekspiəriən/. Swan & Smith (1987) state that it is very common for a Vietnamese learner of English to omit the final *s* when following a consonant. This kind of mistake, they further assert, persists and is very difficult to eliminate.

Another problem is found in the production of **consonant clusters**. In one case, the learner inserted a vowel in between a consonant cluster, such as in *class* /klʌs/, pronounced as /kəlʌs/. He also omitted one of the consonants in one consonant cluster, for example *stress* /stres/, pronounced as /stes/. In another case, he changed the consonant cluster with a single different consonant. This occurred in the word *difficult* /dɪfɪkəlt/ which was pronounced as /dɪfɪkən/.

From the speech sample, it is also discovered that Sinh has obvious difficulties with the consonant sound /ð/. This sound was constantly replaced by /z/ as can be seen below:

	Accepted pronunciation	*Sinh's pronunciation*
there	/ðeə/	/zeə/
brother	/brʌðə/	/brʌzə/
that	/ðæt/	/zæt/
weather	/weðə/	/wezə/
another	/ənʌðə/	/ənʌzə/

Replacement of a consonant with another consonant also occurred in the word *think* /θɪŋk/ which was pronounced as /tɪŋ/, and just /jʌst/ pronounced as /zʌst/. Another mispronounced sound is the sound /g/ in the word *grammar* /græmə/. The /g/ sound was pronounced without full closure, resulting in guttural sound.

Interestingly, there is no significant problem found in the production of vowel and diphthong sounds. It is likely that this production is facilitated by the learner's L1 that has highly complex vowel system (Swan & Smith, 1987).

In the prosodic level, problems are not significantly found on the stress on individual words, but on the intonation and rhythm of longer utterances. It was apparent that the learner used mostly **rising intonation** in his sentences. Even affirmative sentences that carry certainty were also uttered in rising intonation resulting in sentences sounding like questions. This case is found in the following turns:

4 *There are nine people in my family.*

4 *My family live in the country side.*

15 *I don't care much about it.*

The above discussions have tried to explain the possible causes of errors that the learners made from the perspective of contrastive analysis. Lightbown & Spada (1999) argue that contrastive analysis which made 'transfer' or 'interference' the sources of the learner's difficulty and is closely related to behaviourist view of language acquisition for some researchers is considered not to provide valuable information about a learner's language. A similar unfavourable opinion against contrastive analysis was stated by Klein (1986). For him, the contrastive analysis work is appealing only theoretically. He states:

> Structural similarities and dissimilarities between two linguistic systems and the processing of linguistic means in actual production and comprehension are two quite different things (p. 25).

Personal Characteristics

Apart from seeking predictors of difficulties and success in second language learning by comparing the forms and systems of learners' native language and the target language, research in SLA has been trying to find the correlation between learners' individual characteristics and the success or failure in second language learning. Schumann (1988) for instance, points out that openness to the input in the target language (ego permeability) enhances second language acquisition. To this regard, Sinh seems to have potential to further develop his English. He seems to be well aware that he still needs to improve his competence in English and is very eager to learn. When he was in Vietnam, for example, despite his limited access to input in English outside the classroom, he attended two English courses for three years; in his university and in another language school. He also said that he kept on practising with friends when getting together with them.

In Vietnam, Shin said, English was getting more and more popular. He decided to attend the English course partly because of following the trend. More importantly, however, he perceived English as very important for his career enhancement. Lightbown and Spada (1999) state that learners who need to communicate in the second language for professional reason will appreciate communication in the second language and will be motivated to gain competence in it. Nonetheless, Shin explicitly mentioned that he had no desire to be as proficient as the native speaker of English. It may imply that his motivation is instrumental rather than integrative. Gardner & Lambert (in Schumann, 1988), believe that integrative motivation is more influential in second language learning than the instrumental one.

Similar to what Peirce (1995) found in her case study with immigrant women in Canada, Sinh, in his early days in Sydney felt that he was not confident communicating with the native speakers of English. Unlike the immigrants in Peirce's case study who felt inferior because of the low competence in English and their status as immigrants, Shin felt that it was only his language proficiency that made him somewhat inferior. He did not consider his status as a foreigner a source of inferiority. Peirce (1995) believes that it is the learners' 'investment' in the target language i.e. what they believe they will gain from using the target language is the factor that will lead them to confidently use the language. From the interview, it is revealed that Sinh has some experiences that built up such 'investment'. For instance, one day in a

public place he needed a service from an officer. Unfortunately, the officer seemed not to understand what he said. Sinh thought that it was due to his poor pronunciation. Instead of giving up, he kept on trying by saying what he meant in different ways which finally worked.

Schumann (1988) in his acculturation model points out that lengthy residence in the target language area will enhance acculturation and thus language acquisition. The assumption of this theory seems to be that the longer one stays in the target language area, the more he or she will be exposed to the target language. Therefore, he or she will have enough time to get input as well produce out put in the target language. For Sinh his 1.5 year plan of stay would provide support for him to be exposed to English. His living context in an academic setting will likely give him opportunity to extensively use English both spoken and written.

Sinh started learning English at the age of 17 which is post puberty age. Research in SLA has various conclusions about the influence of age on the success of second language learning. Penfield and Roberts (in Genesse, 1988) suggest that at 9 – 12 year of age or at puberty, the critical period that may enable a learner to attain native-like proficiency stops. In fact, studies have found that there are differences between English learners who start to learn English before puberty and those that began learning later. The difference is particularly on the 'foreign accent' that older learners have. Patkowsky (in Littlewood and Spada, 1999) found sound evidence of the difference between young learners and the adults, not only in accent but also syntax. A similar finding is found in Johnson and Newport (in Littlewood and Spada, 1999) who found that age arrival in the US was a significant predictor of success in a test conducting for the research. A study which involved subjects of wider range of age by Snow and Hoefnagel-Höhle (in Littlewood and Spada, 1999) found contrasting evidence against the critical period hypothesis. One important point from this study is that adult learners learn faster than the young one at the early stage of learning. The young learners will finally catch up with them and even surpass them in the context where sufficient input is available. Older learners can make rapid progress if they use the language extensively either on daily life, academic, or professional interaction. In the case of Sinh, those studies suggest that there seems to be difficulty for him to achieve native like proficiency in English. Nonetheless, he has the potential to further develop the language by receiving input as well as produce lots of out put.

Conclusion and Suggestion

After all, second language acquisition seems to be an intricate process. From this case study, there seems to be truth in what Klein (1986) once wrote:

> The inevitable conclusion at this stage is that second language acquisition is a process of enormous complexity in which a variety of factors are at work and which evades description, let alone explanation (p. 23).

This short case study has seen that Sinh, as an adult English learner has both achievements and weaknesses in accuracy and fluency in English. He is now put in a learning context that facilitates his second language development. Furthermore, his personality seems to be learning supportive. The errors that he made as discussed in this paper are not a failure, as Littlewood (1984) wrote, learners' errors are not failure. Rather, they are systems that keep on developing as learning goes on.

I will suggest that to further develop his accuracy and fluency in English, Sinh needs to intensify his practice in using the language both spoken and written. The confidence and fair fluency that he now has gained will be a great asset to move further ahead. Appreciation of the culture of English speaking society will also be helpful for him so as to integrate with that community and build up positive attitude toward their language. This can, for example, be realized by reading English literary works or making friends and close contact with native speakers of English.

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Appendix 1

Interview Transcript

R: Rohani

S: Sinh

1	R	Sinh,/ I call you Sin, /but actually what is your full name?/
	S	my name is Cu Van Sinh/.

2	R	ya.. ya.. your friends just call you Sin?/
	S	my friend just call me Sinh./

3	R	I see/, er.. what country are you from?/
	S	I come from Vietnam./

4	R	em.. can you tell me about your family, please?/
	S	er.. well..There are nine (pronounced as nai) people in my families./ my parents and.. er.. two older sis er.. two older brother and four older sister./ I am the youngest person in fa. my family/, and my family lives in the country side./ but now my er.. one brother live in Saigon/ and one sister live in Saigon too/ and me now I'm studying in Australia./

5	R	oh…alright/ so you are the youngest aren't you?/
	S	yeah/

6	R	er…em.. in Vietnam, do you work there?/
	S	yes/ I have em.. four… four years working experience./ and I have been working for Vietnam at traffic management/ and after finishing this course may be I will come back to Vietnam and working and I work work for the that company./

7 R your English is very good/ you started learning from e.. Elementary school, didn't you?/

  S er..thank you very much/ no./ I started learning English since I enter my university/

8 R I see…so er.. in learning English, did you find difficulties that you recognize?

  S er…yes, at the first time, it was very hard for me to learn English, and especially ei.. it is very hard to pronounce and that is why sometimes I can't hear the native speaker speak because my pronunciation is difficult, different from er.. that native speaker.

9 R er..what, what difference of pronunciation in English comparing Vietnamese./

  S er..as I know em.. each word in Vietnamese consists of only one syllable/ but er..English word may be consist of more than er..one syllables/ yes and that is the difference between the pronunciation of Vietnamese and English I think so./

10 R er..what about the..stress?/ in English, we stress syllables with unequal time/ what I mean is that er.. in saying for example a question em../ do you work? / we do not say /3 do you work/ but /2 do you work/ what about in Vietnamese?/

  S er..well I think er.. the same/ er.. if you are aren't to em.. stress or make er.. if yes you aren't to stress one point often make stress on that word/ yes/

11 R do you also get a difficulties in grammar?/

  S er.. grammar em.. at the first time it was difficult/ but now I think grammar is not too difficult/ the difficult is to er.. use English in the real life/ yes and also speak fluently yea/

12 R what about vocabulary, is there any particular di.. er difficulties?/

  S yes, vocabulary is also very difficult area/ er.. and…sometimes it is very

difficult for me to remember the.. the .. word.. new word/ and er.. sometimes I have to look it up in the dictionary for several times/ but I can't remember/ (laugh)

13 R alright/ er.. ya.. you told me that er.. it is sometimes difficult to use English in er… the real life/ er.. do you mean that er.. this is difficult to maintain a conversation?/

S er.. yes sometime/ but er.. er.. I think if the ningglish, the English er.. reach er.. em.. at some level/ if it is difficult to express in one way/ so we can change it and to express in another way./

14 R what about keeping the conversation going?/ for example someone comes to you and ask you to talk with him or her/ and do you find difficult to keep the conversation going/so that instead of saying yes and no you can keep the conversation going/ do you find it difficult?/

S er.. yes/ I think it is difficult for me/ but e.. yes.

15 R did you apply er.. s any strategy to keep the conversation going?/

S em.. not a.. (understandable utterance) normally I don't take care much about it/ but er.. normally if em.. someone er.. if anyone in er.. the conversation doesn't have anything to say/ so may be we have to talk to some.. something very casual in the normal life such as er.. talk about the weather, or the appearance or the traffic/ yea I think em.. from my eks.. talking about er.. the topic it will keep the ken, conversation continuing/ yes

16 R sinh d. so do you intend to be able to pronounce English words and sentences like the native speakers do?/

S er..no, I don't have intention to speak er.. like er.. native speaker/ I mean I.. just try to speak so that the native speaker can understand what I say/ ye that is important./

17 R so far, have you experienced that a native speaker misunderstood you because you think that er.. you're not clear?/

S   er. yes sometimes er.. when I speak, the native speaker er.. don't understand what I say/ at that time I was, er., I am very em.. disappointed/ yeah.. disappointed with my pronunciation/ but after that I try to express in another way so that they can understand me./

18   R   do you er.. do you think that you still need to improve the your pronunciation./

S   er. yes of course/ I need to improve my pronunciation/ and er.. next time AusAID will organize er er.. pronunciation class/ and I will have to attend this class/ it's very useful for me/

THE APPLICATION OF JIGSAW
AND NUMBERED HEADS TOGETHER TECHNIQUES
IN IMPROVING STUDENTS' ABILITY IN SPEAKING SKILL

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Abstract

This research was aimed to investigate how the study of speaking was developed through Jigsaw and Numbered Heads Together techniques and find out the improvement of students' ability in speaking. For this purpose, 14 students of the second semester students were taken in the academic year of 2012/2013. A classroom action research was conducted in which consisted of two cycles through the stages of planning, action, observation, and reflection. The speaking tests, the observation note, and the questionnaire were taken as the data. The result of this research showed the students' ability in speaking improved significantly. They were more enthusiastic in joining the class. They could learn together with their team in understanding the material and conveying it to the others well. They were also dared to tell what they wanted to tell the others without any pressuring from anyone else. They tried to snatch away each others in conveying their idea based on the number mentioned by the lecturer. In some cases, they even argued their argumentation attractively. While from the questionnaire which was distributed showed that more than 75% students felt the application of Jigsaw and Numbered Heads Together techniques helped them easily in developing their ability in speaking skill. And more than 80% students agreed those techniques facilitated them on having the accountability in understanding and conveying the material that they had learnt easily to the others. Studying in a team proved that the students enjoyed more in joining the English class. So it is suggested that the English lecturers should use the types of cooperative learning in teaching language skills.

Keywords: teaching, speaking, jigsaw, numbered heads together.

INTRODUCTION

Reading is one of important way to improve the students' ability in speaking English. By reading, the students who have some problems in communicating in English will have knowledge in conveying something well. According to Mikulecky et.al (2004: 3) there are

some advantages that will be achieved by the readers through reading. They are: improve English vocabulary, reading speed, comprehension, writing, knowledge, and find any kind of text models. For this purpose, the lecturer should be aware to find the appropriate technique in teaching reading in order to gain the goal above. Besides that, through reading, there are also some advantages for the readers who have problems in speaking English. The information that they get will be easy to convey to the others. So, for these English students who have some different background knowledge, giving the text before speaking English will make them easier to speak than to think it by themselves for what they want to talk.

The teaching of reading usually makes the students bored in joining the class since the process of teaching and learning conducted is not an active activity. They were usually asked to translate the text and answer the questions given. Those activities can actually be modified into the interesting and challenging one so that it will be an active one and stimulate them to speak. The teaching-learning process of reading can be based on student-centered learning in which the lecturer can create the class through team work. By this one, the students could optimize their ability in speaking (Sumardiyani, 2007: 11). Regarding to the cooperative learning (CL) used in the class; the lecturer should choose the techniques to achieve the reading's goal. Both of the various CLs in order to stimulate and facilitate them in speaking are jigsaw and numbered heads together (NHT).

According to Jacobs, et.al, (1997: 5) jigsaw can be divided into two teams. Both are home team and expert team. The differences are about the material got by each member. Home team consists of some members who have various materials/texts, while expert team has the same materials/texts to be discussed. The students, in this case, have the same opportunity and responsibility to learn, share, present information that he/she gets in front of the others. The strength of this technique is each student has the same position, opportunity, and responsibility as the others. No matter with the student who has either good or low ability in English. They are not different in the CL class. In this position, the student who is low in English will have good confidence to learn and convey his/her knowledge to the others because of that position. Besides that, the lecturer cannot also differentiate them based on their ability.

Because of that condition, this situation makes the students feel more comfortable in learning English. For boring text as they have ever got before, they try hard to solve their problems together with the other member of team. The variation used during the teaching-learning process also makes the students interested to learn further. They learn with not only their own team, (home team) but also the new team (expert team).

Learning together, for some students is a good way to improve their English. Most students of English Department get a scholarship in which they could not choose a study program that they prefer. That is the way, their background knowledge of English is different. Even some of them do not like English, so it can be imagined their motivation in learning English is still low. To minimize their lack of confidence in learning English, the use of jigsaw can be an alternative technique of teaching. Besides that, to improve the competition among them, the lecturer can also use numbered heads together (NHT) in order they compete each others in answering the questions given.

NHT is also a part of CL in which each student is numbered off by the lecturer and asked to answer the question based on the number mentioned (Jacobs, et.al. 1997: 43). In this case, there is a competition among them in which the students in groups try to snatch away in answering the questions and collecting the highest score to be the winner. The process of answering the questions through this technique is interesting to follow as the lecturer could create before as effective as possible so that the students could also maximize in using their ability in speaking English.

METHODOLOGY OF THE RESEARCH

A. Research Design

The researcher applied a classroom action research consisted of two cycles. Each cycle contained planning, action, observation, and reflection.

B. Subject of the Research

The subject of the research was the English students of UNIMUS in the academic year of 2012/2013. There were 14 students involved in this research.

C. Technique of Data Collection and Data Analysis

The data were got through the observation, questionnaire, and the test. The observation was done to observe the activities done by the students during teaching and learning process. Questionnaire was given to the students in order to know their response and attitude in joining the English class by applying jigsaw and NHT techniques. While the test was aimed to measure the students knowledge and mastery in speaking English through the application of jigsaw and NHT techniques.

RESEARCH FINDINGS

Based on the initial condition of the students, it could be seen that the students' ability in speaking English was very low. Some students even were not dared to speak English. It could be understood since some of them do not like English. They took English Department as they got a scholarship in which they could not choose the Study Program that they actually wanted to join. Consequently, their ability in English is not maximizing yet. Therefore, the lecturer should encourage and facilitate them in improving their ability in English.

Based on the pre observation done by the researcher, when the lecturer asked them to tell their experience in English, they preferred to keep silent to speak. They listened to their friends as though they understood what the others told. It was terrible in which they could not respond the others in English. In fact, as the English students, speaking in English is a need for them so that they can communicate with the others well.

Students' Ability in Speaking English

This study was purposed to investigate the improvement of the students' ability in speaking English by applying jigsaw and NHT techniques. Based on the stages conducted by the researcher in the classroom action research, it can be seen that the application of jigsaw and NHT techniques can improve students' ability in speaking. In facilitating the students whose problems in speaking English, the researcher had provided some texts to be learnt together with their teams. The aim of giving the text, in this case, was to make them easier in conveying some information to the others. By reading, of course their vocabulary could improve (Mikulecky et.al, 2004: 3). This situation made them easy of communicating in English since they knew what they wanted to say.

From the result of cycle 1 and cycle 2, it showed that the students' ability in speaking improved. It could be seen from the result of speaking test in the following table.

Figure 1

The Average Score of Speaking Test in Cycle 1 and Cycle 2
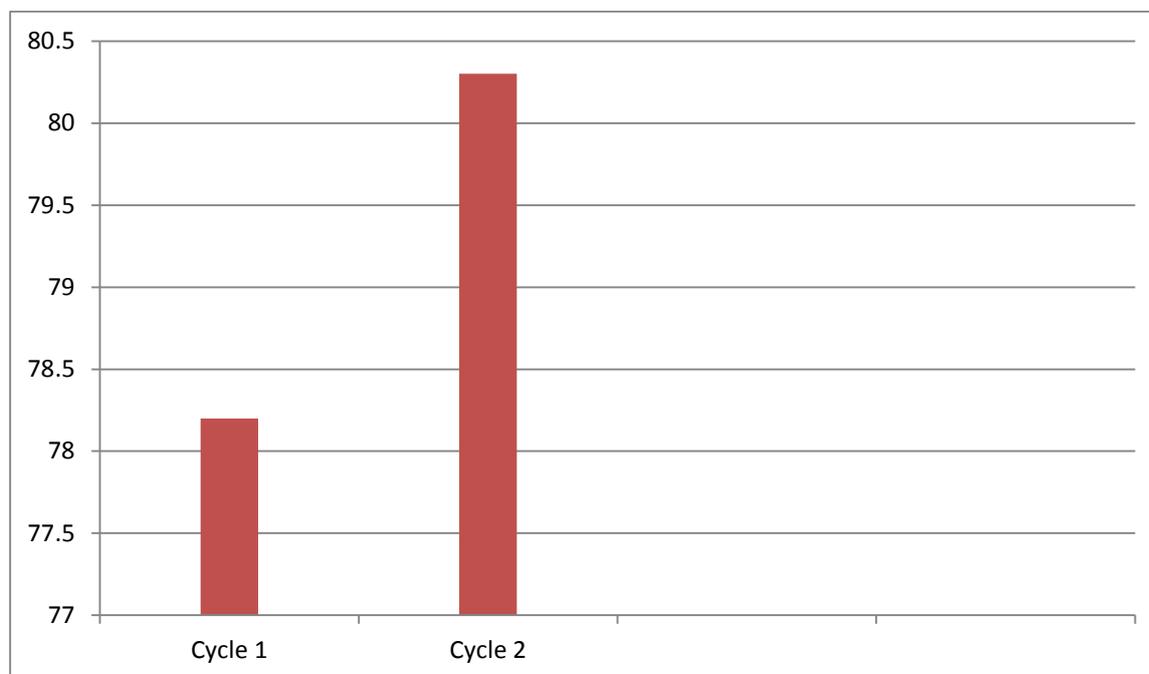
Based on the data above, it can be seen that there was an improvement of students' ability in speaking English. From cycle 1, the average score of speaking was 78.2. While the average score of cycle 2 was 80.3. It means that there was 2.1 % the students' improvement of speaking English.

From the data of cycle 1 and cycle 2, it proved that the application of jigsaw and NHT techniques helped so much in improving the students' ability in speaking. Especially for those who were not dared in speaking English in front of class. The use of jigsaw and NHT techniques facilitated them in organizing how to speak. Through those techniques, the students had the responsibility to learn and share what they got. They also tended to be autonomous so that they did not rely on the others.

While from the observation through a video recording, it could be seen that during teaching-learning process, the students seemed enjoyed and enthusiastic in group working. The

changing of the group member gave a different experience in learning something. They also realized to their own position and responsibility to learn and share what they had learnt from the others. The positive attitude of the students could also be seen from the quiz given by the lecturer regarding the material that they got. The students numbered off were competed each other to answer the questions given to collect the highest score to be the winner. The process of snatching away made the class to be interactive one.

Based on the questionnaire distributed to them, there were 75 % students felt the application of jigsaw and NHT techniques helped them easily in improving their ability in speaking English. There were some sequences of steps that must be done so that they dared to speak with confidence in front of the others. More than 80% students also agreed those techniques facilitated them on having the accountability in understanding and conveying the material that they had learnt easily to the others. There were some learning values got through those techniques, just like they learnt to be autonomous, responsible, and confidence.

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings, there are some conclusions formulated as follows:

1) The application of jigsaw and numbered heads together helped the students in facilitating and improving their ability in speaking English. The students were dared to speak English with confidence in front of the others.

2) The use of those techniques gave the learning value to the students to be autonomous, responsible, confidence, and cooperative.

3) The techniques stimulated the students to have a good motivation in joining the English class.

B. Suggestion

Based on the research findings, it is suggested that the lecturer should use the techniques of jigsaw and numbered heads together to teach English especially speaking. Besides that, he/she should combine any kind of CL in order to be more interesting and challenging.

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AFFECTIVE ASSESSMENT
IN ENGLISH LANGUAGE TEACHING

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Abstract

Affective aspect plays important role in man's life, mainly in making decision, perception, interaction, communication and intelligence. A second behavior domain is the affective domain. The affective domain involves feelings, attitude, interests, preferences, values, and emotions. Emotional stability, motivation, trustworthiness, self-control, and personality are all examples of affective characteristics. Although affective behaviors are rarely assessed formally in schools and classrooms, teachers constantly assess affective behaviors informally, especially when sizing up students. Teachers need to know who can be trusted to work unsupervised and who cannot, who can maintain self-control when the teacher has to leave the classroom and who cannot, who needs to be encouraged to speak in class and who does not, who is interested in science but not in social studies, and who needs to be prodded to start class work and who does not. Most classroom teachers can describe their students' affective characteristics based on their informal observations and interactions with the students.

Statement of the Problem. a) Exploration Phase. (1) Can affective aspects improve students' achievement of English subject for university students of non-English Departments ? (2) Which affective aspects are potentially be used to improve students' achievement of English subject for university students of non-English Department ? (3) To what extent is the affective assessment of English subject needed by English teachers of non-English Departments ? b) Prototype Development Phase. (4) How should the affective assessment model of English subject for university students of non-English Departments be constructed ? (5) How high is the effectiveness of affective assessment model of English subject for university students of non – English Departments ? c) Field Assessment Phase**.** (6) To what extent can the model of affective assessment draft be used to enhance students' English proficiency ?

Method of research The R and D is in the scope of the development affective assessment model of English subject. The affective assessment model can be used to help English teachers to enhance students' English proficiency from affective point of view. This study is limited to the creation of a model of affective assessment of English subject for students of non- English department. To develop a model of affective assessment of English subject, the researcher has employed Research and Development (R and D). Research and Development is a research that is done to develop a valid product. Borg and Gall use ten steps in their R and D cycle (1983 : 775). According to Sugiyono (2012 : 298), those ten steps are regrouped into three phases : (1). Exploration Phase (Preliminary Phase), (2). Prototype Development Phase and (3). Testing Phase.The following are research questions of Exploration Phase, Development Phase and Field

Assessment Phase. Method of Data Collection in this study used questionnaire, interview, and library research.

The result of study shows that affective assessment consists five aspects namely attitude, self-concept, motivation, interest and personal value. The form of affective assessment is rubric in each aspect.

Keywords : Affective Assessment Model, English Subject

What and Why of Taxonomies

The second view was that affective concerns were natural outgrowth (ends) of learning cognitive content and need not be included as separate objectives (means) to be addressed during the learning process. Fortunately, during 1970s, affective objectives were recognized to be important as both ends and means in the overall school process and were no longer considered as merely acceptable outgrowths of an emphasis on the cognitive domain. As a result, state-level, as well as school and program level statements of goals and objectives included both cognitive and affective objectives. While the cognitive domain receives increased attention, the affective area will remain firmly entrenched as an important aspect of the schooling process as well as an outcome of schooling. Bloom's (1976) adapted model of school learning clearly suggests that during instruction learners approach any task with prior affective entry characteristics (e. g attitudes, self esteem, interest and values) as well as cognitive behaviors.

Affective aspect plays important role in man's life, mainly in making decision, perception, interaction, communication and intelligence. According to Peter W. Airasia and Michael K. Russell (2008), a second behavior domain is the affective domain. The affective domain involves feelings, attitude, interests, preferences, values, and emotions. Emotional stability, motivation, trustworthiness, self-control, and personality are all examples of affective characteristics. Although affective behaviors are rarely assessed formally in schools and classrooms, teachers constantly assess affective behaviors informally, especially when sizing up students. Teachers need to know who can be trusted to work unsupervised and who cannot, who can maintain self-control when the teacher has to leave the classroom and who cannot, who needs to be encouraged to speak in class and who does not, who is interested in science but not in social studies, and who needs to be prodded to start class work and who does not.

Most classroom teachers can describe their students' affective characteristics based on their informal observations and interactions with the students. For example, Ms. Lopez was relying mainly upon her assessment of students' affective behaviors when she selected Rosa, not Sarah, to deliver a note to the school principal; when she changed the class seating plan to separate Jamar and Ramon, who were unable to remain focused on the learning activities when seated together; when she switched instruction from discussion to seatwork to help avoid distractions; and when she selected students to work together on a cooperative assignment. There is no single, widely accepted taxonomy of affective behaviors, although the taxonomy prepared by Krathwol and associates (Krathwohl, Bloom, and Masia, 1964) is the most commonly referred to and used. In general, affective taxonomies are all based upon the degree of a person's involvement in an activity or idea. The lower levels of affective taxonomies contain low-involvement behaviors such as paying attention, while the higher levels contain high- involvement behavior characterized by strong interest, commitment, and valuing.

 Basically, students' learning achievement cannot be seen from cognitive and psychomotor domain only as practiced today in our education, but also must be seen from affective achievement. Because the three domains have a reciprocal relationship, although the power of relationships are vary from one case to other cases. The various research results showed that effectiveness of cognitive achievement occurred in accordance with effectiveness of affective achievement. In general, students who have good academic achievement (cognitive), they also have high learning motivation and positive attitude towards the subject (affective). On the other hand, they have low achievement usually their motivations are low besides that their attitude towards the subject also negative. According to the research results, because around 25 percent of variant of learning cognitive achievement is contributed by affective characteristics that owned by a student individually in the beginning of learning.

According to Tyler in Robert K. Gable (1986), there are two main reasons why affective aspect does not include in part of curriculum. First, most of educators or designers of curriculum state that affective aspect is not the main concern of school, but this is the duty of parents and society. They have a certain view that the main duty of school just promotes cognitive aspect, not affective aspect. Second, there is a view that naturally, affective aspect

will develop in accordance with affective development because it is assumed the aspect will be influenced by cognitive development automatically. That is why, schools do not need to design the affective learning specifically. Beside the reasons above, there are other reasons why affective domain technically gets lack of attention properly in formal education. They are as follows : a.) Affective domain is difficult to defined and measured. b.) It is limited of evaluation instrument to measure and assess. c.) There is an unwillingness to give mark in affective domain because it is related to the validity and reliability aspects. d.) It is difficult to determine behavior standard that reflects affective domain. e.).And there are less direct consequences that reflect in affective behavior.

There are several definitions of affective domain. Aiken (1980, p.2) states the affective characteristics described in this volume e.g. attitudes, self efficacy, self concept, values and interest. Attitudes may be conceptualized as learned predispositions to respond positively or negatively to certain objects, situation, concepts, or persons. As such, they possess cognitive (belief or knowledge), affective (emotional, motivational, and performance (behavior or action tendencies) components.

According to Bloom it is the dynamic interaction between those overlapping cognitive and affective domains during the instructional process that results in both cognitive learning outcomes and associated affective outcomes. These affective outcomes help guide future feelings about the course content and issues (attitudes), feelings of personal worth and success (self-esteem), desire to become involved in various activities (interests) and personal standard (values).

The use of the word 'affect' in the course of general conversation is rare, although the use of its derivatives (such as 'affectionate' : a disposition to act from a kindly feeling or love towards one another) are more common. In psychology, the term is commonly used in conjunction with cognition (e.g. Clark and Fisk, 1982; Tomkins and Izard, 1966), but not so in educational discourse, where references to ' affective education' or ' affective learning' are infrequent.

For those of us who trained to be teachers during the 1960s, our main – or only- contact with this word was probably through the influential Taxonomy of Educational Objectives associated with the American psychologist and pedagogue, Benjamin Bloom (Krathwohl et al, 1964). In this analysis of the aims and objectives identified by American teachers, the affective domain was one of three domains of human experience and development, the other two being the cognitive and the psycho-motor.

Teacher objectives falling within the affective domain were those which emphasize a feeling tone, an emotion, or a degree of acceptance or rejection. Affective objectives vary from simple attention to selected phenomena to complex but internally consistent qualities of character and conscience. The authors found a large number of such objectives in the literature expressed as interests, attitudes, appreciation, values and emotional sets or biases (Krathwohl et al, 1964, pp. 6 – 7).

Within this taxonomy the concept of 'affect' has been elaborated to relate feeling – based dispositions to action to a range of human characteristics, expressed in concepts which bear a 'family resemblance' to feelings – emotions, appreciation and so on – to values, beliefs, etc. which seem to underpin them. The concept of affective education needs to be seen in this broad way. Thus the entry for 'Affective Learning of Adults' in the International Encyclopedia of Education defines affective learning as learning which allows the individual to understand and cope with his / her emotions in order to get more satisfaction from life. Learning which reduces anxiety associated with phobias such as fear of animals and insects or fear of heights, is affective in nature. As an adult strives to manage his / her behavior under stressful working conditions or learns to love more openly and be more loveable, affective learning is taking place. (Simpson, 1985, p. 224).

All learning which is concerned with the emotions, feelings or passions that motivate, constrain or shape human action would qualify as 'affective learning', whether this concern is to develop, comprehend, constrain or come to terms with such dispositions.

Following the conceptual analysis of Peter (1964) and other philosophers of education in the 1960s, we may see affective education as the intentional and structured bringing about

affective learning, under taken in ways which recognize the intellectual and moral autonomy of the learner.

A second taxonomy of educational objectives has been developed for affective domain (the term "affective " means believing, emoting, or feeling rather than thinking, perceiving, or doing) by Krathwohl et al (1964). Like the taxonomy of the cognitive domain, the taxonomy of the affective domain identifies a sequence of levels that may be used for structuring instructional experiences or developing test items, the latter being our concern here,. The figure also provides action verbs for preparing objectives in the affective domain, the procedure being the same as that outlined for the cognitive domain.

An Illustrated Taxonomy of the Affective Domain
1. RECEIVING (ATTENDING)
    a. Awareness

        Describe the aesthetic factors in the clothing, food, and shelter that desert dwellers use to satisfy basic needs.
    b. Willingness to Receive

        Identify books that have been read voluntarily about desert life.
    c. Controlled or Selected Attention

        Reply to questions raised by teacher on aspects of desert life.
2. RESPONDING
    a. Acquiescence in Responding

        Present an assigned report on desert life.
    b. Willingness to Respond

        Respond with apparent interest and zeal to assignments on desert life.
    c. Satisfaction in Response

        Report pleasure in having studied people of the desert.
3. VALUING
    a. Acceptance of a Value

        Recognize that children in all cultures have similar basic needs.
    b. Preference for a Value

        Demonstrate a desire to study and understand people of different cultures.

c. Commitment

Write a "letter" to a desert child expressing recognition of your common needs.

4. ORGANIZING

a. Conceptualization of a Value

Identify a continuum or hierarchy of basic human needs that each person must be able to satisfy.

b. Organization of a Value System

Prepare a plan for satisfying one's own basic needs and helping others to satisfy theirs.

5. CHARACTERIZING BY A VALUE OR VALUE COMPLEX

a. Generalized set

Display tolerance of human behavior directed toward need satisfaction.

b. Characterization

The Affective Domain

A second behavior domain is the affective domain. The affective domain involves feelings, attitudes, interests, preferences, values, and emotions. Emotional stability, motivation, trustworthiness, self-control, and personality are examples of affective characteristics. Although affective behaviors are rarely assessed formally in schools and classrooms, teachers constantly asses affective behaviors informally, especially when sizing up students. Teachers need to know who can be trusted to work unsupervised and who cannot, who can maintain self-control when the teachers has to leave the classroom and who cannot, who needs to be encouraged to speak in class and who does not, who interested in science but not in social studies, and who need to prodded to start class work and who does not. Most classroom teachers can describe their students affective characteristics based on their informal observations and interactions with students.

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contain low-involvement behaviors such as paying attention, while the higher levels contain high-involvement behavior characterized by strong interest, commitment and valuing.

Affective domain consists of five objects namely :

1. Attitude

An attitude is an expression of favor or disfavor toward a person, place, thing, or event (the attitude object). Prominent psychologist Gordon Allport once described attitudes "the most distinctive and indispensable concept in contemporary social psychology.

An attitude can be defined as a positive or negative evaluation of people, objects, event, activities, ideas, or just about anything in your environment, but there is debate about precise definitions. Eagly and Chaiken, for example, define an attitude "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor." Though it is sometimes common to define an attitude as affect toward an object, affect (i.e., discrete emotions or overall arousal) is generally understood to be distinct from attitude as a measure of favorability.

This definition of attitude allows for one's evaluation of an attitude object to vary from extremely negative to extremely positive, but also admits that people can also be conflicted or ambivalent toward an object meaning that they might at different times express both positive and negative attitude toward the same object. This has led to some discussion of whether individual can hold multiple attitudes toward the same object.

Whether attitudes are explicit (i.e., deliberately formed) versus implicit (i.e., subconscious) has been a topic of considerable research. Research on implicit attitudes, which are generally unacknowledged or outside of awareness, uses sophisticated methods involving people's response times to stimuli to show that implicit attitudes exist (perhaps in tandem with explicit attitudes of the same object). Implicit and explicit attitudes seem to affect people's behavior, though in different ways. They tend not to be strongly associated with each other, although in some cases they are. The relationship between them is poorly understood.

a. **Attitude structure**

The classic, tripartite view offered by William J. McGuire is that an attitude contains cognitive, affective, and behavioral components. Empirical research, however, fails to support clear distinctions between thoughts, emotions, and behavioral intentions associated with a particular attitude. A criticism of the tripartite view of attitudes is

that it requires cognitive, affective, and behavioral associations of an attitude to be consistent, but this may be implausible. Thus some views of attitude structure see the cognitive and behavioral components as derivative of affect or affect and behavior as derivative of underlying beliefs.

Despite debate about the particular structure of attitudes, there is considerable evidence that attitudes reflect more than evaluations of a particular object that vary from positive to negative. Attitudes also have other characteristics, such as importance, certainty, or accessibility (measures of attitude strength) and associated knowledge.

There is also considerable interest in inter-attitudinal structure, which connects different attitudes to one another and to more underlying psychological structures, such as values or ideology.

Human behavior (and that of other organisms and mechanisms) can be common, unusual, acceptable, or unacceptable. Humans evaluate the acceptability of behavior using social norms and regulate behavior by means of social control. In sociology, behavior is considered as having no meaning, being not directed at other people and thus is the most basic human action, although it can play a part in diagnosis of disorders such as the autism spectrum disorders. Animal behavior is studied in comparative psychology, ethology, behavioral ecology and sociobiology. According to moral values, human behavior may also depend upon the common, usual, unusual, acceptable or unacceptable behavior of others.

Behavior became an important construct in early 20th century psychology with the advent of the paradigm known subsequently as "behaviorism." Behaviorism was a reaction against "faculty" psychology which purported to see into or understand the mind without the benefit of scientific testing. Behaviorism insisted on working only with what can be seen or manipulated and in the early views of John B. Watson, a founder of the field, nothing was inferred as to the nature of the entity that produced the behavior. Subsequent modifications of Watson's perspective and that of "classical

conditioning" (see under Ivan Pavlov) led to the rise of operant conditioning or "radical behaviorism," a theory advocated by B.F. Skinner, which took over the academic establishment up through the 1950s and was synonymous with "behaviorism" for many.

For studies on behavior, ethograms are used attitude function. Another classic view of attitudes is that attitudes serve particular functions for individuals. That is, researchers have tried to understand why individuals hold particular attitudes or why they hold attitudes in general by considering how attitudes affect the individuals who hold them. Daniel Katz, for example, writes that attitudes can serve "instrumental, adjustive or utilitarian," "ego-defensive," "value-expressive," or "knowledge" functions. The functional view of attitudes suggests that in order for attitudes to change (e.g., via persuasion), appeals must be made to the function(s) that a particular attitude serves for the individual. As an example, the "ego-defensive" function might be used to influence the racially prejudicial attitudes of an individual who sees themselves as open-minded and tolerant. By appealing to that individual's image of themselves as tolerant and open-minded, it may be possible to change their prejudicial attitudes to be more consistent with their self-concept. Similarly, a persuasive message that threatens self-image is much more likely to be rejected.

b. Attitude formation

According to Doob (1947), learning can account for most of the attitudes we hold. Theories of classical conditioning, instrumental conditioning and social learning are mainly responsible for formation of attitude. Unlike personality, attitudes are expected to change as a function of experience. Tesser (1993) has argued that hereditary variables may affect attitudes - but believes that they may do so indirectly.

c. Attitude-behavior relationship

The effects of attitudes on behaviors represents a significant research enterprise within psychology. Two theoretical approaches have dominated this research: the theory of reasoned action and, its theoretical descendant, the theory of planned behavior, both of

which are associated with Icek Ajzen. Both of these theories describe the link between attitude and behavior as a deliberative process, with an individual actively choosing to engage in an attitude-related behavior. An alternative model, called MODE for "Motivation and Opportunity as DEterminants" was proposed by Russell H. Fazio, which focuses on motivations and opportunities for deliberative attitude-related behavior to occur. MODE is a dual process theory that expects deliberative attitude-behavior linkages - like those modeled by the theory of planned behavior - only occur when individuals have motivation to reflect upon their own attitudes.

The theory of reasoned action (TRA), is a model for the prediction of behavioral intention, spanning predictions of attitude and predictions of behavior. The subsequent separation of behavioral intention from behavior allows for explanation of limiting factors on attitudinal influence (Ajzen, 1980). The Theory of Reasoned Action was developed by Martin Fishbein and Icek Ajzen (1975, 1980), derived from previous research that started out as the theory of attitude, which led to the study of attitude and behavior. The theory was "born largely out of frustration with traditional attitude–behavior research, much of which found weak correlations between attitude measures and performance of volitional behaviors" (Hale, Householder & Greene, 2003, p. 259).

The theory of planned behavior was proposed by Icek Ajzen in 1985 through his article "From intentions to actions: A theory of planned behavior." The theory was developed from the theory of reasoned action, which was proposed by Martin Fishbein together with Icek Ajzen in 1975. The theory of reasoned action was in turn grounded in various theories of attitude such as learning theories, expectancy-value theories, consistency theories, and attribution theory. According to the theory of reasoned action, if people evaluate the suggested behavior as positive (attitude), and if they think their significant others want them to perform the behavior (subjective norm), this results in a higher intention (motivation) and they are more likely to do so. A high correlation of attitudes and subjective norms to behavioral intention, and subsequently to behavior, has been confirmed in many studies.

A counter-argument against the high relationship between behavioral intention and actual behavior has also been proposed, as the results of some studies show that, because of circumstantial limitations, behavioral intention does not always lead to actual behavior. Namely, since behavioral intention cannot be the exclusive determinant of behavior where an individual's control over the behavior is incomplete, Ajzen introduced the theory of planned behavior by adding a new component, "perceived behavioral control." By this, he extended the theory of reasoned action to cover non-volitional behaviors for predicting behavioral intention and actual behavior.

d. Attitudes And Their Characteristic

Attitudes are characteristics of persons which describe their positive and negative feelings toward particular objects, situations, institutions, persons or ideas. Although attitudes are frequently considered non cognitive or affective aspects of a person, the can also be considered as having cognitive and behavioral component as well (wagner, 1969; zimbardo, & ebbeson, 1970). The affective component relates to a person's liking of or emotional response toward to object. The cognitive component of an attitude relates to a person's belief or perceptions about the fact concerning the object. The behavioral component concerns the person's actions or overt behavior toward the particular object in the question. Most attitude instruments have focused on the affective component of attitude.

Even focusing on the affective aspect attitude allows considerable leeway in the characteristics of a person's attitudes that can be measured. A person's attitudes toward something or someone can be described in terms of (Scott, 1968).

- Direction: whether the attitude is positive or negative
- Magnitude : the degree to which the positive or negative feeling is held.
- Intensity : the importance or strength of feeling the person holds with respect to the object.
- Ambivalence : the extent to which a person holds conflicting attitudes toward different aspects of the same object.
- Salience or centrality : whether this particular attitude is central to explaining a wide variety of person's attitude.

- Affective salience : the degree to which a person becomes highly emotional inj expressing attitudes toward a particular object.
- Flexibility: the extent to which the person will change or modify his or her attitude toward an object.
- Imbeddedness: the extent to which an attitude is imbedded as part of a person's network of attitudes.

Scott points out that most attitude measurement has focused on the magnitude or intensity characteristic.

2. Motivation

Motivation is defined as the process that initiates, guides and maintains goal-oriented behaviors. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge.

It involves the biological, emotional, social and cognitive forces that activate behavior. In everyday usage, the term motivation is frequently used to describe why a person does something. For example, you might say that a student is so motivated to get into a clinical psychology program that she spends every night studying.

Psychologists have proposed a number of different theories of motivation, including drive theory, instinct theory and humanistic theory.

a. Components of Motivation

There are three major components to motivation: activation, persistence and intensity. Activation involves the decision to initiate a behavior, such as enrolling in a psychology class. Persistence is the continued effort toward a goal even though obstacles may exist, such as taking more psychology courses in order to earn a degree although it requires a significant investment of time, energy and resources. Finally, intensity can be seen in the concentration and vigor that goes into pursuing a goal. For example, one student might coast by without much effort, while another student will study regularly, participate in discussions and take advantage of research opportunities outside of class.

b. Extrinsic Vs. Intrinsic Motivation

Different types of motivation are frequently described as being either extrinsic or intrinsic. Extrinsic motivations are those that arise from outside of the individual and often involve rewards such as trophies, money, social recognition or praise. Intrinsic motivations are those that arise from within the individual, such as doing a complicated cross-word puzzle purely for the personal gratification of solving a problem.

Motivation is the push or pull that stimulates people to act and excel. It unlocks the door to quality performance in any situation – on the job, in a leisure activity, as well as in personal and social life.

3. **Self - Concept**

Self-concept (also called self-construction, self-identity or self-perspective) is a multi-dimensional construct that refers to an individual's perception of "self" in relation to any number of characteristics, such as academics (and nonacademics), gender roles and sexuality, racial identity, and many others. Each of these characteristics is a research domain (i.e. Academic Self-Concept) within the larger spectrum of self-concept although no characteristics exist in isolation as one's self-concept is a collection of beliefs about oneself. While closely related with self-concept clarity (which "refers to the extent to which self-knowledge is clearly and confidently defined, internally consistent, and temporally stable"),it presupposes but is distinguishable from self-awareness, which is simply an individual's awareness of their self. It is also more general than self-esteem, which is a function of the purely evaluative element of the self-concept.

The self-concept is an internal model which comprises self-assessments. Features assessed include but are not limited to: personality, skills and abilities, occupation(s) and hobbies, physical characteristics, etc. For example, the statement "I am lazy" is a self-assessment that contributes to the self-concept. However, the statement "I am tired" would not be part of someone's self-concept, since being tired is a temporary

state and a more objective judgment. A person's self-concept may change with time as reassessment occurs, which in extreme cases can lead to identity crises.

Another model of self-concept contains three parts: self-esteem, stability, and self-efficacy. Self-esteem is the "evaluative" component—it is where one makes judgments about his or her self-worth. Stability refers to the organization and continuity of one's self-concept. Is it constantly in flux? Can singular, relatively trivial events drastically affect your self-esteem? The third element, self-efficacy, is best explained as self-confidence. It is specifically connected with one's abilities, unlike self-esteem.

Researchers debate when self-concept development begins but agree on the importance of person's life. Tiedemann (2000) indicates that parents' gender stereotypes and expectations for their children impact children's understandings of themselves by approximately age 3. Others suggest that self-concept develops later, around age 7 or 8, as children are developmentally prepared to begin interpreting their own feelings, abilities and interpretations of feedback they receive from parents, teachers and peers about themselves. Despite differing opinions about the onset of self-concept development, researchers agree on the importance of one's self-concept, influencing people's behaviours and cognitive and emotional outcomes including (but not limited to) academic achievement, levels of happiness, anxiety, social integration, self-esteem, and life-satisfaction.

Furthermore, the self-concept is not restricted to the present. It includes past selves and future selves. Future or possible selves represent individuals' ideas of what they might become, what they would like to become, or what they are afraid of becoming. They correspond to hopes, fears, standards, goals, and threats. Possible selves may function as incentives for future behavior and they also provide an evaluative and interpretive context for the current view of self.

The perception that people have about their past or future selves is related to the perception of their current self. Temporal self-appraisal theory argues that people have a tendency to maintain a positive evaluation of the current self by distancing

negative selves and bringing close positive selves. In addition, people have a tendency to perceive the past self less favourably (e.g., I'm better than I used to be) and the future self more positively (e.g., I will be better than I am now).

4. **Interest**

   Interest is the feeling of a person whose attention, concern, or curiosity is particularly engaged by something.

5. **Personal Value**

   A personal value is <u>absolute or relative ethical value</u>, the assumption of which can be the basis for ethical action. A *value system* is a set of consistent <u>values</u> and measures. A *principle value* is a foundation upon which other values and measures of <u>integrity</u> are based. Those values which are not physiologically determined and normally considered objective, such as a desire to avoid physical pain, seek pleasure, etc., are considered <u>subjective</u>, vary across individuals and cultures and are in many ways aligned with <u>belief</u> and belief systems. Types of values include <u>ethical</u>/<u>moral</u> value, <u>doctrinal</u>/<u>ideological</u> (religious, political) values, <u>social</u> values, and <u>aesthetic</u> values. It is debated whether some values which are not clearly physiologically determined are <u>intrinsic</u> such as <u>altruism</u> and whether some such as acquisitiveness should be valued as <u>vices</u> or <u>virtues</u>. Values have typically been studied in <u>sociology</u>, <u>anthropology</u>, <u>social psychology</u>, <u>moral philosophy</u>, and <u>business ethics</u>.

   Values can be defined as broad preferences concerning appropriate courses of action or outcomes. As such, values reflect a person's sense of right and wrong or what "ought" to be. "Equal rights for all", "Excellence deserves admiration", and "People should be treated with respect and dignity" are representative of values. Values tend to influence attitudes and behavior. For example, if you value equal rights for all and you go to work for an organization that treats its managers much better than it does its workers, you may form the attitude that the company is an unfair place to work; consequently, you may not produce well or may perhaps leave the company. It is likely that if the company had a more egalitarian policy, your attitude and behaviors would have been more positive.

According to <u>Morris Massey</u> values are formed during three significant periods: 1. Imprint period from birth to 7 years. 2. Modeling period from 8 −13 years. 3. Socialization period from 13 −21 years.

Personal Values provide an internal reference for what is good, beneficial, important, useful, beautiful, desirable, constructive, etc. Values generate behavior[and help solve common human problems for survival by comparative rankings of value, the results of which provide answers to questions of why people do what they do and in what order they choose to do them.

Over time the public expression of personal values, that groups of people find important in their day-to-day lives, lay the foundations of law, custom and tradition. Personal Values in this way exist in relation to cultural values, either in agreement with or divergent from prevailing norms.[A culture is a social system that shares a set of common values, in which such values permit social expectations and collective understandings of the good, beautiful, constructive, etc. Without normative personal values, there would be no cultural reference against which to measure the virtue of individual values and so culture identity would disintegrate.

Wyatt Wood small points out that "'Criteria' are used to refer to 'the standards on which an evaluation is based'." Values relate then to what one wants and in what order one wants them, criteria can only refer to the evidences for achieving values and act as a comparative standard that one applies in order to evaluate whether goals have been met / values satisfied.

Values are obtained in many different ways. The most important place for building values is a person's family. The family is responsible for teaching children what is right and wrong long before there are other influences. As it is said that a child is a reflection of the parents. As a child starts school, school helps some to shape the values of children. Then there is religion that the family introduces to a child that plays a role in teaching the right and wrong behaviors.

A Map Of The Domain Of Noncognitive Measures Having Potential Uses In Education

a. **Variety And Importance Of Non cognitive Variables**

Up to this point we have discussed the measurement of variables that emphasize the cognitive features of a pupil's personality such as general educational developments, general school aptitudes, and specific achievements, general school aptitudes and specific abilities. However, a vast array of human characteristics remain which have relevance to education. One large group of these is often referred to as the non cognitive or affective domain. As Messick (1979) points out, however, a comparison between cognitive and noncognitive is difficult because the distinction is essentially artificial : nearly all behavior is subject to influence by both the cognitive and the non cognitive aspects of person. Thus, a sharp distinction between the two domains cannot be made . to say that we are testing a cognitive capability does not imply that only cognition influences a pupil's performance ; to say we are testing a non cognitive capability does not imply that cognition is absent from a pupil's response.

These non cognitive variables are important to education in several ways (Messick, 1979): (a) some them, such as those in the areas of affect and motivation, can be used to predict a pupil's success in particular instructional environments; (b) some seem to function as mediating variables, facilitating (or hampering) either the rate a pupil learns new material, the level of learning a pupil attains, or both ; (c)others appears to act as moderator variables, determining the differential effects which certain kinds of instructional procedures have on different students, and (d) some are viewed As either desired outcomes of education or as valued individuals characteristic which , at minimum, education should not undermine. Note that in cases the exact influence of each of these variables on pupil learning is unknown.

b. **Potential roles of non cognitive variables**

Educational decisions these are several varieties of educational decisions which need to be made, as described in the chapter 1. Messick (1979) examines the potential roles that could be played by measures of non cognitive variables in connection with these decisions.

- *Access.* the essential concern here is with who is admissible to particular educational opportunities. Traditionally, cognitive variables have been used in these decisions, but broadening the domain of variables measured to include non cognitive types may offer expanded educational opportunities to nontraditional students.

- Objectives and standard. This class of decisions is concerned with what educators should address. Many non cognitive variable seem to fit into a broadened definition of educational goals. Some variables, such as curiosity, interest, and values, have direct implication for the particular subject-matter objectives that should be taught.

- Guidance. This class of decisions involves the student choosing one educational program or alternative over another. Interest, values, and motivations are among the cognitive variables which play roles here along with cognitive variables such as aptitudes and achievements.

- Selection. These decisions focus on whether a particular person is permitted to enter a program and where the person may need to go in order to reach the desired program goals. Again, the tradition has been to use cognitive variables to make decisions, but certain non cognitive variables might be added: experiential learning, social sensitivity, creativity, interests, and motivations.

- Placement. These decisions refer to vertical grouping of students either for remediation or advanced placement. Interest, motivations, affects, experiential learning, and creative and talent accomplishment are among the non cognitive variables which have potential roles to play in placement decisions.

- Instructional approach. One of the decisions to be made in instruction concerns how the educator is to teach. Motivations and cognitive styles may be variables of potential worth. Measuring cognitive variables is necessary, however, to identify the content to be learned.

- Evaluations of programs. This class of decisions concerns how well an educational program has accomplished its various espoused goals, and whether the program has had side effects. Outcome measures may need to include non cognitive as well as cognitive variables.

c. **Misuses of non cognitive variables**

Note that while, on the one hand, educators generally agree About the value and desired emphasis of many cognitive variables, especially those associated with general educational development or with basic educational skills, on the other hand, educators agree much less on the value and emphasis to place on each of the non cognitive areas. Messick points to this lack of consensus as a potential invitation for misuse. Thus, for example, issues of *which* values to support arise. He recommends that persons make explicit values-those of the state school, parent, teacher, pupil-will be used to decide which non cognitive variables to measure and use in decision- making. We need to know how various set of values are operating because these values influence (a) the particular non cognitive variables the school will emphasize and (b) the consequences, to both society and the individual, which result when various educational decisions are made using measures of the variables as sources of information.

Conclusion

Basically human characteristic is related to the way of thinking, acting and feeling. In regarding with the learning purpose, Bloom stated that affective is stressing with feeling. emotion or level of receiving and refusing. Varieties of affective can be simple attention to choose object until character qualities and complex awareness to choose object. According to Popham, affective behavior reflexes in attitude, interest and personal values. From the definition above, affective in ELT can be understood as a way to feel or express of emotion that refers receiving or refusing object that related with English ability. The feeling or emotion can be interest, attitude, appreciation, personal values, and emotion, either related with English object or English education.

1. Attitude

   Can be negatively or positively respond towards object, concept or human being. The positive attitude that can be developed by a teacher namely attitude towards subject, learning, attitude towards people that different from the students. Therefore, attitude is important in ELT so that can be developed in positive attitude towards students.

2. Motivation

   Many researches finding stated that motivation has relation with learning achievement. Motivated students have more motivation. They have low worried and they

express success expectation higher than students are not motivated. They also have more concentration, tend to more cooperation so that psychologically they tend to openness to learn and enhance information process, hard and longer working.

3. Self concept

Self concept is someone perception towards himself / herself that formed through experience and environment, especially significant people. Self concept is seen as determination someone behavior. It has important role as factor of personality integrity. Motivate behavior in achieve mental healthy . In regarding with English proficiency, self concept is related to how students view themselves either as a student or member of a community so that influence in placed themselves at on behavior.

4. Interest

Interest is joyfulness do a certain work. Generally interest is related to the activities that has relation with work and excitement to follow learning process. In learning process, interest is related with students eagerness to do some learning activities. So that will be influenced in their achievement.

Students who have high interest tend to try to do some activities related with the interest. Therefore in ELT, students should be having high interest condition in learning and English activities.

5. Personal Values

Personal values is important thing and valuable with activities object preferences, purpose and way of life, belief about action that suitable with action that suitable with their preferences and real concept that expected to be influence their behavior. The target of personal values ideas, attitude or behavior. In ELT, personal values that can be developed namely universal values as honestly, integrity, freedom, and justice.

The benefit of affective assessment and evaluation

Evaluation should be seen as a technique to collect information or prove about quality of performance or group of student to make learning decision. The result of affective aspect can be used to diagnose students' learning difficulties. In reality, often students' learning difficulties are not from their intellectual factor but from affective factors. For example the failure of English learning generally from students low interest or negative attitude towards English language education and low self confidence as well.

Affective evaluation that related the variables are needed to enhance students motivation and learning interest, self confidence through situation creating affective learning that appropriate students' condition. Because affective aspect has important mole in success either education and future life.

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ROUNTABLE AS A TECHNIQUE IN TEACHING WRITING A NARRATIVE TEXT: A QUALITATIVE RESEARCH ON THE FOURTH SEMESTER STUDENTS OF THE ENGLISH EDUCATION DEPARTMENT OF IKIP PGRI SEMARANG

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Abstract

This study mainly aims at applying Roundtable technique in teaching writing narrative text for the fourth semester students of English Education Department of IKIP PGRI Semarang in the academic year 2012-2013. This study also aims at finding out the problems faced by the students and the lecturer when the technique is applied in teaching learning process. The design of this study is a qualitative research. Observation and interview were used to collect the data. In analyzing the data, there are three steps done, namely data reduction, data display, and drawing conclusion. The result of the study is that to apply Roundtable technique in teaching narrative text, there are some steps done: 1) the students were grouped into six each of which consisted of 5 to 6 students, 2) the groups were given the same topic, 3) the lecturer gave a paper and a pen to each group, 4) roles were labeled to each student based on the generic structure of narrative text, 5) students in each group wrote narrative text based on the roles got, 6) each group submitted their work, 7) each group evaluated and corrected the other group's work, and 8) each group reported their group evaluation to the whole class. There were some problems faced by the students when the technique applied: 1) the students seemed to face difficulty when they had to continue their friend's work, and 2) the students tend to ask their friends in individual work because of their lack of vocabulary mastery, 3) chaos happened in some groups due to different perspective they had toward the story. Instead of the problems faced by the students, the lecturer also faced the difficulties in running this technique: 1) the lecturer got involved to deep in the group management and 2) the lecturer found it difficult in giving guidance to the students.

Keywords: Roundtable Technique, Teaching Writing, Narrative Text

INTRODUCTION

Writing, as one of the important aspects of literacy development, requires students develop ability to recognize, read, interpret, and write the subjects of learning. It is generally

recognized that many English learners have difficulties in writing. Based on our experience as the lecturers of Writing, we found some facts that students have difficulties in generating ideas, mastering vocabulary, and using grammar in writing class. Then, those disabilities causing them to be lazy in class, get bored quickly, and inactive when teaching-learning process was taking place. Those situations challenge the lecturers writing to change those difficulties by creating attractive and communicative teaching-learning process.

Narrative is one of text-types the students learn in Writing 2. The purpose of the text is to amuse, entertain, and deal with various experiences in the different ways. The writers chose this text because it is one of the most difficult texts to produce. Students find it difficult to write because they have to "struggle" using their imagination to develop the text instead of using all the mechanism in writing to produce good writing. Whenever they were asked to produce their own narrative, the results were very unsatisfactory. Based on those situations, the writers are challenged to find the attractive way to teach how to write Narrative text.

Nowadays, the use of cooperative learning method in teaching-learning activities has widely spread. Related researches have also been applied to this kind of method as the focus of the study. For example, it is the study which was done by Anggi Sinta Hapsari in 2011. Her research is about improving students' achievement in writing Hortatory Exposition through the use of Roundtable technique. The research findings shows that roundtable technique she used in teaching writing Hortatory Exposition significantly improved students' achievement in writing Hortatory Exposition. The students were very interested in the teaching activities by using roundtable technique. Another further research about roundtable was done by Sri Handayani (2012). She took the influence of roundtable technique and students' intelligence in teaching descriptive writing for tenth grade students of SMA 1 Ngangklik Sleman Jogjakarta as the main discussion of her research. The findings of the research show that roundtable technique is more effective than direct instruction for teaching writing and improving the students' writing skill. It implies that the use of roundtable technique in teaching writing can affect the students' writing skill optimally. She also

found that teaching techniques which are used by the teacher in teaching writing do not depend on the students' intelligence level.

Steven, et. al in Nunan (1993:3) found that students who study by using cooperative learning performed better on writing. From this case, it is suggested to use cooperative learning because students are usually more interested in doing something in groups. Jacob (1999) defines cooperative learning as a diverse group of instructional method in which small groups of students work together and aid each other in completing academic task, in conclusion, all cooperative methods share the idea that the students work together to learn and are responsible for their teammates' learning as well as their own. One of the models in cooperative learning is simultaneous roundtable. Roundtable is two-step cooperative learning structures. In step one, the teacher asks a question with many possible answers for the questions. In this technique, the students pass a single sheet of paper and a single pencil around the table to record responses. By using this technique, it is hoped that the students will reach better development in their writing which means they are able to deliver the message in narrative text they produce grammatically correct and understandable. This condition will influence their writing mastery.

The problems of the study can be stated as follows:
1. How is the application of Roundtable technique in teaching narrative text?
2. What are the problems faced by the lecturer and the students when Roundtable technique is applied in teaching learning process?

The current study aims mainly at applying Roundtable technique in teaching writing narrative text. The other aims are to find out the problems faced by lecturer and the students when Roundtable technique is applied in teaching writing narrative text and to find out the solutions for the problems.

REVIEW OF RELATED LITERATURE

Writing

Writing is perhaps the most demanding skill. It has to be deliberately cultivated. Writing has been characterized as written and creative thinking. Unlike listening and speaking, it is

not something which is natural to human. It is a skill which has been developed in civilized society to pass on knowledge or messages beyond the constraint of here and now (Raimes, 1983). Writing does not happen at all once. Writing is very complex and needs some mental efforts that must be combined and arranged. Meyers states that in writing the writer cannot see and hear the readers (2005:2). The writer must think about their reactions and choose a subject that will interest them and try to present it in an interesting way.

Writing can be defined as an activity to deliver a massage (communication) in written way as its media or tool. In written communication, at least there are four items involved; writer is person who delivers the message, message is writing content, media is writing form, and the reader is the person who receives the message.

In the field of language teaching, only a half century ago some experts said that writing was primarily a convention for recording speech and for reinforcing grammatical and lexical features of language (Brown, 2004:218). Writing was regarded as the use of language which could be used as a means of communication among human.

Teaching Writing

Teaching applies to any manner of importing information or skill so that others may learn. But educating suggests providing formal schooling for posturing mental, moral, physical growth and maturity usually stresses book learning (Webster, 1986). Teaching can be considered as one of the parts of the largest process of education and instruction. Hyman (1996) stated that teaching may be characterized as an activity aimed at the achievement of learning and practice in such manner as to respect the students' intellectual integrity and capacity for independent judgment. Teaching writing involves many variables that require teachers' ability to manage them to become good contribution in the result of teaching- learning process.

Teaching writing not only involves the conduct of instruction, but also reflects one's social philosophy regarding how students should be treated, what the ultimate values of education are, how the results of learning are to be demonstrated, how teachers and

students should interact, and a host of similar issues. The central element characterizing teaching is intelligence, or the higher thinking powers associated with the reason and understanding, teaching, then, is the family of activities which essentially involves giving reason, showing and weighing evidence, and justifying action. The teacher, if his/her activity is to be called teaching, must act certain manner. Since manner is important, not every activity will count as teaching. Teaching involves relationship between teachers and students that goes beyond the subject matter or teaching triad. Teaching aims at learning of special type. Teacher is responsible for guiding the students, and thus it is he/she who determines the appropriate way for doing.

Clearly it is possible to learn to speak a foreign language without learning to write in it. For many students, perhaps even the majority of them, writing will be the skill in which they are not only least proficient, even after considerable practice, but also the one for which they will have the least use. Writing, at least in the significant form, involves the ability to organize sentences into a coherent whole or text. Most writing practice should from the start aim to teach those devices of the written language which are needed to write various texts. The practice of these devices should, wherever possible, be within the framework a text which has a definite communicative goal, so that the learners see the purpose of what they are writing. The learners must also be given opportunities to practice organizing their ideas to form acceptable texts. Therefore, writing is a skill which is both limited in value and difficult to acquire. The teacher should be very clear about the reasons for teaching writing to students of English as a foreign language.

Text Types in English

Before the writer comes to the text types, it is better to understand what the text itself. According to Anderson and Anderson (1997: 1), "When the words are put together to communicate a meaning, a piece of text is created. When we speak or write to communicate a message, we are constructing a text. When we read, listen to, or view a piece of text, we are interpreting its meaning". Thus, it can be concluded that a text is the words which are put together to communicate a meaning spoken or written.

Anderson and Anderson add that there are two main categories of texts—literary and factual which within these are various text types. Each text type has common way of using language. Literary texts include aboriginal dreaming stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes, and soap operas. They are constructed to appeal our emotions and imagination. Literary text can make us laugh or cry, think about our own life or consider our beliefs. There are three main text types in this category: narrative, poetic and dramatic. Media texts such as films, videos, television shows, and CDs can also fall in this category.

On the other hand, factual texts include advertisements, announcements, internet websites, current affairs shows, debates, recipes, reports and instructions. They present information or ideas and aim to show, tell or persuade the audience. The main text types in this category are recount, response, explanation, discussion, information report, exposition and procedure.

This current study focuses on literary text that is in the form of written narrative text.

Narrative Text

Genre or a text type can be recognized from three rhetorical structures. They are Social Function, Schematic Structure or Generic Structure, and Language/Linguistic Features. Genres differ in terms of their social purposes for which members of a culture interact. They also differ with respect to the stages or schematic structure through which the social processes are achieved.

Narrative is a kind of story genre used to amuse, entertain, and deal with various experience in the different ways. The generic structure of this kind of text is (1) an orientation which tells who the participant in the story is, what happens with the participant, when the story happens, and where the story takes place; (2) an evaluation in which this introduces the readers or listener of the problem faced by the participant; (3) complications in which this parts tell the arisen problem; complication involve the main character(s), and often serves to (temporarily) toward them for reaching the goal (4) a resolution in which the

participant comes to the solution; (5) a reorientation (optional) that is the moral value of the story.

The last rhetorical structure is the linguistic features. Narrative text also needs clear linguistic features. They are focus on specific participant, the use of past tense in the text, the use of temporal conjunctions and temporal circumstances, and the use of material or action process.

The text below is the narrative text adapted from AESOP's fables taken from a Handout written by Prastikawati and Musarokah (2011).

Schematic Structure	
Orientation	**The shepherd's Boy** There was once a young shepherd boy who tended his sheep at the foot of a mountain near the dark forest.
Evaluation	It was rather lonely for him all day, so he thought up a plan by which he could get a little company and some excitements. He rushed down toward the village calling out, "wolf! wolf!". Afterward the villagers came out to meet him and some of them stayed with him for a considerable time. This pleased the boy so much that a few days afterwards he tried the same trick and the villagers came out to help.
Complication	But shortly after, a wolf actually did come out of the forest and began to worry the sheep. The boy cried out, "wolf! wolf!" so much louder that before. But this time the villagers, who had been fooled twice before, thought the boy was again deceiving them. Consequently no body came to help him.
Resolution	So the wolf made a good meal of the boy's flock and when the boy complained, the wise man of the village said: "A liar will not be believed, even when he speaks the truth".

Figure 1 The Example of Narrative Text

Roundtable Technique

In cooperative learning, students are expected to help each other, to discuss and argue with one another, to assess other's current knowledge and fill in gaps in each other's understanding. Jacob (1999) defines cooperative learning as a diverse group of instructional method in which small groups of students work together and aid each other in completing academic task. In conclusion, all cooperative methods share the idea that the students work together to learn and are responsible for their teammates' learning as well as their own. One of the models in cooperative learning is simultaneous roundtable. Roundtable is two-step cooperative learning structures. Roundtable has purpose to brainstorm ideas about a given topic in a way that gets the students actively involved. Roundtable can be used to review and recall, for predictions, for practicing a skill or for idea-generation. It reinforces the value of teamwork. In this technique, the students pass a single sheet of paper and a single pencil around the table to record responses (Stone, 1990).

This technique can be used for brainstorming, reviewing, practicing, and serving as a team builder. Students are divided into three or four members of each group. The teacher asks a question which has multiple answers. Students take turns writing members' answers on the paper, then pass the paper and pencil to the next person. After all of the members have done taking turn, they submit the answers or ideas.

METHOD OF THE RESEARCH

Research Design

Research is a process of solving problem and the method is the way how to solve the problem and how the research is carried out. The design of this research is qualitative research. The writer used qualitative research because it only focused on identification of the collected data. Qualitative research is something relates to the quality. Qualitative design is used to make systematic and accurate description concerning the fact and the failures of research data. Furthermore, Cohen (2007:461) states that qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities.

The writers employ qualitative design to describe the application of roundtable technique in teaching writing narrative text, the problems faced by the teacher and the students, and to find out the possible solutions for the problems.

Subject of the Research

The subject of this research is the fourth grade students of English Department of IKIP PGRI Semarang who enrolled Writing 3 Subject in 2012/2013 who were also assigned to write a Narrative text.

Sources of the Data

All research studies require data. The data were collected from college students enrolling writing 3 class. The data for this study were collected in several ways. Data were collected through observation and interview.

Instrument of the Research

The instrument is a device used by the writer in collecting data for this study. The writer used research instrument in order to be easier and to get better results in terms of more accurate, complete and systematic. The writers themselves are the key instrument of this study. The writers act as observer in obtaining the data without being directly involved, whether as a subject or a source, in the data gathering process. The researcher him/herself is as the main instrument here (Sudaryanto, 1993:135). In addition, observation checklist was also used as the second instrument in this study. An observation checklist is significant in qualitative method. It is a list of things that an observer is going to look at when observing a class. Observation checklist makes observation more structured and the results can be more easily understood. Observation checklist is chosen to make the observer easier in conducting observation. Observation checklist was used to identify the problems emerged during the teaching-learning process by using roundtable technique.

Method of Collecting the Data

The researchers involved two ways in collecting the data. Library research and field research were done to gather the data. In running this research, the researchers tried to find some references from books, internet, and other sources to get idea, information, and fundamental theories to support this research. Field research was also done through observation and interview. Observation is crucial to do in qualitative research. Various activities during teaching-and learning process and interactions between students and lecturers or students-students were documented through observation. It is also realized to gain students' responses toward the classroom management set by the lecturers. To find some possible solutions toward the problems faced by the students and the lecturers, interview was held to both teachers and students.

Method of Data Analysis

For both of the collected data, the researchers used data reduction, data display, and draw conclusion to analyze the data. In data reduction, the researchers summarized, chose, and focused on application of the technique applied by the lecturer and the problems faced by the lecturer and the students. In addition, in displaying the data, the researchers narrated the application of the technique and the problems found. After the data was displayed, then the researchers drew the conclusion, so the problem statements were answered.

Research Findings

This part will answer the two questions posed in this research.

1. How is the application of roundtable technique in teaching narrative text?

Roundtable Technique is a technique designed to help students enhancing their ability in writing, especially writing narrative text. Roundtable has purpose to brainstorm ideas about a given topic in a way that gets the students actively involved. It is an interesting, comprehensible and active teaching technique which will improve students' ability in writing and avoid the students from monotonous situation which make them trapped in boredom.

Some steps were applied in running roundtable technique for teaching writing narrative text. In applying this technique, students had to parctice writing after the lecturer gave the material of narrative text. The procedures are as follows:

    a. the students were grouped into six, each of which consisted of 5 to 6 students,

    b. the groups were given the same topic that was Aladin story based on magician opinion,

    c. the lecturer gave a paper and a pen to each group,

    d. roles were labeled to each student based on the generic structure of narrative text,

    e. students in each group wrote narrative text based on the roles got one by one,

    f. each group submitted their work,

    g. each group evaluated and corrected the other group's work,

    h. each group reported their group evaluation to the whole class.

Below is the more details of the activities:

The first section of this activity is writing the first draft. In this section, the lecturers asked to brainstorm before they wrote the text. Brainstorming was done to get as many ideas as possible to construct the text after they got the topic. Then, planning was done to decide main idea of each paragraph. Then, it came for the students for writing the first draft in their groups. Each student wrote their sentences based on the role they got, in this case, is narrative text schematic structure. While each member of the group wrote the sentences (a paragraph), the other members had to wait until he/she finished his/her work. Each student was given 15 minutes to do his/her work. The following is the role of each student in each group.
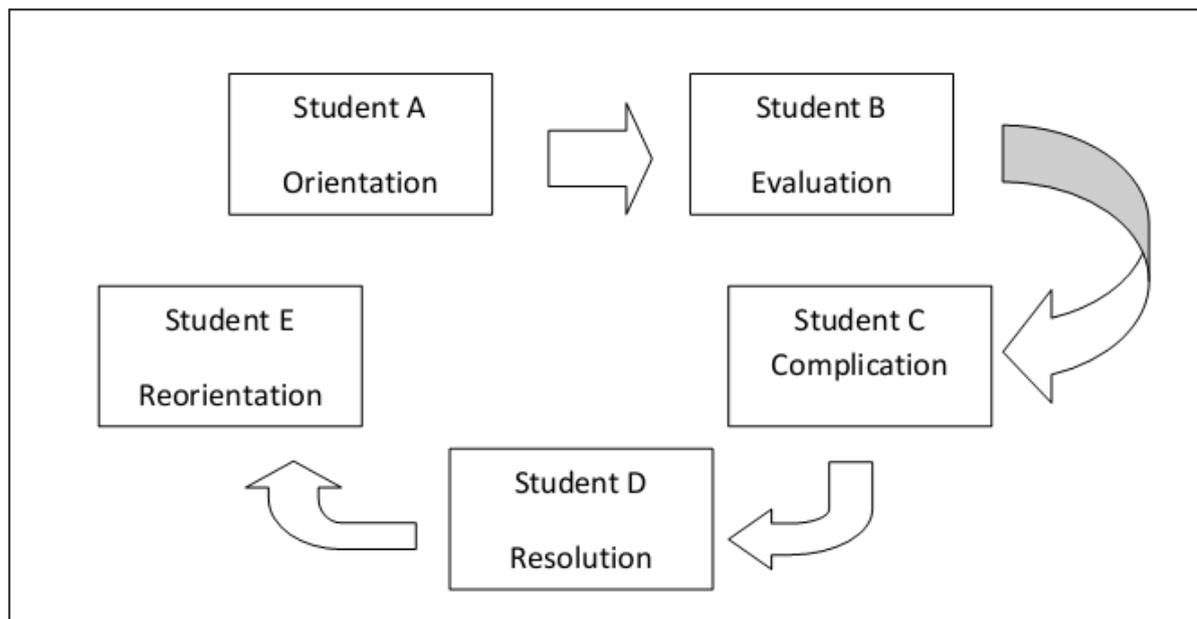
Figure 2 The role of Each Student in Roundtable

After each role was done and a whole narrative text was created, next, the students submitted their work. The lecturer asked each group to visit the other groups' work. Each group evaluated and corrected the other group's work. The evaluation and correction focused on mistakes made by the students in content, grammar, mechanic, organization, vocabulary usage, etc when they arranged the first draft. Then each group reported their group evaluation to the whole class, and the groups being evaluated had to make note of the evaluation.

The next phase is that the groups revised the first draft and rearranged the second draft based on the evaluation given by the other groups. In this section, they had to revise their draft and rearrange the final copy by discussing their writing together to get a good narrative text. Then the final copy was submitted to the lecturer.

2. **What are the problems faced by the lecturer and the students when Roundtable technique is applied in teaching learning process?**

The lecturer's problem during the teaching and learning process of writing narrative text by using roundtable technique was identified based on the result of interview. Meanwhile, to identify the problems faced by the students, the writers found those problems through bservation during the teaching-learning process.

Here are some problems faced by the lecturers in applying roundtable technique in teaching writing narrative text and the solutions offered to overcome the emerging problems.

a. The lecturer got involved too deep in the group management. The role of the lecturers is just controlling the situation when the students work. But in here, the lecturers gave too much judgment to the students' work. Solutions: the lecturer should be able to minimize depth-involvement in students' group management. A lecturer should have good preparation and plan in handling the situation she/he faces during teaching-learning process. He/she should make sure that the students really understand about the material and how the technique goes so that they will not depend entirely on their lecturer.

b. The lecturer found it difficult in giving guidance to the students. When the students did roundtable to construct recount text, some students could not do it well. Some of groups' members were still confused about what and how to write the text. The lecturer tried to give guidance to create the text. However, she had a little difficulty in guiding them due to different capability of the students in understanding how roundtable is going on.

Solutions: the lecturer should control the discussion of each group by approaching each group, asking them about their difficulty and urging them to keep on writing.

There are also some problems faced by the students during teaching-learning process by using roundtable technique. Some possible solutions are also offered below to overcome the problems.

a. The students seemed to face difficulty when they had to continue their friend's work.

   Some students have difficulties in understanding the schematic structures of narrative text. It makes them difficult to continue their friend's work once it comes to their turn. They also have difficulties in arranging sentences to write unified and coherent paragraph. Solutions: the lecturer should explain more about the material and give more exercises to the students.

b. The students tend to ask their friends in individual work because of their lack of vocabulary mastery.

   Some students have very limited vocabulary. They cannot independently produce their own sentences. Due to their lack of vocabulary, some of them still depend on their friend or even lecturer. They tend to wait for their friends to "rescue" them in making sentences and continue their friends' work. Solutions: the lecturer makes sure that her explanation is fully understood by the students. The students may consult their difficulties in producing vocabularies whenever they write to the dictionaries.

c. chaos happened in some groups due to different perspective they have toward the story.

   Narrative is about a story. In this research, the students were asked to write the story based on the theme given by the lecturer. Different student has different perspective toward what the story is about. It makes them difficult to realize the story completely. Arguing and insisting are unavoidable. That is why chaos happened.

Solutions: in the beginning of the activity, the students should do the brainstorming and produce as many as possible words related to the theme. Then, they discuss what the story is about to get the same perspective toward the story.

Conclusion

Roundtable is an effective activity where it makes possible cooperative rather than competitive learning. By using roundtable technique in teaching writing, the students will have more chance to get involved and participate in teaching learning activity.

Students can learn to accept the difference among the members' perspective and appreciate the work of others. Moreover, the students know their mistakes in creating text and know how to revise it to get best writing. In this technique, students are not only able to produce ideas, but also able to present the ideas and evaluate other's ideas. In here, they are encouraged to be more active and creative in the teaching-learning process.

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DEVELOPING TEACHERS' PEDAGOGICAL COMPETENCE THROUGH LESSON STUDY

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Abstract

This paper is aimed at sharing experiences of lesson study practice. Lesson study is "a highly specified form of classroom action research focusing on the development of teacher practice knowledge. It involves groups of teachers collaboratively planning, teaching, observing and analyzing learning and teaching in 'research lesson'"(Dudley, 2011). The lesson study was demonstrated in one research lesson which is Linguistic and Educational Research classroom with four lesson study cycles. The practice involved 31 students and a group of English teachers of different teaching experiences who took roles as a model teacher, observers, and a group leader. As a piloting practice, the lesson study contributed some benefits for all practitioners involved in it. The model teacher was able to see things differently about her teaching. As the definition of lesson study named, it is a model of professional development designed to assist teachers to produce quality lesson plans and gain a better understanding of student learning. It improved her classroom practice and helped her to discover detail information of every student. Besides, the observers claimed that lesson study practice has become the source of feedback and gave opportunities to discuss some issues such as teaching learning processes, teaching techniques and media, and teaching materials. Beside as a self-reflection for the model teacher, its shortcomings might be useful as criticism for other colleagues. Seeing the advantages for both teachers and students, lesson study is worth-developing in any field of study and level of education.

Keywords: *lesson study, professional development, pedagogical competence*

INTRODUCTION

Teacher professional development has always been the most prominent aspect in any level of education. It aims to develop teachers' four competencies as stated in the Ministry of Education Regulation of Republic of Indonesia Number 16 Year 2007 of the Competencies and Academic Qualification of Teachers: "Teachers must acquire four competencies; pedagogical, personal, professional, and social competencies which can be gained through teacher education". All four competencies are very much important for teachers to be professional. To facilitate teachers develop their competencies, the government of Indonesia

so far has launched a great number of programs. Teachers in primary and secondary levels have opportunities to attend in-service training to develop their professional and pedagogical competencies. Besides, in every regency teachers are supposed to join teacher organization or teacher community in which they can regularly share ideas dealing with syllabus, lesson plan, and teaching material development, teaching learning programs and processes, teaching techniques and media, assessment, and many more. Besides, they have a lot of chances to attend workshops and seminars on various areas. In their own classes, teachers can also carry out collaborative classroom action research. Similarly, teachers of higher education have many opportunities to develop their competencies either inside or outside classrooms. Outside classrooms, teachers enhance their professionalism through workshops, seminars, conferences, writing journals, developing teaching materials in the form of modules or books, carrying out research and community services. While inside classrooms, teachers can conduct classroom action research or lesson study. By doing these two activities teachers are able to make reflection towards their own teaching and improve their teaching based on the previous weaknesses or problems encountered during the teaching learning process. Moreover, they are benefited to see every single student differently.

As mentioned before that inside classroom context, teachers can carry out collaborative activity which is lesson study. Lesson study is a model of professional development where a group of teachers collaboratively plan, deliver, observe and discuss lessons that have a particular pedagogic focus often related to 'difficult' aspects of the subjects or focused on the learning of particular groups of pupils. In addition to the above definition, lesson study is built on the premise that the best way to improve education is to 'get teachers together to study the processes of teaching and learning in classrooms, and then devise ways to improve them' (Fernandes, C. and Yoshida, M). Teachers who engage in Lesson Study undertake a cycle of activity together intended to investigate and improve a specific aspect of classroom technique so that pupils' learning and progress improves because pedagogy is better designed and delivered. Moreover, Hiebert et al (2002) cited in Cerbin and Kopp (2006), provides an answer to how college teachers can improve teaching practice in their fields and, in the process, contribute to the formation of a professional knowledge base which is Lesson Study. They argue that it is a teaching improvement and knowledge building process that has origins

in Japanese elementary education. In Japanese lesson study teachers work in small teams to plan, teach, observe, analyze, and refine individual class lessons, called research lessons.

Thus, to help teachers develop their pedagogical competence, teachers in my context are lecturers of English Department, Faculty of Languages and Arts, Semarang State University had chances to carry out lesson study practice in 2012-2013 academic year. This paper aimed to share experiences during the practice of lesson study in one research lesson that was Linguistic and Educational Research. The practice involved one open lesson, five observers, and 31 students of semester VI.

LESSON STUDY

Definitions of Lesson Study

Lesson study originated from the Far East, and later it is extensively practiced in China and Japan. It is widely known as Jugyoukenkyuu in Japan and has been defined as a form of classroom enquiry that focuses on improving an aspect of teaching and learning through collaborative long-term study (Dudley). Moreover, Dudley mentions that in a lesson study process, groups of teachers identify an area of need in pupil learning and progress in their classes that is in need of improvement. In many parts of the countries, lesson study is practiced with different purposes and impacts. In Japan, for example, lesson study groups form to examine and improve pedagogy. The groups may involve practitioners of different ages and experiences but all members are of equal importance to the process of developing and passing on new practice knowledge, though. Similarly, it is said that Lesson Study involves groups of teachers meeting regularly over a period of time (ranging from several months to a year) to work on the design, implementation, testing, and improvement of one or several "research lessons" (Stigler & Hiebert, 1999 in Rock & Wilson, 2005). In addition to the previous explanation, it is elaborated that Lesson Study is a model of professional development designed to assist teachers to produce quality lesson plans and gain a better understanding of student learning. The process involves a small team of teachers working together in a systematic cycle of planning, teaching, observing, refining and reviewing a specific lesson (or lessons) designed to address an identified student learning need or pedagogical challenge. Furthermore, Watanabe says that Lesson study is really as much of a culture as it is a professional development practice. Meanwhile, Sukirman summarizes that

Lesson Study as an activity carried out by a number of teachers of a certain subject in collaboration with educational experts to improve the quality and content of their teaching. Lesson Study has three (steps) main activities: planning, implementing (teaching & observing), and reflecting and revising. In addition, Bush defines Lesson Study as a professional learning process. It works because it focuses on the learning and progress made by children as their teachers develop specific pedagogic techniques designed to improve a particular aspect of teaching and learning that they have identified within their subject area. Furthermore, it is argued that Lesson Study is a model for collaborative classroom professional learning where (1) two or more teachers work together, developing practice in the classroom, focusing on the needs and learning of real pupils and trying to solve a teaching- or learning-based problem which is affecting pupils' progress; (2) teachers are engaged in developing a teaching technique which is designed to improve a specific aspect of learning for identified pupils; (3) teachers keep a record of what they learn and pass on the practice knowledge which they gain to others – for example, by coaching, leading a professional development meeting or providing a demonstration lesson (Clive Bush). *Developmental Study Center* proposes that Lesson Study is of four components (1) A model of ongoing professional development; (2) A team of teachers collectively planning, teaching, observing, and analyzing lessons; (3) A cycle of learning in which new insights are integrated into subsequent lesson planning; (4) The work of a professional learning community that puts student learning at its center. Finally Lewis argues that Lesson Study is a simple idea. If you want to improve instruction, what could be more obvious than collaborating with fellow teachers to plan, observe, and reflect on lesson? (Lewis, 2002 in Cerbin & Kopp)

Steps in Lesson Study

Cerbin & Kopp (2006) mention that Lesson study is a form of classroom inquiry in which several teachers collaboratively plan, teach, observe, revise, and share the results of a single class lesson. Furthermore, they suggest steps of Lesson Study which are:

1. Form a team
   ➔ Teams are usually composed of 3-6 instructors.
2. Develop Learning Goals
   ➔ Team members articulate what they would like students to know and be able to do as a result of the lesson.

3. Design the Lesson

   ➔ The team designs a lesson to achieve the learning goals.

4. Plan the Study

   ➔ The team decides how to observe and collect evidence of student learning

5. Teach and Observe

   ➔ One team member teaches the lesson while others observe and collect evidence of student learning

6. Analyze and Revise

   ➔ The team discusses the results and assesses student progress toward learning goals.

7. Document and Disseminate

   ➔ The team documents the lesson study and shares their work with colleagues.

In a lesson study, teachers carefully explore how student learning, thinking and behavior change as a result of the lesson. The practice of lesson study can lead to instructional improvement as teachers become more knowledgeable about how their students learn and think and how instruction affects student thinking (Cerbin & Kopp, 2006).

METHOD

As stated in the previous part, lesson study is carried out collaboratively involving teacher as a model or open lesson and teachers as observers. It is of three activities; (1) Planning (PLAN), (2) Implementation and Observation (DO), and (3) Reflection (SEE). This project was demonstrated in four cycles of lesson study practice and started with identification of problems which teacher and students encountered in the classroom of the research lesson which is Linguistic and Educational Research. Based on the preliminary study through interview to students having taken the subject course Linguistic and Educational Research, it was found out that (1) 75 out of 100 Students lacked knowledge of research terminologies, (2) 80 out of 100 students lacked knowledge of Research Designs, (3) Students got difficulties in determining Final Project topics, (4) Students got difficulties in starting to write a research proposal, and (5) Students lacked knowledge of how to start doing research.

Based on the results of the preliminary study above, the lesson study team which consisted of one model teacher (open lesson) and five observers began to discuss the possible solution

taken to overcome or at least minimize the problems. Therefore, the team decided that there would be four cycles of lesson study practice of the research lesson Linguistic and Educational Research. The following is the estimated time table of the lesson study practice:

LESSON STUDY TIME TABLE

Faculty   : Language and Art Faculty

Department   : English and Literature

Study Program   : English Education

Subject Course   : Linguistic and Educational Research

Credits   : 2

Open lesson Teacher : Sri Wahyuni

Cycles	Indicators	Time (Day, Date, Time, Room)			Lesson Study Team
		PLAN	**DO**	**SEE**	
(1) Meeting-02	Define the term "research problem", Formulate research problem, Formulate research hypothesis	Tuesday 11-03- 2013 B8 102 11.00-12.40	Tuesday 19-03-2013 B3 219B 11.00-12.40	Tuesday 19-03-2013 B3 219B 12.40-13.00	**Open Lesson Teacher** Observer 1 Observer 2 Observer 3 Observer 4 Observer 5
(2) Meeting -04	Define the term "variable" Explain different types of variables Give operational	Tuesday 26-03-2013 B8 102 11.00-12.40	Tuesday 2-04- 2013 B3 219B 11.00-12.40	Tuesday 2-04-2013 B3 219B 12.40-13.00	**Open Lesson Teacher** Observer 1 Observer 2 Observer 3 Observer 4 Observer 5

	definition of variables				
(3) Meeting -07	Explain what "research instrument" is Mention different types of research instruments Construct research instrument	Tuesday 16-04-2013 B8 102 11.00-12.40	Tuesday 23-04-2013 B3 219B 11.00-12.40	Tuesday 23-04-2013 B3 219B 12.40-13.00	**Open Lesson Teacher** Observer 1 Observer 2 Observer 3 Observer 4 Observer 5
(4) Meeting -11	Define the term 'research design' Distinguish between experimental and non-experimental designs Choose the right design	Tuesday 14-05-2013 B8 102 11.00-12.40	Tuesday 21-05-2013 B3 219B 11.00-12.40	Tuesday 21-05-2013 B3 219B 12.40-13.00	**Open Lesson Teacher** Observer 1 Observer 2 Observer 3 Observer 4 Observer 5

The first meeting of the lesson study team resulted in the above time table which guided the practice of lesson study. As mentioned in the time table that the practice would be carried out in four cycles, and the explanation of each cycle would be presented below:

CYCLE 1

1. Planning (DO)

In the planning stage, the lesson study team together organized the teaching material, the possible teaching methods and strategies, teaching media, students' worksheets, tasks and activities and assessment. Thus, the team decided that the teaching material would be taken from the handout available and other sources such as articles from the internet. Besides, the teaching learning process would implement presentation technique by students and followed by question answer and class discussion and the media used would be power point slides. The

open lesson teacher provided students' worksheets, task, assignment, and spoken assessment format.

2. Implementation and Observation (DO)

On the scheduled day the open lesson teacher taught the class as it was planned before. There were five observers did observation on the students activities by using observation checklists provided and one staff recorded the teaching learning process. Everything ran smoothly, and when it finished, the lesson study team conducted discussion to reflect towards all activities in the classroom.

3. Reflection (SEE)

The third stage of lesson study came and the lesson study team began to discuss what happened in the classroom taught by the open lesson teacher. Firstly, the open lesson teacher was given a chance to share her feelings during the teaching learning process. Moreover, each observer reported the result of the observation, mentioned the strengths and weaknesses and provided feedback. All feedbacks given by the observers then became the sources of the next planning of cycle 2. It was found out that some of the students were not really enthusiastic attending the lesson did not really understand the discussion. It was assumed that the presentation technique by students did not encourage students learning. Only students who were responsible for the presentation on that day seriously prepared the material. While others seemed very passive and waited for the teacher's explanation. Besides, it was suggested that the open lesson teacher elicited passive students' answers to find out whether or not they understood the material. Thus, based on the weaknesses, the observers suggested that for the next cycle I should use cooperative learning technique to encourage students' active participation in the classroom and to enhance more understanding of the material.

CYCLE 2

1. Planning (PLAN)

The planning phase of cycle 2 was begun by again identifying the problems encountered in the first cycle which was already discussed and summarized in the reflection phase of cycle 1. The open lesson teacher presented the revised lesson plan and showed the observers that she was going to apply jigsaw technique to enhance students' understanding in addition to the use

presentation technique by students. Besides, she prepared the media in the form of power point slides, students' worksheets, tasks and assignments, and spoken assessment format. The observers reviewed the lesson plan and gave comments for the betterment.

2. Implementation and Observation (DO)

The plan of cycle 2 lesson study practice was launched on the schedule day and observed and recorded by the team. The activities were students' presentation followed by the implementation of jigsaw technique, question answer and class discussion. Every activity ran well.

3. Reflection (SEE)

As soon as the teaching learning process finished, the lesson study team did reflection. The coordinator of the team asked the open lesson teacher to share her feelings about the classroom. Later, the observer one by one told about what he/she observed. In general the teaching learning process was better than the first cycle. Students were more enthusiastic because they worked in groups and they felt more comfortable asking their peers of what they did not understand. They argued that jigsaw technique enabled them to work with friends and it was more fun for them. However, there were still weaknesses among others the open lesson teacher failed to manage the time so that the jigsaw activity took longer time than the discussion. It could be observed that some students still kept silent and did not want to get involved in the discussion. Hence, based on the weaknesses found in cycle 2, the observers suggested that I should use cooperative learning techniques which really enabled every individual student to be active in a discussion and I could investigate each student's understanding.

CYCLE 3

1. Planning (PLAN)

The planning stage of cycle 3 was organized based on the results of cycle 2 reflection. Therefore, the open lesson teacher presented the revised lesson plan with the addition of teaching learning techniques that was the use of Think Pair Share technique following the implementation of Jigsaw. Besides, she prepared power point slides as teaching media, students' worksheets, tasks and assignments and written assessment format.

2. Implementation and Observation (DO)

The implementation of the plan and observation were done as they were scheduled. In the third cycle, the open lesson teacher tried to use combination of two cooperative learning techniques which were Jigsaw and Think Pair Share in addition to students' presentation. At the end of the lesson, representatives of the groups were invited to present the results of the discussion and other members of the groups may argue to agree or disagree. The class ran more alive.

3. Reflection (SEE)

The reflection was done soon after the DO activity was completed. The observers mentioned that the classroom were very much alive; every single student talked, argued, and presented ideas. By doing so, it was assumed that the students learned more; they learned better through peers in groups as promoted by cooperative learning techniques. Thus, the observers suggested that for the next cycle the open lesson teacher might use the same techniques with modification and adjustment.

CYCLE 4

1. Planning (PLAN)

The planning stage of cycle 4 was done and the open lesson teacher presented the revised lesson plan. Even though, the observers suggested her that she might use the same technique, she preferred using different technique which was combination of Jigsaw and Numbered Heads Together. She applied presentation technique by students, though. She also prepared students' worksheets, tasks and assignments, and spoken assessment format.

2. Implementation and Observation (DO)

The open lesson teacher taught using the revised lesson plan as it was scheduled. In addition to the use of presentation technique by students, she used the combination of Jigsaw and Numbered Head Together. The second technique was meant to promote students' tolerance, listening, and responsibility. All students were more enthusiastic than in the previous meetings

3. Reflection (SEE)

In the reflection phase, the open lesson teacher reflected on her own teaching. Then other teachers as observers commented on the teaching learning process, and each student's activity and behavior. It was the fourth cycle of lesson study practice, and all members of the team have learned how improve the teaching materials, teaching media, teaching methods and strategies, learning assessment, and teaching learning process in general. As the time table has been set, so cycle four was the last cycle of the lesson study practice in the Linguistic and Educational Research subject course.

RESULTS AND DISCUSSION

Results

Lesson study practice was carried by a team of lecturers of English Department, Faculty of Languages and Arts, Semarang State University in the research lesson Linguistic and Educational Research. It involved one open lesson teacher, five observers, and 31 students of semester VI, 2012-2013 academic year. The instruments used in the practice were observation checklist by the observers and questionnaires distributed to the students. The observation checklist consisted of statements for obtaining information about students' behavior in the classroom and their attitude toward learning. While the questionnaires were of three types; students' responses towards lesson study, self-evaluation, and students' interest towards the subject course.

The observation checklist covered 12 good values investigating students' behaviors and attitude towards their own learning and other peers and their teachers. Based on the observation checklist, it was found out that from one cycle to another students showed improvement both in their ability in learning and behavior. For more detailed information, the result of the observation could be presented in the bar chart below.
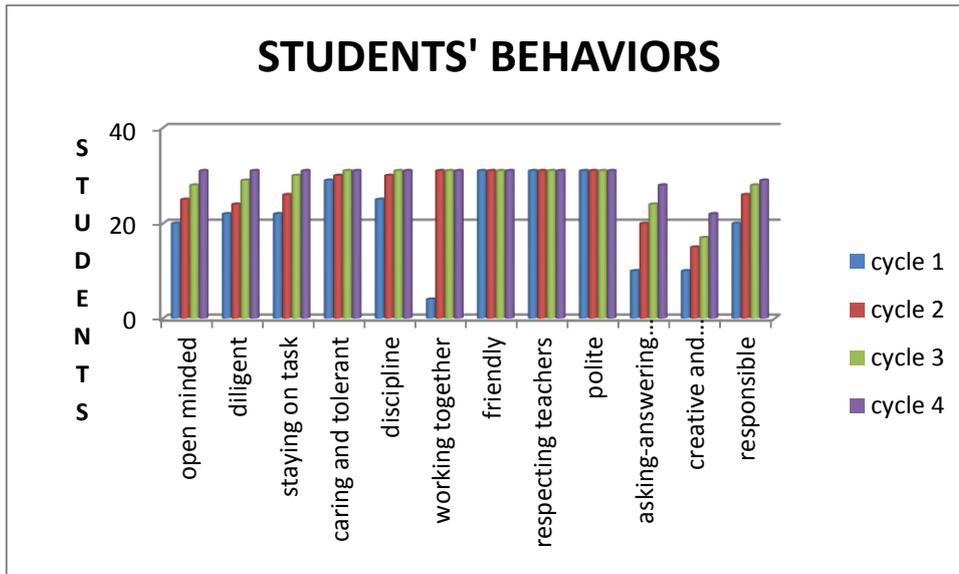
Chart 1: Result of the Observation on Students' Behavior

From the chart above, it could be seen that from cycle 1 to cycle 2 very significant improvements happened in the aspect *working together*. It occurred due to the fact that in the lesson study practice, the open lesson teacher implement cooperative learning techniques in which basically the techniques promote group work. Moreover, other aspects such as open minded, staying on tasks, discipline, asking and answering questions, creative, and responsible underwent enough improvement and a bit higher than another aspect that was diligent. In addition to the positive phenomena, the students were able to maintain good values such as friendly, respecting teachers, and polite. Hence, the implementation of cooperative learning techniques such as Jigsaw, Think Pair Share, and Numbered Heads Together in the lesson study practice was able to improve students' attitude towards learning and helped maintain students' positive characters.

The second instrument was questionnaire which was of three categories. Each questionnaire investigates students' responses towards lesson study, self-evaluation, and students' interest towards the subject course, respectively. The first questionnaire asked about students' responses towards lesson study which consisted of 10 questions; 1) whether the teaching learning process is carried out interestingly, 2) whether the teaching is easy to understand, 3) whether the student is motivated, 4) whether today's lesson encourages students to work with peers, 5) whether the teacher uses interesting media, 6) whether the media help students to

learn, 7) whether students' worksheets are challenging, 8) whether the assessment meets the objective of the study, 9) whether students encounter problems, 10) whether today's teaching methods and strategies can be applied for the next topics. The results could be seen in the following bar chart:
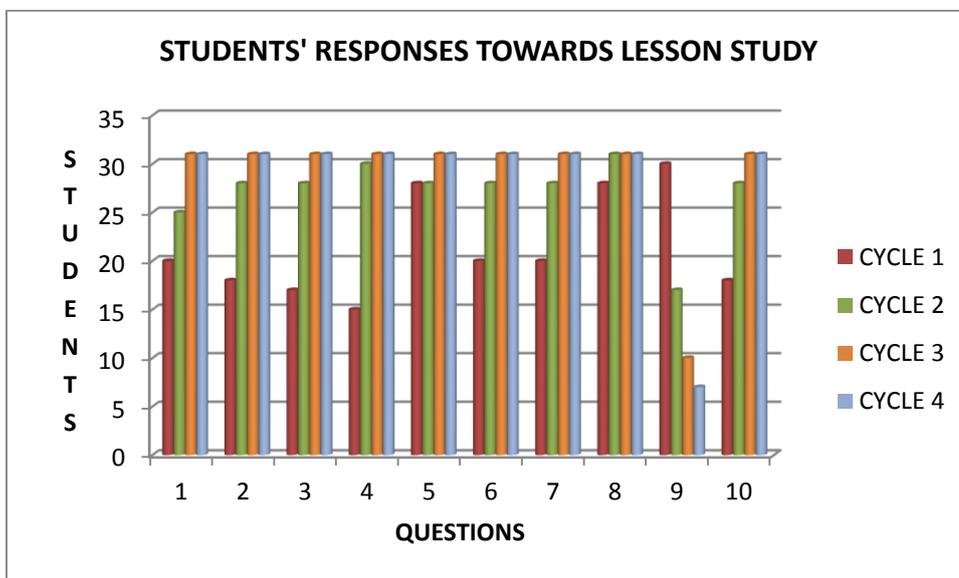

Chart 2: Result of Questionnaire 1 on Students' Responses towards Lesson Study Practice

The above bar chart shows that from cycle 1 to the next cycles, students provided the best responses to questions 2, 3, 4, and 10. Students felt that they the teaching was easier to understand, they were motivated to learn, they were encouraged to work with peers, and they thought that cooperative learning techniques could be applied in other sessions for other topics of discussions. Furthermore, they gave good responses to questions 1, 6, and 7. They said that the teaching was carried out interestingly, and the media and students' worksheets were helping them to learn and challenging. More importantly, they encountered less learning problems from cycle to the following cycles.

The second questionnaire distributed to the students was about self-evaluation towards their own learning. It addressed 10 questions; 1) I get difficulties attending the lesson, 2) I get difficulties presenting ideas in front of the class, 3) I get difficulties doing presentation, 4) I often get nervous in front of my friends, 5) I do not get involved well in a discussion, 6) I like reading, 7) I like to influence friends, 8) I like reading articles, 9) I speak English well, 10) I

will always practice speaking English. The following bar chart shows the result of the second questionnaire:

STUDENTS' SELF EVALUATION
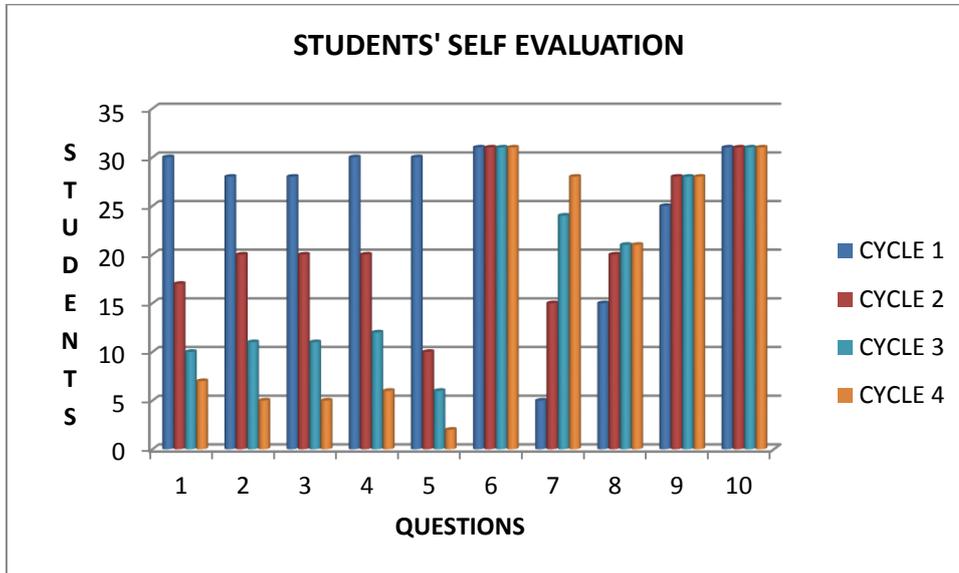
Chart 3: Result of Questionnaire 2 on Students' self-evaluation

From the chart 3 above, it could be explained that students' problems dealing with difficulties in attending the lesson, presenting ideas in front of the class, doing presentation, getting nervous in front of friends, and inability to get involved well in a discussion decreased very significantly. Besides, they confessed they were able to influence friends and liked reading articles more.

The third category of the questionnaire asked about students' interest towards the lesson. It contained of 10 questions; 1) I like attending the lesson, 2) I am benefited from the class, 3) I think that the subject is beneficial, 4) I try to submit the task on time, 5) I try to understand the lesson, 6) I ask for clarification to the lecturers, 7) I do exercises at home, 8) I discuss the lesson with my friends, 9) I have the reference books, 10) I search other reading sources. The result of the third questionnaire would be presented below:
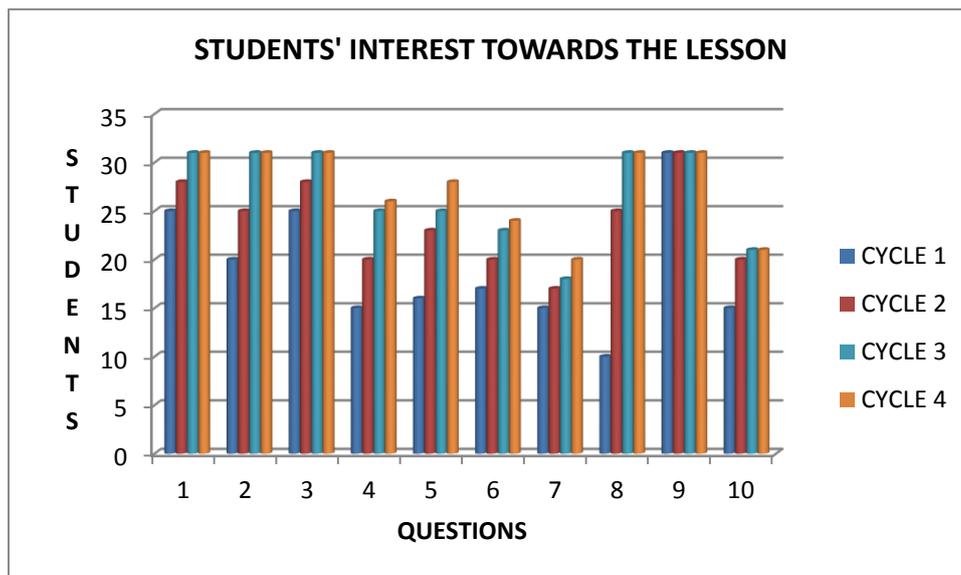
Chart 4: Result of Questionnaire 3 on Students' interest towards the Lesson

In general, it could be stated that students, in the first cycle, already had enough high interest in attending the research lesson Linguistic and Educational Research due to the fact that they were aware of the advantages of the subject course. From cycle to cycle, however, the condition improved which was stimulated by the positive and fun teaching learning atmosphere. One aspect which underwent a very high increase was that the building of group work. They learned from peers, indeed, they felt more confident and they enjoyed it a lot.

Discussion

Lesson study practice done in the research lesson Linguistic and Educational Research in the English Department have brought both advantages and challenges for two parties; teacher and students. From the point of view of teachers; open lesson and observers, lesson study practice was able to build solid collaboration among colleagues. It is, therefore, named a collegial activity involving a number of teachers to develop a lesson plan, to implement and observe the teaching practice, and to reflect the activities. In addition to the above advantage, teachers gain opportunities to enhance discussion skill. As the lesson study phases designed, lesson study requires teachers to do PLAN, DO, SEE in which in the first phase PLAN and the third phase SEE, teachers discuss the lesson plan covering the development of teaching material, teaching learning methods, teaching media, students' worksheets, tasks and assignments, and

the assessment. In relation to the previous benefit, teachers thus will be more prepared and it will improve their self-confidence. The open lesson teacher is not alone preparing all the staff needed for teaching. However, their colleagues in the lesson study team work together to design and revise. Besides, during the teaching learning process, the open lesson teacher will be less dominating; in other words it encourages student-centeredness because the classroom activities are built in the form group and class discussion. Thus, the classroom instructions are designed on the bases of students' need.

The followings are the voices from my colleagues supporting the success of our lesson study practice in a research lesson Linguistic and Educational Research carried out in 2012-2013 academic year, English Department.

Intan Permata Hapsari, S.Pd., M.Pd. (observer)
"As a teacher I can say that LS really helps me in improving my teaching skill. It happens because when we're conducting LS, there are always some observers who are ready giving any suggestions in our PLAN, DO, and SEE to make our teaching skill better & improved".

Rini Susanti Wulandari, S.S., M.Hum.(observer)
"Lesson study is a program for lecturer/teacher to share a knowledge and experience for the sake of optimum teaching and learning".

Dr. Rudi Hartono, M.Pd. (observer)
"Lesson study is an important medium for teachers to show their best teaching performance and skill in the classroom with all perfect teaching preparations to be evaluated by their colleagues. It is a model, experience, and lesson of teaching for teacher models, students, and observers and it is not only a study but also a continuous assessment for all".

Arif Surya Prihatmojo, S.Pd., M.Pd. (observer)
"Teachers need to cooperate with others relating to how they interact with students which involve what teachers plan to do, how the teachers teach in the class, and what the teachers do to assess their students. Hence, a lesson study has become one of the practical

significances for teachers to improve the teaching and learning process by which all teachers can improve their competence".

Bambang Purwanto, S.S., M.Hum.

"By doing Lesson Study, lecturers will find out self-confidence of students. Beside that, lecturers can apply many learning strategies".

From the above elaboration, it can be summarized that lesson study is a powerful medium to build teachers' self-confidence. Besides, it empowers teachers' professionalism.

In addition to the above benefits for teachers, students feel the advantages of the lesson study as well. From the observation and questionnaires, it can be said that students have more learning spirit, more enthusiastic and feel happier. Moreover, they argue that by working in groups they feel more confident and comfortable to talk and share ideas with friends. There are more active students participating in a discussion or during the teaching learning process. Group work encourages students' involvement. These are the students' voices:

Linda Widi Astuti

"I can follow the lesson and discuss the material with my friends well and I feel motivated to learn more and more".

Nuri F

"Sometimes I feel that it is difficult for me to speak of my ideas in front of the class, but group discussion in this classroom encourages me to be more confident to speak".

"I think the class (Linguistic and Educational Research) is fun, it is a difficult subject, though. I try to attend the class seriously because it will be very useful when I do my final project later".

M Rizqi Adhi P

"My teacher has taught us very well using cooperative learning techniques. She has done her best as a teacher. I want to be like her in the future".

Alfin N

"Fun class"

"Learning through Cooperative Learning gives wide opportunities for students to be more actively sharing ideas with peers".

Beside those advantages, however, there are some challenges for both teachers and students. In PLAN phase, both open lesson and observers are sometimes difficult to sit together having discussion for we have different teaching schedules and activities. In addition, in DO stage, sometimes, the designed PLAN cannot be implemented as scheduled because of an incidental meeting or other duties. Finally, in SEE session, we have a very short time to do reflection due to the fact that each of us has our own job to finish.

Students, however, experience not only fun and useful activities but some of the students also feel somewhat under pressure. It happens since during the lesson study practice, especially DO phase, students are given numbers attached to their back, and they are observed by six teachers. The activities are recorded as well, and it makes them feel uncomfortable.

CONCLUSSION

To summarize, lesson study practice motivates teachers to make better preparation. Besides, it highly increases the spirit of togetherness among colleagues and encourages more collaborative work. During teaching, teachers keep controlling their emotion, the class, and the PLAN. Similarly, students undergo wonderful experiences working with peers in group works.

RECOMMENDATION

Based on my own experiences to be an open lesson teacher, I would like to offer some recommendations:

First and foremost, the institution needs to provide more support. Lesson study practice has to be prepared earlier before semester begins. Besides, colleagues can have more rooms to develop their competencies; the plan, do, see activities encourage teachers to improve their

teaching materials, media, methods, and processes. Moreover, lesson study practice can be demonstrated in any subject course and for various objectives.

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THE ACQUISITION OF PREPOSITION STRANDING AND PIED-PIPING BY INDONESIAN STUDENTS LEARNING ENGLISH

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Abstract

This article mainly deals with the acquisition of preposition stranding (PS) and preposition pied-piping (PPP) of English by the students of the English Department of Semarang State University. The main purpose of the study is to reveal their way of mastering this language area which is notably absent in their L1 system (PS). Based on the experience of the writer as a teacher, the different systems of preposition usage between L1 (Indonesian) and L2(English) constitutes a lot of learning problems. The PS and PPP learning problems encountered by the students are pedagogically appealing in that even the students of higher semester can often plunge into this particular problem (Mi Di 2006).

English, and also other Germanic languages, permits both PS and PPP in their sentence constructions while in Indonesian and many other languages in the world the PS constructions do not appear to have a strong grammatical basis (Cable and Harris 2011; Sugisaki 2011). Researchers tried to understand the problem by viewing it through the notion of markedness theory in which language areas which are unmarked are relatively easier to learn than the ones marked. In the issue raised in this paper, the PPP is considered to be unmarked and the PS is more marked (van Buren and Smith 1985; Klein 1993).

This study involves 62 students divided into two groups: 30 students of second semester and 32 students of fourth semester. They were given a task to construct sentences with wh-relative clauses using either PPP or PS forms employing different relative pronouns.

The result shows that the second semester group tended to use more PPP than PS forms. They also used less PS than the intermediate group did. On the other hand, the fourth semester group tended to use more PS than the elementary did. These findings suggest a significant support towards the effectiveness of markedness theory. The results may also indicate that the theory works most effectively on lower level of learning and it holds less as the students gain significant progress. The pedagogical implication of the finding is that the presentation of PPP should precede that of PS and that an appropriate sequencing of teaching-learning materials is urgent. Anyway, this study has been limited in many ways and thus a deeper and wider investigation needs to be done soon.

Keywords: markedness theory, null-preposition, preposition pied-piping, preposition stranding

BACKGROUND

Many TEFL researchers believe that in most cases a learner learning a FL naturally goes through a learning path in which he makes a series of tentative hypotheses (known as interlanguage) before he comes to an established form of construction. The interlanguage is particularly common to happen in the area of grammar since grammar is essentially a set of rules that operate multi-dimensionally and thus too complicated to internalized at one time. Interlangual grammar has long become the center of attention of linguists and researchers particularly interested in TEFL matters.

White (1998) states

By focusing on what interlingual grammars are like (their nature rather than their source) we are arriving at a more fruitful way of investigating the involvement of universal grammar in SLA. It is important to bear in mind that the claims for universal grammar operation in L2 acquisition are simply claims that interlingual grammars fall within a limited range, the 'hypothesis space' is restricted by universal grammar (White, 1998).

One language area that often constitutes an apparent learning problem among EFL students is preposition. This may be due to the fact that preposition as a structural word bears a complex dimension semantically, collocationally, and syntactically. In terms of usage, it may take a queer combinations that are unique and sometimes idiomatic and hard to predict. In classroom context, it happens that students come to a puzzling choice of appropriate preposition to use.

The problem of the acquisition of PS and PPP is quite apparent in the constructions of relative clauses, interrogatives, passive, exclamatives, and comparatives. However, for practicle reasons, the present study focuses on wh-relative clauses only.

THEORETICAL REVIEW

The Notion of Markedness Theory

Universal Grammar (UG) stresses that children are biologically endowed with innate knowledge of universal principles, which are parameterized in human brain. According to Chomsky (1981), the different settings of a parameter were assigned relative markedness

values, and children initally set a parameter at its unmarked setting. A child will reset this parameter to a more marked setting solely on the basis of positive evidence from the input (Mi Di 2006). In L2 acquisition study, researchers try to determine whether UG will also guide L2 learners as in their L1 acquisition. In other words, they try to find whether the unmarked forms will be acquired before the marked ones. Based on this view, researches have been conducted on preposition pied-piping (PPP) and preposition stranding (PS).

According to the markedness theory the degrees of learning difficulty in second language acquisition can be predicted according to the degrees of typological markedness between the learner's first language (L1/NL) and the target language (L2/TL) (Jin, 2008). The theory assigns the designations 'marked' and 'unmarked' to opposing structural entities that exhibit a consistently asymmetric relationship in term of distribution and/or syntagmatic structure and/or paradigmatic complexity. The one of the two entities that is consistently more widely distributed and/or simpler in structure is called 'unmarked'; and its complement is the 'marked' member of the opposition (Battistella 1996).

Battistella further maintains that the notion of markedness can be applied within a particular language or between languages. When markedness operates across languages, universal markedness relations are defined independent of individual languages. Language –particular values are those assigned on the basis of the facts of an idividual language system. Eckman proposed Differential Markedness Hypothesis (DMH) which indicates that markedness relation goes cross-linguistically. The hypothesis states that a linguistic phenomenon A in one language is more marked than phenonmenon B if the presence of A in the language implies the presence of B, but the presence of B does not imply the presence of A.

In the context of second language acquisition, it can be proposed on the basis DMH that:
(a) the areas of the TL which differ from L1 and are more marked than the L1 will be difficult to learn,
(b)the relative degree of learning difficulty of the areas of TL which are more marked han the TL will correspond to the relative degree of markedness,
(c) the areas of the TL which are diffenrent fro the L1, but are not more marked than the L1 will not be difficult.

Also, Larsen-Freeman and Long (1991) maintain that markedness is defined in terms of 'complexity, relative infrequency of use or departure from a point which more basic, typical or canonical in a language.

Carlisle (1997) summarizes the predictions of MDH as follows: 'If an implicational relationship obtains between two structures such that language A has the marked structure and language B has the unmarked structure then speakers of A should more quickly acquire the unmarked structure in B than speakers of B should acquire the marked structure in A.

According to Klein (1993), the problem of PS and PPP including the absence of obligatory preposition or null-preposition (NP) is relatively rare in the proses of L1 acquisition. Klein maintains that the construction of prepositional phrase (PP) is much determined by Universal Grammar (UG), that is that the problems arise on the basis of identification, licencing, and recoverability issues. Thus, learners of TL whose L1's structural system is different would face the inherent learning problems. Since preposition usage in PS and PPP in Indonesian (L1) differs significantly from that of English, Indonesian students learning English would fall into the problem, mostly in forms of NP.

Implementing markedness theory, Mazurkewich (1985) studied the acquisition of wh-questions among learners of English with two different L1's background, French and Inuktikut. He found that NP occured when learners were on the stage of lacking subcotegorization knowledge of preposition complementation. This finding clearly supports the principle of markedness theory and verifies the acquisition of PPP which is unmarked comes earlier that the marked PS. The problem NP would fade away with the development of TL proficiency.

Van Buren and Smith (1985) support this finding stressing PS constitutes a lot of problems for many learners and further suggest that the notion of markedness theory should be incorporated into UG to nourish the SLA theories within the realm of UG.

Meanwhile, Kaplan and Selinker (1997) suggest that greater attention is worth paid for the frequent NP phenomena in the learners' interlanguage and their relevance with UG.

Emperical studies on this area should be fruitful and hopefully give lights to the development of TEFL.

PPP versus PS

English is one of the Germanic languages that allows the construction of relative clauses by using either preposition pied-piping (PPP) or preposition stranding (PS) in several different syntactical contexts such as interrogatives, wh-relative clauses, passives, exclamatives, and comparatives. Hoffman gives the following illustrations:

1. PPP

    a. ***About what*** is he talking? (interrogative)

    b. the structure ***about which*** he talked   (wh-relative)

    c. About what a great topic he talked about! (exclamative)

2. PS

    a. What is he talking about?   (interrogative)

    b. the structure which he talked about   (wh-relative)

    c. What a great topic he talked about?   (exclamative)

PPP refers to the construction where the entire prepositional phrase (PP) is moved fronted as in (1 above). In PS, the prepositions are said to be stranded that is remaining left behind at the end of the constructions as in (2). Here the preposition ***about*** is stranded in that its complement (object) is moved away from its normal posthead position, but anyway recoverable from elsewhere within the construction.

PPP is considered to be syntactically simpler than PS, apparently because in PPP form the whole PP moves out, while in PS form only the noun phrase moves out leaving the preposition stranded behind and consequently the movement crosses two bounding nodes, which violates subjacency. To account why PS is allowed in some languages (Germanic) such as English, there are various explanations from different linguists. However, no matter what the arguments are, the common belief is that PS seems to be more complex than PPP and this leads to a claim that PPP is unmarked form contrastive to the marked form of PS which then is considered a subset of PPP according to Subset Principle. The pedagogical implication is that L2 learners will start from the unmarked PPP form.

Another pedagogical problem related to the use of preposition on interrogative and wh-relative is the complete absence of it when its presence is obligatory. Klien (1995) studied on null-prep (NP) phenomenon and concluded that NP has nothing to do with learner's L1, yet believed that it would decrease as the learners' English proficiecy improved.

English allows both PPP and PS forms not without conditions. The seemingly free choice of either one of the two forms should be done with care. For example, the use of PPP in passive would result in an awkward form, sometimes unecceptable, such as '***About stranding*** has been talked enough.' (cf. PS: ***Stranding*** has been talked ***about*** enough.) In Indonesian , constructions similar to PPP seem to be the common form when prepositional constructions involve. The alternative PS form does not seem to exist, and thus predictably constitutes learning problem especially for those at the lower stage of proficiency.

RESEARCH METHODOLOGY

Participants

The subjects of this study include two groups of students of the English Department of Semarang State University; one consisting of 30 students of second semester and another of 32 students of fourth semester. Both groups were taking English Grammar subjects of different levels in which preposition was one topic area.

Instruments

A set of test was used as an instrument in the study. The test contains 50 items of completion test type. In each item, the subjects were asked complete the sentence by combining or embedding the given second sentence to the first one so as to make wh-relative clause. Depending on the main and the subclause available, they had to choose either using PPP or PS.

Data Collection

The two groups of subjects were instructed to do the whole set of test. The test of each group was administered separately (on the same day) since they belonged to different classes/semesters. All of them had been familiar with the type of the test as it was an ordinary one. For the elicitation of the intended forms of relative clauses, they needed to be fully

briefed. They were supposed to fill the blank slot in each item using an appropriate relative clause with suitable relative pronoun and preposition if necessary. The time alloted was 60 minutes which was just enough to finish the test.

Data Analysis

There were two different levels of proficiency represented by the two groups, the second semester (group A) and the fourth semester (group B) of the English Department of Semarang State University . The fourth semester students were supposed to be at the intermediate level, and the second semester students were at the elementary level. The elementary group was then taking the first grammar subject at college, but certainly they had been introduced to some grammar lessons during the years of their previous schooling. The intermediate group were taking the third grammar subject in their second year of college. Other variables being observed in the study are the three forms of preposition usage in wh-relative constructions, that is PPP, PS, and NP phenomena. A simple statistical procedure of frequency was enough to see if a meaningful relationship emerges between the levels of proficiency and the use of the forms. The researcher is particularly interested in finding out whether the occurence of the forms varies on levels of proficiency in the direction as suggested by the markedness theory.

Results

The results of the data analysis can be presented at the following table by considering the number of levels (proficiency) and the number of forms observed.

Table 1: PPP, PS, and NP across levels of proficiency

Form Level	Preposition Pied-Piping (PPP)	Preposition Stranding (PS)	Null-Preposition (NP)	No Answer (NA)
Elementary	22	15	9	4
Intermediate	23	22	4	1

The table shows the average frequency of use of each form by each group. The PPP forms were used by mostly the two groups with a slight different in number. The use of PS form, however, shows quite significant different in frequency between the two groups. The null-preposition also makes up significant degree of frequency.

DISCUSSION

Based on the result presented in the table above, several interpretations can be made. The elementary group significantly used PPP forms much more than PS forms indicating that their mastery of PPP forms is better than that of PS forms. The group also shows quite a number of NP forms. Some of them failed to provide the necessary prepositions, may be due to L1 transfer. On the other hand, the intermediate group used PPP and PS in approximately equal number of occurence. Also, their use of PS outnumbers the use of PS by the other group, which means that their mastery of PS has been better. The fact that the use of PS by the intermediate group significantly outnumbers that of PS by the elementary group may also implies different stages of acquisition of PPP and PS does happen. In other words, there is a significant tendency of the use of PPP at the lower level of proficiency which may reflect the relative syntactical simplicity of PPP over PS. As discussed above, the learners' L1 (Indonesian) does not allow PS constructions, and this explains why they had problems with the form especially for the elementary group. However, this problem decreases as proficiency improves as performed by the intermediate group.

The result also shows that some members of the intermediate group still faced a problem with the PS forms which is rather surprising. In this case, as a teacher the researcher is more suspicious of the students' lack of practice rather than their lack of understanding of the rules. Another interesting phenomenon is the frequency of NP. Although the fact that intermediate group made less number of NPs than the elementary did seems naturally plausible, the frequency of NP occurence is nevertheless suspicious especially among the intermediate group, considering their level proficiency. For the time being, this problem can only be speculated to be due L1 whose preposition usage is different from L2. Teachers report preposition missing also happens with many other types of constructions.

CONCLUSION AND SUGGESTION

The discussion above clearly suggests that the finding of the study conforms to the principle of markedness theory. The pedagogical implications elicited from the finding are first that the PPP constructions should be presented prior to the PS alternatives. In developing teaching material, teachers and texbook writers should well take sequencing into consideration. Above

all, since using a language is essentially a skill, learners certainly need sufficient drill to establish their mastery.

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Appendix

These are some of the test items.

Combine the sentences in each item below to make a relative clause using a relative pronoun such who, whom, or which wherever possible.

Example:

Jane met the man ....

       The man had given her some money.

Answer: Jane met the man who had given her some money.

1. Ritz Hotel is a well-known hotel ....

       The hotel hosts many international meetings.

2. The boy   ....   was Tom.

       Kate gave the book to the boy.

3. The person   ....   was Mr. Smith.

       Adam lent the person his car

4. The student   ....   went to the stationary.

       The student needed a note book.

5. John read the book   ....

       He had borrowed the book from the library.

6. The school children chased the ball   ....

       The ball ran across the field.

7. The man   ....   was her uncle.

       Tim telephoned the man last night.

8. The motorcycle   ....   was made in Japan.

   Bob asked his parents for the motorcycle.

9. The museum   ....   is far from here.

   We want to go to the museum.

10. The policeman arrested the bus driver   ....

    The bus driver stopped at the wrong place.

11. The manager hire the student   ....

    The teacher had recomnmended the student.

12. The journalist took a lot of pictures   ....

    The journalist sent the pictures to the editor.

13. The clerk   ....   was fired.

    Mr. Brown had complained about the clerk.

14. The children   ....   begged for another one.

    Miss. Black read a story to the children.

15. The painter painted a beautiful picture   ....

    He sold the picture for 1000 dollars.

CHALLENGING PROJECTS OF
TEACHING ACTIVITIES IN SPEAKING CLASS

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Abstract

This paper proposes an alternative way of teaching speaking through challenging classroom activities. The abundant number of teaching techniques in speaking skill designed by linguists and English practitioners make English second-language teachers exultant in searching and designing classroom activities. Since teaching speaking could do with accuracy and fluency, teachers should provide a conducive atmosphere for students' free will in expressing their thoughts without being afraid of making mistakes as well as a favorable condition for fostering students' correctness in producing utterances. Designing challenging projects which encompass interactive activities can be used as an alternative model for developing learners' fluency and repetitive doings can be used for fostering learners' accuracy. Interactive activities involving information gap demand the second-language learners' critical thinking in organizing the logical relationships among ideas, the soundness of evidence, and the differences between fact and opinion in order to keep the communication flows. Whereas the repetitive doings help second-language learners in producing appropriate utterances. Besides, the project upshots contribute contentments to students in appreciating theirs collaborative efforts.

Keywords: Challenging projects, interactive activities, accuracy, fluency

Introduction

This article discusses the practical experiences in teaching speaking for third semester students of English education which consist of four classes with 18-20 students for each. A learning model is designed based on students' need obtained from questionnaires. The questionnaires also provide the information relating to students' perception of speaking class, students' problems in learning speaking, and students' ideal hope of speaking class conditions.

Achieving second language speaking skill competency needs series of efforts. It involves students' efforts and teacher's strategy. The former deals with students' endeavour in teaching learning process such as asking and answering question, delivering opinions, finishing

assignments and presenting paper. The latter relates to teachers' stratagem in designing a conducive speaking class like creating good environment, providing interesting material, constructing encouraging activities, and making use of authentic assessment.

Students should realize their responsibility to follow classroom activities actively and spend their time outside class effectively. Relying on practicing speaking skill in classroom is not enough for maximizing speaking competency because of the limited time. Students have more time outside class for practicing what they have learned in class. Teachers as managers have the authority to design an activity model which can make the students being autonomous learners in accomplishing speaking competency.

Basically speaking competency consists of two aspects, accuracy and fluency. Accuracy deals with how well the students master the linguistics aspect like grammar, pronunciation, and vocabulary, whereas fluency relates to how well the students produce utterances without stop which disturb their speaking. The activities of accuracy oriented and fluency oriented are characterized by the following aspects:

Table 1 Difference Activities on Accuracy and Fluency

No	Accuracy	Fluency
1	Usage: explanation	Use: real life
2	Language for display	Language for communication
3	Language for knowledge	Language for skill
4	Attempts at communication are judged by linguistic competence	Attempts at communication are judged by performance
5	Attention is given to language	Attention is given to meaning
6	Correction is often a feature of accuracy focused work	Correction is generally a minor clarification of fluency in use
7	Language is the objective	Communication is the objective

Having analyzed the questionnaire and interview document, I obtained the important information dealing with classroom activities and speaking competency. Most of the students say that they prefer to have a collaborative learning in learning speaking because it has a

benefit in developing students' togetherness by imbuing and helping others' weaknesses. They feel closer each other especially the students who are the member of the same group. This cooperative condition will bestow good effect to their spirit in joining the class and finishing the group assignments. Besides, cooperative activities constitute a good way to foster students' confidence. Based on the questionnaire some students say that they sometimes feel nervous to speak up in front the class because they are being a center of attention. Some students feel uncomfortable if all other students' attention are focused on them. It can influence 'their speaking skill' like being forget to say something, losing something to say, and their 'psychological performance' like feeling awkward and being afraid of making eye contact.

Other information from questionnaire reveals that students want the teacher gives the same opportunity to speak up for the various students' personalities. Introvert students prefer to listen than to speak and they tend not to take a risk in starting to speak unless teachers give them time to speak up. On the other hand extrovert students tend to dominate the speaking time by expressing what is in their mind. Teachers should endow with classroom activities in which all students have the same opportunity to communicate each other and they have to interact each other in order to accomplish their tasks. The essential of speaking class is to communicate, and to communicate means to interact each other. Keeping the opportunity to speak is important case because of the variety of students' personality. Teacher should realize these phenomena and confer a learning model which facilitates all students to take a role in teaching learning process. The following are the characteristics of the introvert and extrovert students:

Table 2: Introvert-Extrovert Characteristics

Introverts	Introverts	Extroverts	Extroverts
Can be happy alone	Reserved, quiet and deliberate	Are social-need people	Establish multiple fluid relationships
Dislike attending parties	Form a few deep attachments	Demonstrate high energy and noise	Engage in lots of activities
Need time alone to recharge	Concentrate well and deeply	Communicate with excitement	Have many best friends and talk to

			them often
Prefer non-group work	Communicate best one-on-one	Draw energy from people-loves parties	Prefer face-to-face communications
Cautious in meeting people	Think carefully before speaking	Lonely and restless when not with people	Respond quickly

Source: Characteristics extracted from article by Burress and Kaenzig (1999)

There is something interesting to be discussed in the table. Generally introvert students do not prefer to group work. However, if another choice is speaking individually in front of the class, these students prefer to collaborative work. The reasons are 1) they don not feel comfortable being a center of attention. This condition can make them nervous and unable to perform their best potency. What they have prepared cannot be optimally performed like forget something to say, etc; 2) they are afraid if their friends laugh at them when they make mistakes. This will lead to worse condition for the next performance.

The third information of the questionnaire is that the students realized that they haven't had the optimal speaking competency yet because they are reluctant to practice it. They have time and friends who are potentially can be asked to communicate, but they do not take it, whereas in fact they have more time outside class than inside class. If this time can be used optimally and effectively, the students will have a bigger chance to develop their speaking competence.

The fourth information of the questionnaire reveals that the students lack of vocabulary. This condition makes the students cannot deliver their speech fluently. They stop to speak up in the middle of their speech because they cannot find the vocabulary which they are going to use.

Discussion

There are four points that should be considered in designing a speaking model based on the result of the questionnaire analysis, those are 1) the students need collaborative activities; 2) the students need speaking class which provides the same opportunity to speak up for various students' personality; 3) they have less speaking practice; 4) they lack of vocabulary.

The alternative speaking model which can cover those four aspects of students' need in speaking class is a project-based learning. A project-based learning is a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks. Thomas (2000) proposed a definition of PBL from PBL handbooks as being "a teaching model that organizes learning around projects" and projects as being complex tasks based on challenging questions or problems that involve students in design, problem-solving, decision-making, and/or investigative activities, that give students opportunities to work relatively autonomously over extended periods of time, and culminate in realistic products or presentations (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999).

As an extended illustration, Stoller (2006) defined PBL as: (1) having both a process and product; (2) giving students (partial) ownership of the project; (3) extended over a period of time (several days, weeks, or months); (4) integrating skills; (5) developing student understanding of a topic through the integration of language and content; (6) students both collaborating with others and working on their own; (7) holding students responsible for their own learning through the gathering, processing, and reporting of information gathered from target-language resources; (8) assigning new roles and responsibilities to both students and teacher; (9) providing a tangible final product; and (10) reflecting on both the process and the product.

There are several principles of project-based learning for speaking class. 1) Providing clearly defined learning objectives and guidance throughout the learning process; 2) deciding on products and performance to demonstrate how students learn; 3) using time inside and outside lesson to enable students conduct project work; 4) putting emphasis on both learning process and product; 5) encouraging creating publication and presentation; 6) allowing students time to reflect and discover; 6) entrusting students with some empowerment to complete project; 7) allowing students to make mistake; 8) keeping own notes for observation on groups' work.

Based on the students' need analysis and the theory of project-based learning, there are three activity models for speaking class, 1) A Short Mysterious Film, 2) A Place to Visit, and 3) A

Politic Talk Show. Those projects are design for developing students' competence on speaking skill especially focusing fluency. This article is going to explore the procedures of first project. This project can be accomplished by 4 -5 classroom meetings.

In the first project, students are asked to create a 15-20 minute mysterious film. The steps of teaching learning process are as follows: first, teacher shows a model of story boards of mysterious film. The students are asked to identify each part of story board and the bubble speech and then to correlate the connection of the first part and the next part. Teacher gives questions such as what happens? ; where does it happen? Is it old or new house? This step aims at arousing students' mind in term of curiosity, and critical thinking.

Second step is creating outline. The students make groups of 6-7 persons and they are asked to make an outline. Some guidelines in making outline are a) there is a series of conflicts; b) the answer of the conflict is still a secret until the end of the film. One member becomes a secretary to write down the result of discussion. Each group is given time to present the outline and the others are asked to restate the outline and give comment and suggestion. Teacher comes to each group to facilitate them finishing their outline.

Third step is creating characters. Teacher gives a model of describing characters including a) hobby, how does she/he spend time for hobby; how much money does she/he spend, b) physical appearances, c) behaviour, and d) family. Teacher provides vocabularies relating to adjectives used in describing character dealing with their pronunciation, meaning, and use. Each student then is asked to add 3-5 vocabularies so that they will get a large number of vocabularies which is important for creating character. Students discuss together on which characters they could play in the film. This will make them happy because they take a role as they want. They should then work individually to write a full description of their character. Each character then is discussed in a group in order to get the constructive feedback from others.

Fourth step is creating storyboards. Students make storyboards based on the outline. There are around 6 up to 8 pictures. Each story board is completed with a brief description beneath each picture and speech bubbles used to show some dialogues. Each member of group presents the

part of storyboard in order to get comment and feedback from other groups. This activity provides a chance for every member to participate in oral presentation. Before giving comment, other groups are asked to retell the outline which has been presented. This step makes other group listen carefully and try to catch the point.

Fifth step is composing script. The teacher explains the way how to compose script and gives the website address www.bbc.co.uk/dna/filmnetwork. Each member writes the full script for one scene and then discusses it in a group. This script is composed gradually based on each picture in the storyboard. Teacher helps with vocabulary, expression, and sometimes helps with the idea. Students may revise their script outside classroom.

Sixth step is performing one scene. The groups prepare the setting of the film. They take pictures from the internet, magazine, and or they directly take a picture the object for the setting. They also prepare the appropriate music for their film from the internet. The performance is conducted in the class and recorded. The record is displayed in order to make reflection. The next step is preparing to make the performance of a half film and finally the whole film. They feel more enthusiastic to finish their assignment if the product is published and they can enjoy it together. This enthusiasm is influenced by the condition that all the students will watch it, so they must do their best in finishing their project. They spend time not only inside the classroom but also more time outside the classroom. More time for English practicing will be the benefits for students' fluency. The project will be as the reflection of how their performance is and how their speaking skill is.

Conclusion

This project makes the students active not only in the classroom but also outside classroom to finish their products. They feel that this project is challenging so that they must finish it because the project will be displayed in front of the class. It functions as a reflection phase used to find the weaknesses and the strengths of their performance in terms of language performance and non-language performance and a enjoyment phase used to enjoy the films. They do the project collaboratively and this makes their relationship closer. Besides, they spend much time outside class to practice their English as part of their project.

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THE USE OF SEMANTIC MAPPING STRATEGY TO IMPROVE STUDENTS' WRITING REPORT TEXT

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Abstract

This study described the use of semantic mapping to teach writing skill, especially report text. This study is aimed to improve students' language skill especially writing based on their literacy level. It also applied semantic mapping in the joint construction of the text. Students asked to write the report after they created semantic mapping of their own idea and group. The method of this study was action research which had four steps. The steps were planning, acting, observing, and reflecting. The data was collected from cognitive test, observation checklist, questionnaire, and interview.The result of this study based on cognitive test was high. It meant that the students'writing skill got improvement which was more than the standard level of writing. Based on the observation checklist, questionnaire and interview, we could see the result that the students'participation and interest of writing report text got improvement. Hopefully, the result of this study can be used by all teachers in their teaching learning process. In addition, choosing easy topic could make students'positive response to write report text. Finally, the writer gave tension that semantic mapping was able to give positive effect on students' writing report text.

Keyword: semantic mapping, strategy, writing, report

INTRODUCTION

Background

Report text is very important for students' learning language. Students are able to write factual writing by knowing the subject information so they can write factually. They should able to create the information coherently based on the lexicogrammatical feature of report text. In fact, lecturer often finds some students who were not able to write sentence after first sentence or after writing the topic. To solve the problem, the reseacher tries to apply semantic

mapping strategy for English Nursing 1 subject which the topic is writing report text especially in writing.

Statement of The Problem

"Is semantic mapping strategy effective for improving students' writing skill in nursing program Muhammadiyah University of Semarang?"

LITERATURE REVIEW

Strategy

Brown (2000:113) states that strategy is used for solving the problems or tasks, a plan which is used to conduct certain information. According Goh and Silver (2004: 189), strategy is a kind of thing which makes the learning more effective in achieving the learning and communication goal. In this case, strategy is the method or way to facilitate written report text learning.

Semantic Mapping

Semantic Mapping comes from semantic and mapping. Based on Hurford dan Heasley (1983), Semantic is "the study of meaning in language". Meanwhile mapping means that "It means that map. Kern (2000: 197-198), mapping "…as an effective way to help students develop and organize their ideas before they begin writing". Based on the discussion above, mapping is an effective way to help students in developing and organizing idea before they write. It means that mapping is an effective way to create ideas in writing.

According to Speidel (1982: 35), a group of vocabularies arrangement which build a topic of writing is called map. It can be concluded that semantic mapping is a startegic to show the structure of knowledge.

Fisher (1995) states that a basic creative writing of the learners can be gained from making connections and creating links which uses shapes such as lines and arrows. From the explanations above, we can conclude that semantic mapping is a way to communicate words into a group of writing concepts which can improve students' writing understanding.

Writing

Writing skills is an ultimate goal which is to be the main purpose for improving students'knowledge. Writing is different from speaking skill or other skills. It can be seen from the difficult process of writing. It needs planning and modification of writing which concerns to many aspects such as; choosing the words, structure or grammar, and unity between the supporting sentences with the topics in a paragraph. So, the meaning of paragraph reachs cohesion and coherence (Smalley dan Ilogue 1986).

Well (1911), Grant (1986) and Freebody dan Luke (1990) in Hammond et al. 1992: 9-10) states, ″... to be literate according to this fourth perspective (epistemic) is to have available ways of acting upon and transforming knowledge and experience that are in general unavailable to those who have never learned to read and write". Based on Hyland (2004:54) states, "Genres are specific to particular cultures and communities…". The implication is to create English text must know the steps of English retorica which is different from other language .

Report Text

According to Anderson and Anderson (1997; 86-87), report text is a text which has social function to give information about a subject such as; computer, natural disaster, animals, sports, etc. Board of Studies NSW (1994:1400) states that report has purpose to give information about all things or animals, for example; mammal, transport, and computers. Report consists of facts, descriptions, and information about the parts of subject which is being told.

In addition Gerot & Wignell (1994:196-197) state that report is a text which functions to describe the way things are, with refeence to a range of natural, man made, and social phenomena in the environment. Based on the statement above, students have to write report text by searching and analysing something.

Learning Cycles

Many kinds of English texts become based English education in Indonesia. The learning about those texts consist of two cycles which has four learning steps, such as; 1) Building

knowledge of the field (BKOF), 2) Modelling of texts (MOT), 3) Joint construction of text (JCOT), dan 4) Independent construction of text (ICOT).

The application of semantic mapping can improve students'writing report text skill, which can be seen from this diagram below:
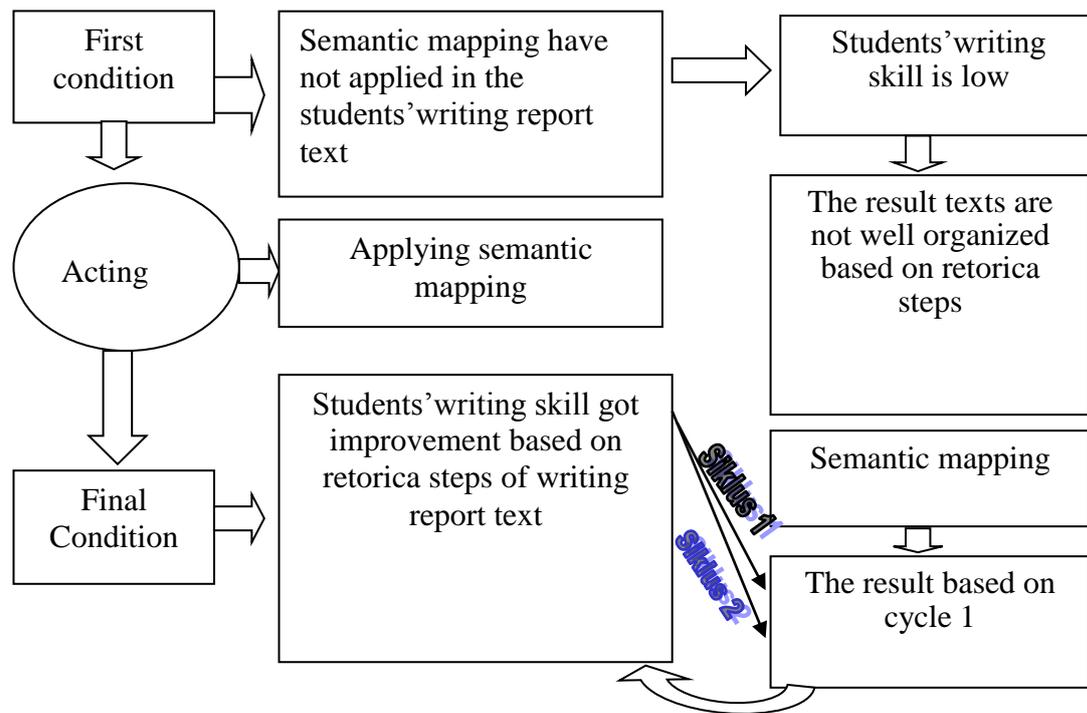

Diagram 1: reserach steps

Acting Hypothesis

The acting hypothesis is the application of semantic mapping strategy can improve students'writing report skill.

METHOD

Setting

This research was done at the second grade students of nursing program during four months from April to Juli 2011.

Subject

The research subject is second semester students of nursing program in Muhammadiyah University of Semarang. It was done because students'writing skill is still low.

Data Souces

The data sources of this research is students'writing score, observation, questionnaire, and interview results.

Data Analysis

The data analysis used descriptive comparative by comparing the indicator and using questionnaire , interview, observation result descriptively.

Indicator

The basic indicator from this research such as; 1) The students'writing score got improvement more than 70, and 2) The mean of the questionnaire and observation result is more than 75%.

Research Procedure

Planning

In this step, the researcher did many kinds of activity such as; finding references which are related to semantic mapping, report text, English learning steps.

Acting

The acting was done in the joint costruction of teks (JCOT). It can be seen in this diagram below:
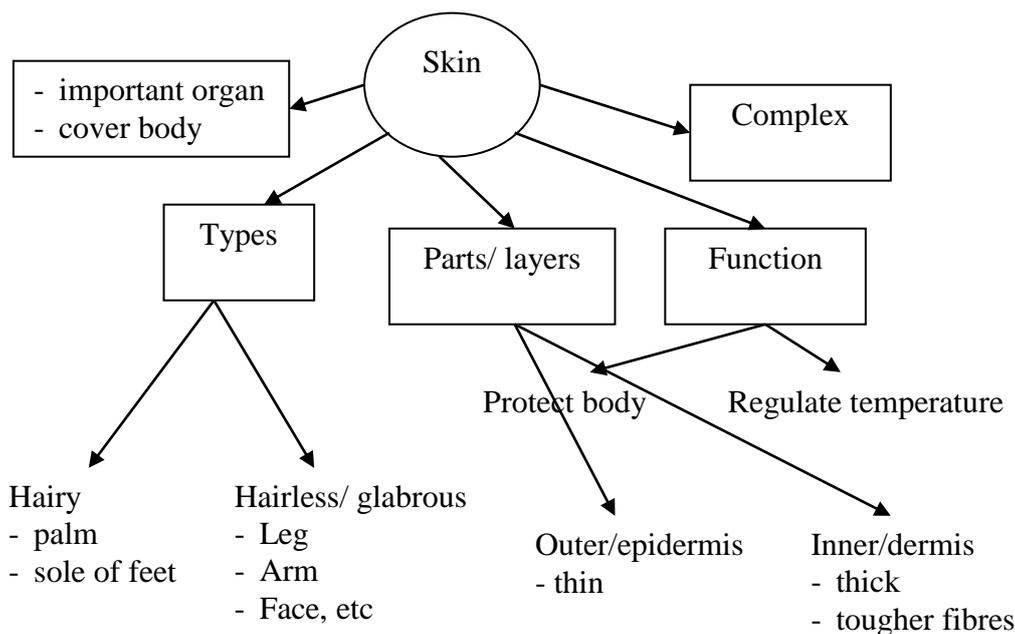
Diagram 2: Semantic mapping of skin subject

Observation/ Evaluation

Observation or evaluation in the students' writing skill was done in each treatment phase.

Reflection

Reflection was done by seeing the lack of every treatment phase as a basic planning of the next cycle.

RESULT AND DISCUSSION

The First Condition Before Giving Semantic Mapping Strategy

The mean score before giving semantic mapping treatment is 51,60. This result is far from the basic indicator 70.

Cycle I Treatment Result

The treatment result which is done in cycle I consists of cognitive test in writing report text, observation, questionnaire, and interview result.

Cycle I Cognitive Test Result

The cognitive test result using semantic mapping is 65,57. It was still lower than the basic indicator 70.

Cycle I Observation Result

The data observation in cycle I which gave assessment of students'activation during cycle I learning got 64,48%. It was still lower than the basic indicator 75%.

Cycle I Questionnaire Result

The questionnaire data in cycle I which gave assessment about students'response in learning report text using semantic mapping got 67,93%. It was still lower than the basic indicator 75%.

Cycle I Interview Result

The interview result showed that students felt helpful in creating report text well using semantic mapping, but the topic which will be written less familiar. So, students were difficult to give clear description for the subject of writing, especially in creating sentences to tne next sentences.

Cycle I Reflection

Based on the cycle I treatment result, where the cognitive test result was not optimal and it also happened in observation, questionnaire, and interview results. So, for the next cycle, lecturer must use real steps to prepare the teaching technique and the learning sources to get well improvement in cycle II.

Cycle II Treatment Result

The assessment in cycle II consists of test result assessment on writing report text and non test assessment (observation, interview,and questionnaire).

Cycle II Cognitive Test Result

The cognitive test result in writing report text using semantic mapping in cycle II is 76,33. It was higher than the basic indicator 70.

Cycle II Observation Result

The observation result about students' activity in the cycle II learning got 79,66%. It was higher than the basic indicator 75%.

Cycle II Questionnaire Result

The questionnaire result got 76,72%. It was higher than the basic indicator 75%.

Cycle II Interview Result

The interview result could be shown that the students felt happy about the report text learning.

By using familiar topic, it can hep students to create ideas in writing paragraph.

Cycle II Reflection

Based on the treatment result in cycle II, the result got improvement.

The Comparison between Cycle I and Cycle II Treatment

The cognitive test result in pre cycle, cycle I, and cycle II can be seen in this graphic below;
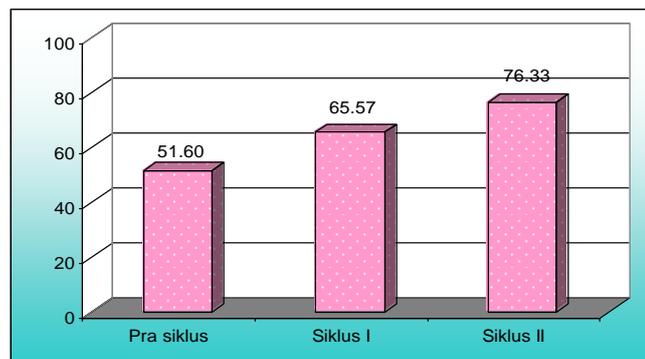
Graphic 1. The mean score of students'writing report text

The questionnaire result in cycle I and cycle II can be seen in this graphic below;
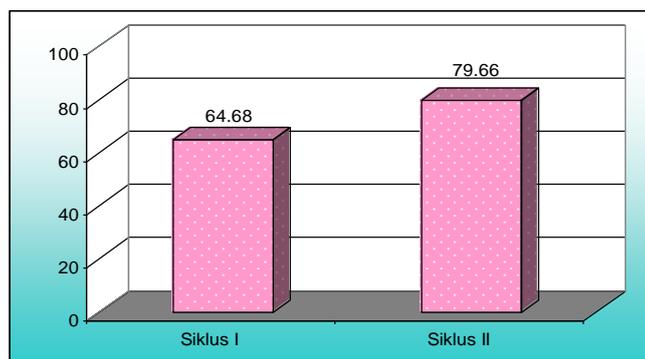
Graphic 2. The questionnaire result

The positive response of report text learning using semantic mapping from cycle I to cycle II, can be seen in this graphic below;
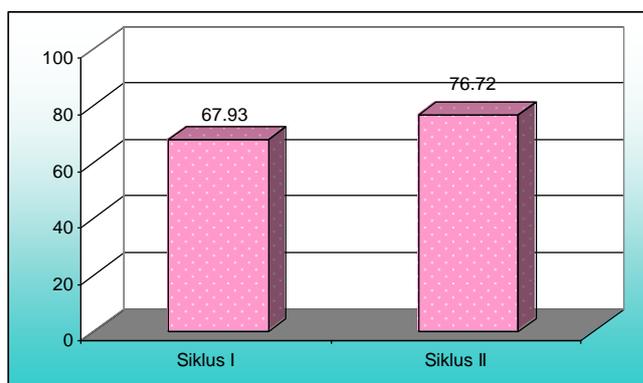
Graphic 3. Questionnaire percentage result

The interview result in cycle I showed that students can be helped by semantic mapping in doing writing report text, but the topic is less familiar. So, they are difficult to create report text descriptions. Meanwhile, based on the interview result in cycle II showed that they felt happier than before. The animals topic can help them to create the report text by connecting the first sentences to the next sentences.

CONCLUSION

Based on the research result, it can be concluded that research using semantic mapping strategy for improving students' writing skill of the report text got improvement. It can be shown from the improvement of students'writing skill mean score 51,60 in pre cycle, 53,57 cycle I, and 76,33 in cycle II. The choosing easiest topic of learning report text using semantic mapping strategy can cause positive response and help students'writing skill.

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FILMING TEACHER: ASSESSING TEACHER TRAINEES IN TEACHING PRACTICE PROGRAM

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Abstract

The English Education Department students as teacher trainees still have limited experience in managing the lesson; however they have to practice handling real classroom in the Teaching Practice Program. This teaching experience can be a significant process for the students in applying their knowledge about teaching and learning English. It is also very important in developing students' competence as the next professional teachers in the future. Therefore the students need to be assisted in order to improve their ability, not only in giving the learning material but also in managing the class. Teaching Practice (PPL) as one of English Education Department subjects needs to be assessed. There are two kinds of assessments that are used, one is by direct observation and the other is by observing the video. In this paper I would like to emphasize on the use of video recording as one of the assessment models. There are several aspects that are assessed, including students' and teachers' interaction, teachers' attitude, the use of English in the classroom, teachers' rapport with students, students' participation and the use of class equipments. One of the advantages of using this type of assessment is that the video recording can be played several times so there will be less chance of missing the aspects. Moreover it also can be used as teacher's reflective teaching media, in order to find out the strengths and weaknesses of the teacher trainees' way of teaching to improve the quality of teaching and learning processes in Teaching Practice Program (PPL).

Keywords: Teaching Practice, video recording, assessment model

BACKGROUND

Teaching practice program can be very useful for a candidate teacher student. It is an appropriate way of educating teacher in pre teaching service. The students, as the next teacher need an experience of conducting real lesson. It is very important because the implementation of the basic teaching knowledge that they gain during the lectures might be very different when it is applied in the real class situation.

Bargava (in '*Teaching Practice for Student Teacher'*) states 'An effective teacher training program can be ensured when both the school and the college (department of teacher's

training) work in tandem' (http://tojde.anadolu.edu.tr/tojde34/articles/article_3.htm). It means that both the schools and the teacher training department have to work collaboratively. The department has given some background knowledge about education like micro teaching, classroom management, education psychology,etc. Schools equip the students with the real school atmosphere and guidance from the experience teacher.

The students- teacher or teacher trainees need guidance either from the teachers or their lecturers, therefore it is also very important to observe their activities in the class. Observing the class can be a very significance aspect in teaching as part of reflective teaching.

In (http://www.teachingenglish.org.uk/articles/reflective-teaching-exploring-our-own-classroom-practice) (TE editor, June 2011) published by British council, it is stated that Reflective teaching is looking at what teacher do in the classroom, and thinking about whether the way they teach have given the best result to the students' proficiencies. It is also called as a process of self-observation and self-evaluation. By analyzing and evaluating the process of teaching and learning in the classroom, teachers will be able to identify and explore their own practices and underlying beliefs. This may then lead to changes and improvements in their teaching. The process of refection is started from gathering information from the process of teaching done by the teacher. There are several ways of doing this and one of them is recording the lesson. The audio of the lesson can be used to analyze the teacher talk; the way the teacher gives instructions and explanations and the students' respond. The video can be used to observe teachers' and students' behavior; where teachers stand and the way he addresses the students during the lesson.

The English Education Department students as teacher trainees still have limited experience in managing the lesson; however they have to practice handling real classroom in the teaching practice program. This teaching experience can be a significant process for the students as their basic knowledge in applying some theories they have got in college classroom. It is also very important in developing students' competence as the next professional teachers for their future carrier.

Observing and assessing the students is base on several criteria, like lesson plan, classroom management and their behavior can be the aspect of reflective teaching. In this paper I will explore the important of videotaping the student-teacher in the classroom as part of assessing process.

THE ASSESSMENT TYPE

Assessment has become the process of learning experience (Brown: 2001: 401). He states 'in every learning experience there comes a time to pause and take stock, to put our focal processes to their best use, and to demonstrate accumulated skill and knowledge'. The teaching practice program is also the part of learning. It deals with teaching the teacher how to teach. Therefore teaching practice program also need to be evaluated. This evaluation can be used as the basis of teacher reflective teaching in order to improve the students-teacher's teaching skill.

ASSESSING TEACHING SKILL

There are many ways in assessing teaching practice program, but observer ass the assessor has to deal with several criteria that are suitable and meet the teaching competence. Richards explains 'the assentials of teaching performance involves the development of appraisal system which has several different purposes. That appraisal system is used to reward teachers good performance, identify further training, reinforce the need for continuous staff development, improve teaching quality, demonstrate the teaching performance'. (Richards, 2001: 220).

In the Certificate in English Language Teaching to Adults (UCLES 1998) as it is quoted by Richards (2001: 231) the scope of assessment criteria for teaching practice program includes the plans for effective teaching, teaching demonstration, and teaching awareness.

The assessment of teaching practice program in English Education Department of Muria Kudus University is based on the teaching process. The process starts from planning the lesson, the teaching demonstration, and teacher's attitude. The students-teacher are assessed both from the school teacher and their lecturer.

LESSON PLAN

A lesson plan is an essential evidence that before coming to the class, a teacher has make a preparation and plan what he will do during the course. Harmer (2007: 156-158) explains that lesson plans should never be thought of as instruction to be slavishly followed, but rather as proposal of action'. A teacher may plan what to be achieved as the learning outcomes and the steps of achieving, but a good teacher needs to be flexible to compromise with the dynamic occur in the class. It is because the teaching can be very surprising and full of variety, especially the students' character.

Harmer also suggests (2007: 160) that a lesson plan may consist of students' description, aims of the lesson, procedures, anticipated problems, extra activity/material in used. The criteria of assessing the student-teacher of English Education Department are:

A. Choosing the learning material. Learning material that is used by the teacher trainee should be suitable with the curriculum used at the school.

B. Aims and objectives. The objective of the lesson should be clear, because it can be used as the indicator of the learning achievement.

C. Interesting teaching media. Teaching media should be interesting and appropriate for the students.

D. Steps of teaching. The procedure in teaching should be applicable and good ordered.

E. Classroom management. The planning of Classroom management should also imply in the planning of time allocation and in the way the students teacher organize the students.

TEACHING PROCESS

The key of a successful language teaching is classroom management. McCreary, Randy sates 'Classroom management is defined as the methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and learning'. (http://www.ehow.com/about_5438989_classroom-management-definition.html#ixzz2jIk9pTIG)

Maintaining discipline and organizing students can be very frustrating for the teacher trainee. It may because the teacher trainees do not have enough confidence and do not having good

understanding on managing classroom. Brown explains that classroom management deals with physical arrangement of the classroom, teaching styles and classroom energy (2001: 192). Harmer supports that the way we talk to the students, our voice, body movement, are also the key in successful classroom management.

The classroom management starts from the beginning of the course, so the assessment of the teaching practice start from the beginning of the lesson. A good class beginning will arouse the students' motivation.

The pre-teaching activities are started by apperception. At this activity, the teacher trainee has to be able to arise the students' curiosity about the material that will be discussed. In the main teaching activity, the teacher trainee has to show that he/she really acknowledge the material. He/she has to be able to implement the suitable teaching strategy and relate the learning material with the real context. A good teacher should also be able to control the class and set a good discipline in among students. The use of media to attract the students and to increase the students' participation is also very essential in maximizing the achievement of the learning outcome. Assessing the students' achievements also need to be done to measure the lesson. At the end of the lesson, the teacher trainee should be able to reflect the process of the teaching and summarize the material and checking the students' understanding by giving additional assignment.

SOCIAL ASPECT

Good teachers do not only teach the students about knowledge, but they also should possess good character and behavior. In socialize among others, teachers as social creatures need to interract each other. From Mead's (1934) 'sociological viewpoint, the conscious mind, self-awareness and self-regulation are central to this interaction, and he viewed human thought, experience and behavior as being basically social. When people are interacting, they are constantly interpreting the acts of themselves and others and responding to them (quoted by Dogarel and Nitu, http://www.upm.ro/facultati_departamente/ stiinte_litere/conferinte/situl_integrare_europeana/Lucrari2/Amalia%20Nitu&Cristina%20Do garel.pdf).

In the teaching practice program teacher trainees (students-teacher) interact and communicate not only among the students and the English teacher. As part of school community, teacher trainees need to build up good relationship with all of the school members. The students' behavior is also becoming the essential aspect of teaching practice program.

The assessment criteria are based on:

a. Discipline. Good discipline of the teacher trainees is implied in the way they do the assignment from the school teachers and the headmaster. School regulation is set to discipline the school community, including the teacher trainee students. They should be able to manage time well, like what they ought to do during the day and allocate time appropriately.

b. Leadership. A teacher is also a leader. He/she leads the process of learning in the classroom, organizing the students and monitoring the individual achievement.

c. Developing students' rapport during the lesson and outside the classroom.

d. Showing hospitality and developing good cooperation with the school community.

FILMING TEACHER

Harmer (2008) points out some important aspect on the effect of film teacher to the teachers themselves. He states that watching themselves on screen can be very stressful for some teacher. As they see themselves teaching they will find out their own weaknesses. Some teachers who has been filmed respond that watching themselves quite a nerve-wracking experience.

Varied opinions about the use of filming teacher in the classroom develop. As it has been released by the week magazine (2011), about the plan of videotaping teacher in Myoming, U.S., some practitioners in education react differently. Some say that it would violate the privacy of teachers and students alike. On the other hand, **video cameras can be a useful tool for evaluation purpose.**

Evaluating the film of teaching and focusing on the students only or sometimes the teacher can be the process of self reflection. Reflective teaching is looking at what teacher do in the classroom, and thinking about whether the way they teach have given the best result to the students' proficiencies. It is also called as a process of self-observation and self-evaluation.

FILMING TEACHER AS PART OF TEACHING REFLECTION

Reflective teaching should have been the part of teaching and learning process. Reflective teaching is therefore a means of professional development which begins in our classroom. Reflective teaching therefore implies a more systematic process of collecting, recording and analyzing our thoughts and observations, as well as those of our students, and then going on to making changes. (TE Editor: British council http://www.teachingenglish.org.uk/articles/reflective-teaching-exploring-our-own-classroom-practice)

ETI (Education and Training Inspectorate) in his document proposes some major rules for the teachers' improvement. Teacher should reflect on the provision he/she has made for the students and assess the quality of the provision. The teacher should evaluate himself how the quality of his work contributing to the achievement of the whole school. (http://www.etini.gov.uk/index/...non.../the-reflective-teacher.pdf).

There are several possible ways to evaluate the teacher; one of them is by recording the lesson. 'Video or audio recordings of lessons can provide very useful information for reflection. Teachers may do things in class they are not aware of or there may be things happening in the class that as the teachers do not normally see' (TE Editor: British council http://www.teachingenglish.org.uk/articles/reflective-teaching-exploring-our-own-classroom-practice). Using audio taped to record what teachers do in the classroom can give many benefits. While watching the video, teachers can see some aspects like teachers talk and students talk, but they may also see the aspect of teachers' behavior.

According to LeFevre (2004) and Perry & Talley (2001), Dymond & Bentz (2006) and Robinson & Kelley (2007):

There are numerous benefits of using video in a teaching context. For instance, a video may provide a natural source for increasing the sense of context and realism. It can help student teachers to see the dynamics of classroom interaction and allow teacher candidates to replay events that are not noticed on first viewing. Videos taken during teaching performance are trustworthy data for student teachers to engage in post-lesson reflection that is based on the actual records. Student teachers may

improve the levels of reflective thoughts about their teaching after they watch video recordings of their lessons. (quoted by Akcan, Sumru. 2010)

CONCLUSION AND SUGESTION

Videotaping can be used as a tool to assess the teacher trainee performance in the classroom. It is very useful because unlike any other technique like direct observation, this video can be played several time focuses on different thing especially on the students' activities. Recording the teacher increase opportunities for reflection in teacher education programs, as they watch themselves in the video they can evaluate their weaknesses in managing the lesson. Reflection on the lesson through video can be used in order to improve instruction for the students of teaching practice program professional development.

How ever being filmed can be very frustrating for the teacher trainees. They might be very nervous and stress. Therefore, it is important to prevent the teachers' privacy because they have the right to control their class on their own. The observer has to appreciate their decisions in managing the class. Choosing their friends to record them can minimize the feeling of being intimidated by the authority and it will provide valid and natural data.

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"*TEACHING WHAT I DO NOT NEED TO TEACH*": AN OVERVIEW ON TEACHERS' TEACHING DOCUMENTS OF ENGLISH AS A SUPPLEMENTARY SUBJECT AT VARIOUS DISCIPLINES

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Abstract

English Language Teaching (ELT) in the Indonesian education curriculum falls in two subject areas, compulsory subject and supplementary subject. Significantly, the developing programs are highly prioritized in terms of familiarizing teachers with new teaching documents in English as a compulsory subject. Despite its success, there are still teachers who have a number of problems in delivering it as one of the supplementary subjects at various disciplines. This paper reviews the data gained from a group of students at one university in Indonesia, whose observational reports showed that teachers have very little opportunity to project their academic competencies in developing a comprehensive teaching document. This leads into question on how to derive the essence of teaching English at the center of teaching and learning practices. One of the most significant current discussions reveals that teaching practices is simply a matter of figuring the necessary conditions to achieve the goal formally. Taken together, the result of the study is expected to bring about influential implication for education practitioners to provide compatible answers to the controversies among teachers before implementing English as one of the supplementary subjects for various disciplines.

Keywords: teaching documents, EFL, supplementary subject.

Introduction

Recent developments in the field of ELT as a second language have led to a renewed interest in developing teaching documents due short-term and long-term demands. This confirms every country to associate its educational practitioners with the intensive developing program regarding new subjects the teacher would have to cope with.

In the Indonesian education, there are developing programs introduced by the central government which frequently shocking off the practitioners for several reasons. One among

the reasons lays on the central discussion following the Law year 2005 number 14 on teacher and lecturer and the Government Regulation Year 2005 number 19 on the National Education Standards. These two legal acts expect these educational practitioners to be more professional, accountable, and qualified in this profession.

This is encouraging for the practitioners to debate on the best strategies for preparing well-organized teaching stuffs, particularly things which cope with the curriculum. However, there has been little discussion about the way ELT is realized in its practices as one of the supplementary subjects. Being supplementary subject means the subject is there categorized as the subject to shape students' individual potential due major the students choose for.

Numerous studies have attempted to explain the complexity of teaching English for various disciplines. In 2005, Protherough and Atkinson in Brindley published a paper, describing a significant fact on how some content areas on the English subject are separated from the curriculum domains applied for the elementary schools in London (pg. 4). It highlights a long journey, during which the subject is available and recognized on some fields, yet it needs new capable teachers to run through the academic core of study before holding professional status.

Practically, the teaching of English as a supplementary subject remains several critical issues. The issues are somehow reflecting one of the many related constraints. By and large, teachers are criticized for many reasons. However, one may not visibly refer to particular viewpoints. Instead of driving new question, it is now possible to put aside a number temporary issue, but attempt at over viewing the teaching documents, one of the mainstream topics the teachers must cope with in real practices.

A study was conducted by Aniroh (2009: 175), clearly addressed some critical answers to the English for various instructions. One of the topics is about the challenges in its teaching. In reviewing this, the researcher found that teachers need more consistency in meeting the curriculum unit to cope with the global academic demands. More critically, teachers may lose the essence their professional identity because of the dilemmatic situations surrounding their face.

The role of ESP teachers

Dudley-Evans and St. John in Sierocka (2008: 33), elaborate the role of ESP teachers into five, namely teacher, course designer and material provider, collaborator, researcher, and evaluator. Of these, the ESP teachers are identified to have complex roles than those who teach in general English (37). One of the questions that needs to be asked, however, is whether this group of teachers are able to work out these role in viable way, or not. In order to answer this, I derived the observational reports and relevant data resources to focus study on the realization of the ELT practices viewed from teachers' teaching documents.

Voices on terminology

English Language Teaching (ELT) in the Indonesian education curriculum falls in two terminologies. They are as follows:

Compulsory subject

Significantly, the developing programs are highly prioritized in terms of familiarizing teachers with new teaching documents in English as the compulsory subject.

Based on chapter nine of the No 19 Year 2005 on the Governmental Act, English is an obligated subject to teach at the college levels. This act becomes central to the educational practitioners to increasingly lay the subject as an important area for study in many academic domains.

Supplementary subject

The issue of the English language teaching has been a controversial and much disputed subject within the field of education. Despite its success as the compulsory subject, there are still many teachers who have a number of problems in delivering it as one of the supplementary subjects at various disciplines.

One of the most significant current issues that could be addressed into debate is about the use of terminology for the English subject as it is simply one of the compulsory subjects taught at non-English majors or programs. In fact, one must have several terms to that subject in different institutions. Some use the term non-academic subject, while others use non-facultative subject.

Among these, however, there is no reliable evidence that it is taught for developing the core domains at any majors. Of this, I maintained to use the term "supplementary subject", since it is taken into concern when the curriculum is derived.

So far, the ELT as the supplementary subject has only been applied to most certain disciplines. One of the most significant current discussions reveals that teaching practices is simply a matter of figuring the necessary conditions to achieve the goal formally. The study attempts at answering the following single question, "how is the realization of the ELT practices viewed from teachers' teaching documents?" Thus, the purpose is to examine the essence of teaching English at the center of teaching and learning practices viewed from teachers' teaching documents.

Sample and Instrumentation

Among the reports from observant, eight of those are taken as the representatives of the total institutions. The observation was conducted to get sufficient information from the beginning till the end of the classroom presentation. In this way, I collect the class' observational reports soon after the class meeting. Besides, I videotape the students' (observant) presentations and discussion. Then, in-depth interview was conducted to clarify some initial information related to the reports. These activities are simultaneously derived as means to get the data. After that, I accumulate these relevant sources into term of analysis.

The following descriptions give a specific overview about the teaching documents which belongs teachers from different institution.

An over view on the teaching documents

Institution A:

In the institution, English is taught for the professional purposes. As a supplementary subject, it takes 2 credits for one semester. In fact, the Semestral Program is not prepared nor designed either by the institution or the teacher. However, the syllabus is available, comprising some approaches in its development, such Task-based syllabus (task on writing and reading), Functional – Notional syllabus (Modeling), and Structural Linguistics (Constructing sentences). Surprisingly, there is no significant

setting and development on the material on the syllabus. Unlike those syllabus in general English, the average of bench mark is not written on it. Besides, the syllabus is developed in the Indonesia language, which raises questions on what language (s) should it only be written on.

Next, teacher develops lesson plan due material classification. In the syllabus, the materials are sorted into six weeks as stated in the syllabus. Entailing the lesson plan, the teaching materials stress on the everyday expressions, grammar, text, and terminology.

In relation to the application of the ELT in the institution, teacher focuses on the communication skill and listening comprehension. Of these two skills, teacher maintained that the teaching of expressions is merely for introduction, not for other goals.

Now, one may find that there seems to be no systematization of teaching documents in the ELT as the supplementary subject in this institution.

Institution B:

At the second institution, English as the supplementary subject is taught for academic purpose. Practically, teacher holds a number teaching document at the institution. The documents consist of the teaching guidelines as well as those for controlling students' developing study and personality. Here is the picture of the teaching documents the teacher has in hands.

As the semestral program is prepared by the institution, the English teacher is identified to teach following basic guidelines. The guidelines are selected and prepared before an English teacher is eligible on the assessment test to teach at any level.

Next, the syllabuses is also prepared due needs. The average of bench marking is determined, known as the grading scale. Teacher would always be in effort to scaffold the students reaching the predetermined scale.

After that, the Lesson Plan, which is clearly well - designed. In so doing, the teacher gets easy to multiply a number creative exposures or chunks. Of these notions, one may argue that the teacher's teaching documents are clearer and more explicatory; thus, teacher is motivated to implement his teaching in very developing way.

Supporting the essence of teaching English as a process, teacher has in hand the following documents, as follows: Portfolio, Character building rubric, Personal behavior rubric, and Outing programs. One of the characteristics the teacher applies native – like community is the teaching of other subjects are in English as the medium of instruction. As the result, students are very good in speaking and writing.

To note from this, one might not find the completeness of the teaching documents in other institutions. For teachers, this is committed by the institution to maintain the effectiveness of education program to afford the quality in every single phase.

Institution C:

Come to the third institution, the supplementary subject is taught for occupational purpose. I think there is a missing essence of ELT in this institution. The teacher seemed to undo any remarkable innovation of teaching in this institution. The reason rests heavily on the contextual conditions. To over view the teaching documents, teacher faces similar facts as the one in the institution A, where the semestral program is not planned nor designed.

Syllabus is available, containing four columns. The first column is about the themes for each meeting; second, content or sub themes. For example, some of the content areas are highly focused on grammar, where students would have to master it as penned on the instructional goal. The third, teaching methods and activities; last, media. For teacher, these headings are normally helpful to follow.

The following component is lesson plan, which not available. Yet, teacher commits to organize teaching and learning practices thoroughly. Meanwhile, teaching materials is taken from the text book entitled "Let's Talk 2" composed by Leo Jones, published by Cambridge University Press. The teacher outlines four material components into stress, as follows: Conversation, Text, Grammar, and Daily expression.

Arguing the teaching documents above, one may find that the information about the course is not vividly described on the course description. It contains specific description on what the teacher does and on what matters the course stresses on. In line with the notion, one might not find anything about the way the four skills are integrated in the documents which reflect learners' academic field of study.

The observant reported that there is no link and match on what is written or planned and what is going to achieve due course objectives.

Institution D:

In this institution, the teacher teaches English for the professional purposes. There are some unnecessary conditions the teacher faces in teaching English in this major. First, the teacher has no semestal program in hand. This is similar with the one in the institution A and C, while the syllabus is created without any guideline. In line with this document, the finding also shows that the order of content in the syllabus also needs a review. The reason rests heavily on the fact that some of the content areas appeared to rank not under one class or branch to refer to specific theme.

For example:

Material 1: Introduction

Learning activities:

Greetings

Students introducing his/herself

Questions and answers

Material 2: Parts of Computer: Hardware vs software

Learning activities:

> Describe about definition of hardware and software
>
> Describe about kinds of hardware and software

One might argue that the themes connect one to another; however, the activities are not. The result would be that learning activities are somewhat disjointed from the first to the second material.

The average of bench marking is not written on the syllabus. Contrarily, the observant' reports on teacher's response that it is definitely relevant to use in the teaching and learning process. For the best of application, the classroom discussion suggested that the use English as medium of the material development would work out the teaching and learning practices.

Continuing the syllabus is lesson plan; which is not prepared nor designed by the lecturer. One may imagine on what the teaching and learning process would be. In such condition, the teacher designs the assignment and test for students to take gradually.

Following this missing document, the teacher frequently attempts at searching for sources of the teaching materials. The sources are accessed from different sources for the purpose of fulfilling the time allotment. This indicates that the handbook is prepared by the lecturer, and is afforded due different sources.

Institution E:

In the fifth institution, English has become a supplementary subject for the academic purposes. It is a three – credits course for students to take for one semester. On this term, teacher provided most of the teaching documents. Each of which is described due needs. The first is the semestral program. This component is not prepared nor designed either by the institution or the teacher. Following this, the teacher has syllabuses which include the average of the bench marking to measure students' achievement. The lesson plan is also there as part of the document. As it is not complete of some components, the teacher runs his teaching using conventional methods.

The last document is the teaching materials, authentically designed due reference from the institution. Supporting its development there is always monitoring from the official as well to know whether the students take the classroom activity or not, and whether the teaching due time allotment. Of this, the institution also conducts workshops to increase the teacher academic capacity.

Institution F:

Here, English is taught for the professional purposes. In fact, the teacher has all the whole documents in hand. All the documents are available as he took part on most of the developing programs. The institution seemed to seriously support those supporting activities. In fact, the semestral program comprises the well-organized syllabuses, having rapid and structured lesson plan, and the whole teaching material.

Current issue on the regulation of the implementation of the educational programs; certainly, striking the ELT programs. Nevertheless, the ESP teachers in this institution must stand forward, because they have been running through a number competing activity. In line with this, I do not find any significant reduction in the ELT practices. I believe that the positive impact of having these documents is the delivery of the bilingual program until this term.

Institution G:

Again, teacher teaches the supplementary subject for the professional purposes. Having observed the documents, the observant found that the semestral program, syllabus and the lesson plan, their designs and the content areas are similar with those of the general schools.

The next finding is on the objectives, which sound different from what is expected to relate to the specific purposes. The reason rests heavily on the fact that teacher does not teach English for those whose competences are in the specific fields. However, it is in fact, where the books are created due demands of the writers' purposes.

In finding the course book, I believe that it is in not very compatible in use. The institution freed the teacher to choose the books himself. This remains question for its content areas. Regarding this, any exam is sometimes deviated from the essence of measuring what the expected competence.

Turning back to review the constitution, everything has been included as the guidelines in warranting the education practices. The guidelines are given for general institution and those with specific fields. In the 19 government bill, there is stress on how teaching documents should be better suited to the demands in the field of work.

Institution H:

In this last institution, English as the supplementary subject is taught for the professional purpose. Students would take 2 credits for programming this course. Of this base, the most frequent finding was that teacher does not hold any form of the semestral program. To her, the document is not very demanded and, or, obligated by the institution. This led her to provide only the syllabus in independent construction. The content areas are mapped out based on the teacher's background knowledge, not of needs analysis. Besides, the teacher develops the lesson plan by sample he did for other college.

Central to developing teaching material, teacher absorbs many sources from different publishers. In certain objection, the teacher would ask for students to search for from the internet. In so doing, the teacher is aware that she is not the content expert in teaching for this particular major, then, most of the materials are from the "*You tube*". This way is surely good; however, remaining little emphasis on things the teacher should have to interpret for students to watch out the link of language use for real social occasions.

Having over viewed teachers' teaching documents, one may find that ELT practices are simply conducted to get the conditional needs achieved. The facts are taken for example: teaching is just for killing the rest of the time allotment, because many prior activities are taken into the first concerns. This might be the first reason. Next, teaching is merely a matter

of acting out an educational program at every class meeting. Therefore, whatever things the teacher applies, students would have to submit to.

Findings

In the first place, I begin the overview by laying out the semester program, and look at how the institutions organize it. Significantly, the issue has grown in importance in light of preparing the semester program. In most institution, it was found that the semester program is left missing as it is the part of the referring document to begin the following ones.

Come to the syllabuses, one might found the syllabuses are various in terms of forms and content area. In some cases, it is known as content based-syllabus, but in fact it realizes different material development. As result, teachers might not do any developing work to upgrade the available documents in well-managed practices. At the same point, teachers might promote it as the grammatical syllabuses; however, there is very little chance to show the grammatical cohesion from one step to the next one. To put it another way, one may said that the teachers are on their own motivations consider the selection of item to be learnt, planning on what will be taught, implemented, evaluated in the education programs.

The following is content areas for teaching. In some syllabuses, the content areas are given due needs. In certain institutions, the content areas are not very compatible for lighting the goal of learning in the field of study. In line with this, the English teacher must concern in the students' basic competence and upgrade the use English in the practical ways.

Supporting the previous element is the justification for its selecting the content area. The observant interpret on teachers' comments, where one of the common knowledge that English for supplementary is merely the short subject. Teacher and students run the subject in very flexible program. Take an example, to connect to schedule teachers would have been ready for teaching after their teaching documents are available on the students' hands. In some terms, the earlier materials are left untaught. For one reason, teachers would soon end up teaching when he or she is in race to submit the students' final academic scores.

The other element of the syllabus is objective. It has been stated that the formulation of the objectives is different from one syllabus to the other. In one syllabus, the formulation is more general, yet explicitly emerge the content area to derive from basic to complex and, or, specifically connect among one to another themes in a particular field that are simultaneously branches of material to know about.

The next element is the average of rank achievement. The observant' reports do not take many accounts of grade nor do teachers mark off one objective or indicator. In fact, there might be different grades from the English subject to other ones, either compulsory or supplementary subjects. Therefore, in this essay, I attempt to defend the view that this component is not stated thoroughly at all the syllabuses. The reason rests heavily on the fact it is not taken into the final account of measuring one's education achievement.

The next discussion is on the lesson plan, which is the most significant component yielding many arguments. In fact, only five of the eight teachers have it. Otherwise, the forms are different in form among the five teachers. The last document in this study is the course book, the handout, and the handbook. Having reviewed these, it was found that there is very little fact of conjunction between the content area and the needs.

Discussion

Regional Problems

Reviewing a study by Cahyadin (2012) on an over view on ESP teacher model in Indonesia, there seems to be unclear notion of the practice and its essence to the Indonesian context, even far from ideal. The study recommended self-training and training program for the ESP teachers to commit themselves as the real practitioners on this field.

Supporting the need of these works, one must agree upon which the over view of the study also proves that there is no information on the training program from the government aiming at empowering ESP teachers in Indonesia.

Now, the result of the study must lead the discussion into the questions which are related to the English teaching documents. Having reviewed the way teacher imply their teaching

documents, one must found that teachers seek to address the instructional objectives, but there is concern that the subject is general truth speculated to teachers; therefore, there is academic reduction in case of integrating the material due needs at the various disciplines.

Borrowing the first-half model about models of innovation Nicholls (1983) in Roger (1987: 18), teachers must execute more **developments**, not to say that they lessens the objectiveness of the planning but surely entails **diffusions**. It has conclusively been shown that teachers perceive a problem and present their solution to passive receivers. In some referring findings, the reporters have attempted to draw fine description about the teachers' responses on the way they face their students to be passive in programming whilst learning the English subject. In addition, teachers feel alienated by the subject matter they are expected to teach, since the conditions around are seen as dull, boring, complicated, incomprehensible and confusing (Aniroh, 2009: 175).

Connecting to the second model, **Social Interaction**, there is relationship between the diffusion of the first model and the second model. The influence of being passive learners motivates Ts as negotiators to determine both who the receivers (learners) shall be and what their needs are. Having discussed on this, it is widely investigated that one is able to interpret the third model, **Problem Solving**. In this model, we might find innovation, development, and creativity done by teachers; however, those are non-directive process, thus the outcomes are unpredictable.

ESP Teachers' dilemmas in the ELT practices

Prior references have noted the dilemmas that must be experienced by the ESP teachers in terms of ELT practices. In his book entitled "Values in English Language Teaching", Johnston (2003: 115-116) provides some conceptual answers to explain three groups of dilemmas, even the professionals in ELT, namely: dilemmas of pedagogy; dilemmas of teacher-student relations; and dilemmas of beliefs and values.

It may be the case therefore that these variations belong to teachers who are getting dilemma in this study. The following is about the depiction review to each angle of dilemma:
First, Dilemmas of Pedagogy:

1. Content versus form:

    This contradicting concepts show teachers' dilemma on how they would have to base their focus on the promotion of language for communication. Either one would focus on content of the communicative events or on language itself.

2. Process versus product:

Having faced a number critical constraint, teachers might ask for themselves on how students are introduced to use the language or slowly managing them by the authentic chunks.

Second, Dilemmas of Teacher-Student Relations

1. Responsibility:

    To cope with the second model by Nichols in the previous description, this study shows that teachers reflect themselves on how they raise the students' awareness on the responsibility for their learning.

2. Authority versus solidarity:

    The second sub topic means that teachers are always care with his or her authority; however, there is also more necessity on how solidarity is also the part of connection to students.

3. Institutionally:

    Teachers are always identifying themselves on two spaces, either as an individual and as teacher to belong the institution they are working in.

    Third, Dilemmas of Beliefs and Values

1. Politics:

    In fact, the political will have been cutting of the edges of values and beliefs of education. In this condition, teachers would merely create careful attempts at shifting the positive values that we carry as ELT professionals.

2. Personal faith:

    In this respect, one might listen to the teachers' voices on how their spiritual beliefs are devastated in order to directly or indirectly influence their language classrooms.

3. Tolerance:

    In this concept, teachers are issued an order to maintain the tolerance as the main part of value building process. The hardest task for English teachers on this study would be to be

tolerant with others as the part of their professional entry, even their images are under emphasis.

4. Professionalism:

Sometimes, this group of teachers is eager to cope with their dreams to be as the professionals in ELT in most countries and contexts.

The integrative purposes turn into the instrumental purposes

Overall, the over view of teachers' teaching documents results a number crucial point. From the observant' perspectives, the observational reports, the interview, and my analysis, the teachers' wants for teaching changes from integrative into instrumental purposes. The purposes sink down beyond the factual needs and operate most of the essence of teaching for the specific purposes. This fact definitely influences teachers' motivation in teaching the foreign language. This is contrast to what Broughton, *at all*. (1980:5) meant where each one has its purposes due students' needs, not of the teachers' condition.

Considering the essence of the application of ESP in the Indonesian education, one must agree that most of the Indonesian people believe that the mastery of the subject brings a fortune. Due to responses from an interview of a graduate student's research, the finding shows how great it is the need of the usefulness of approaches that happen to integrate the ELT practices in term of the non-general subject. Nevertheless, students also behave different to the fact; thus, the interpretation needs further works for best (Aniroh, 2009).

Conclusion

The study has gone some way towards enhancing our understanding of the way teachers at different discipline face a number dilemmatic issue ahead of their motivation to work out the teaching of English as one of the supplementary subjects. It is now possible to assess the effects of the dilemmas.

To this end, I attempt at contrasting to what Kim in Tan (2007: xi) had proposed. In short, teachers have little opportunities to have their creativity as the individual and cultural phenomenon that allows their teaching documents transformed any possibility into reality.

The results also indicate that the phenomena lead the ELT as the supplementary subject not to be studied, learned, and let the target learners experience the creative process.

Returning to the question posed at the beginning of this study, it is now possible to conclude that the ELT practices is not substantially well-prepared under systematic plan for its teaching for various disciplines. In other side, the result of the paper presents a viable shadow before shaping the image of the English teachers on the education stage.

Recommendation

This combination of findings provides some support for the conceptual premise that there is highly need of planning and developing programs. Now, there is abundant room for further progress in determining recommendations to the capable figures to imply further works which are required to establish these notions.

The first recommendation is addressed to the Teacher Education Institutions (TEIs). Again, I need to maintain that most TEIs have been planning and implementing a number practical program in the educational fields. This is the positive commitment that must realize education settings from which teachers of English as the supplementary subject are there. More importantly, the recommendation is referred to the education practitioners to plan developing programs that yield better understanding on the essence of ELT in specific disciplines. The result would be for teachers to gaining professionals, not merely on the required personal qualities, but also appropriation to the language teaching practices (Broughton, *et. al,* 2003: 37). What we mean as the professional teacher in this concern is those who have been trained due specific disciplines and fields. The content areas of the training would, at least, provide schemes on what they are going internalize what and how things fit for the contexts of the outcomes thoroughly.

The following recommendation is to teachers of ESP. Ts must be aware that the ELT should have been much enforced to drive people believes; therefore, its teaching practices are simply an integrated course that raises students' confidence in afford to gain their specific purposes.

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SELF-DIRECTED LEARNING MODEL
TO IMPROVE ENGLISH SKILLS
FOR NON ENGLISH DEPARTMENT STUDENTS

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Abstract

The growing globalization has made the students have more access to various learning resources. The students are getting easier to get good books in print and electronic form (e-book), it is also easier to interact with educators, both formal and non-formal educators, it is easier to form study groups that are not limited to the physical environment, and it is easier to be able to ask for confirmation of the results of their study to many parties. The learning process often involves new skills and behaviors for the learners. If learning is not simply a process of collecting new information so learners must involve themselves totally in the learning experience. Learning is not just receiving information from others about what he wanted to know. The real learning requires high motivation and an favorable environment to learning. That is why the learners require classroom of life in which there is a spirit of self-directed learning or independent learning.

Self-directed learning is an instructional approach centered on the learner in which the learning process and learning experiences are organized and controlled by the learners themselves. This article sets out how the students can decide for themselves about "how, where, and when to learn about something they think is important". In the context of problem-based learning (PBL), self-directed learning is an inherent part of the learning process. In this case, the self-directed learning requires learners to identify issues that need to be studied further, to know where to find learning resources relating to earlier problems, to be able to set priorities and designing search learning resources, to be able to learn the material in the earlier learning resources, and then to connect the information that has been collected with the topic being studied.

It is hoped that the students that perform self-directed learning will obtain the optimal result so the students will not only achieve the learning objectives that are set out in the curriculum but also get to learn a more advanced goals and more beneficial to them. In the context of self- directed learning, the time and space limit are not clear because had been breached by learners.

Keywords: self-directed learning, Non English Department Students, learning process

INTRODUCTION

A growing globalization has made the students have more access to various learning resources. The students are getting easier to get good books in print and electronic form (e-book), the easier it is to interact with educators, both formal and educator who became non-formal educators, the easier it is to form study groups are not limited to the physical environment, and the easier it is to be able to ask for confirmation of the results of their study to many parties.

The process often involves learning new skills and behaviors for the learners. If learning is not simply a process of collecting new information that learners must involve themselves totally in the learning experience. Learning is not just receiving information from others about what he wanted to know. The real learning requires high motivation and an environment favorable to learning. According to McNamara, the learners require classroom of life in which there is a spirit of self-directed learning or independent learning.

Independent learning does not mean learning alone. The misunderstanding occurs because in general they are learning using distance learning tend to learn on their own without a tutor or college friends. Independent learning should be interpreted as a learning initiative, with or without the help of others, in learning. In relation to the teaching and learning activities which occur formally, the development of independent learning is an effort to maximize the time when the students cannot meet the educators.

Self-directed learning is an instructional approach centered on the learner (student-centered approach) in which the process and learning experiences are organized and controlled by the learners themselves. The students decide for themselves about "how, where, and when to learn about something they think is important". In the context of problem-based learning (PBL), self-learning is an inherent part of the learning process. In this case the self-learning requires learners to identify issues that need to be studied further (investigation), know where to find learning resources relating to earlier problems, able to set priorities and designing search learning resources, is able to learn the material in the earlier learning resources, and then connecting the information that has been collected with the topic being studied.

Viewed from the perspective of educational innovation, self-learning is a learning innovation in order to obtain high efficiency and effectiveness are more meaningful so that students not only achieve the learning objectives that were set out in the curriculum but also get to learn a more advanced goals, more, and more beneficial to him. In the context of independent learning, time and space are not clear because the limit had been breached by learners.

On the other hand, in the era of globalization, students are also required to prepare a proper human being, especially in the mastery of science and technology. In order to master the technology needed to better adequate knowledge so that we can use in the face of the demands of a globalized world that is full of competition. As a process, globalization has a long history. Globalization necessitates the occurrence of free trade and is considered to be the arena for the creation and expansion of world trade growth, as well as the development of knowledge systems. The occurrence of free trade must be used by all parties in the various aspects of life, including aspects of education, where education is required to be able to face the rapid changes and challenges are very great in the free market, with the birth of humans who are highly competitive and tough. Because it is believed, the high competitiveness is likely that will determine the level of progress, efficiency and quality of the nation to be able to win the competition era of the free market tight.

To support this, the role of English language is required in both the master and communication technologies in interacting directly, especially for students, as one kind of learners. As a means of global communication, English has a very important role. Therefore able to speak English well and fluently no longer be an added value, but it has been a demand and need for everyone in the current era of globalization.

English is an important tool for working on the world stage. Ability to speak and understand the English language is mandatory in certain fields, professions and jobs. Impact of globalization in relation to the demand that the public be more active learning English cannot be separated from the role of the government that issued policies to improve communities' ability to speak English. This is evident from the rise of international education have classes or traditional education which emphasizes the ability of students to master one foreign

language English. The high public interests that join foreign language courses are another example too.

Another important thing that should be considered is that not all the students who need English will join English Department. They don't have intention to be an English teacher / lecturers nor English practitioners. They just need English to support their academic purposes and in the next future, they need it to support their career. It means that the students of non-English department have only limited time allocation to study English formally in classrooms. In some universities, the non-English department students have English subject only for a year (two semesters). Based on these situations, the writer will discuss how the non-English student best learn English by their own initiative, i.e. self-directed learning, considering the limitation of time and learning process with lectures.

DISCUSSION

English skills

Talking about English language skills, there are 'four skills' regarded as basic skills such as listening, speaking, reading, and writing. Of course other skills such as pronunciation, grammar, vocabulary, and spelling also play important role in effective English communication. Emphasizing on each skill will depend both on the students and their situational needs. For students who have high levels, up to half of the class period can be spent on writing skills, even though the students may want to focus on oral communication if it is a major requirement.

The four skills are often divided into two types. *Receptive skills* is a term used for reading and listening, skills where meaning is extracted from the discourse. *Productive skills* is a term for speaking and writing, skills where students actually have to produce language themselves. (Harmer, 2001)

Non-English Department Students

At the university level more demand is felt for the ability to communicate in English. The advancement of science and technology requires the communicative competence in English for academic as well as professional purposes. English is taught at both the English and non-

English study programs of the tertiary level of education. In the latter, English may be compulsory, optional or even not required at all. Whether or not English should be taught at the university level is mainly based on the perception that the improvement in the students English proficiency is significant or non significant. At the non-English Stratum-1 study programs, the number of hours allocated to English is usually worth 2 credit points, meaning that it is taught for one hundred minutes once weekly. The writer works at STAIN Purwokerto, a college with no English Department so far, for example, and he discovered many study programs allocate only one semester of the whole Stratum-1 program to the English subject. This may be caused by the assumption that adding the time allotment for a minor subject such as English would reduce the number of hours left for the courses relevant to the field of specialization. The English taught from the Primary through the Senior High level in Indonesia is general English. As soon as the student enters a non-English study program at the university, she/he needs to master the English normally used in the reference materials in his field of specialization. Based on the observation, the English proficiency for the freshmen of STAIN Purwokerto in the past few years shows that around 70% of the students have an insufficient English mastery. Therefore, remedial teaching in terms of their structure, listening and reading comprehension skills is considered necessary. Confined to the time allotment for English at the tertiary level, the language teacher has to be sharp enough in deciding the proper teaching material to help the students in this respect. In addition, interviews conducted between the management of the faculty and the users reveal that the graduates insufficient English mastery in the job interview is one of the main reasons why she/he fails to enter the workforce. English for Academic Purposes (EAP) or English for Special Purposes (ESP) has been encouraged for the teaching of English at the higher education in Indonesia. However, there is still a discrepancy between the teaching of English at the non-English tertiary level of education and the English mastery needed to enter the workforce in Indonesia, as the first focuses mainly on the reading skill to support the student in finishing his study whilst the latter mainly requires the speaking and listening skills of the graduate to be admitted to the workforce. It is important that the students improve their mastery in all four language skills, especially as the graduate needs to compete in entering the workforce which, in fact, requires all the four skills: speaking, listening, reading and writing. The genre-based approach tries to equip the learner with the ability to select the right language for a certain genre so that the social function is successfully transferred.

English for specific purposes (ESP)

Jordan (1997) reported that the term English for Specific Purposes (ESP) was first used in 1974 and it is divided into two main strands: English for occupational/professional purposes EOP and English for academic purposes (EAP). EAP is carried out for their higher studies within their country and in abroad. EAP involves English for (Academic) Science and Technology (EST), English for (Academic) Medical Purposes (EMP), English for (Academic) Legal Purposes (ELP), and English for management, finance and economics. EOP includes English for Professional Purposes (English for Medical Purposes, English for Business (EBP) Purposes) and English for Vocational Purposes; in EAP, EST has been the main area, but EMP and ELP possess its place. Similarly, EOP refers to English for professional purposes in administration, medicine, law and business purposes.

Hutchinson and Waters (1987) stated that ESP is considered as an approach, not a product that is not a particular kind of language nor does it consist of a particular type of teaching material. But this analysis derives from an initial identified need on the part of the learner to learn a language. ESP then is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning.

Johns and Dudley-Evans (1991) noted that ESP requires careful research and design of pedagogical materials and activities for an identifiable group of learners within a specific learning context. Strevens (1988) provided a list of characteristics of ESP. He stated that in order to define ESP there is a need to distinguish between four absolute and two variable characteristics. According to absolute characteristics, ESP consists of English language teaching which is "designed to meet specified needs of the learner; it is related in content (in themes and topics) to particular disciplines, occupations and activities; and it is centered on the language appropriate to these activities in syntax, lexis, discourse, semantics, etc. And analysis of this discourse and it is in contrast with General English" (Strevens, 1988 as cited in Johns and Dudley-Evans, 1991, p.298). According to variable characteristics, ESP may be, but is not necessarily "restricted as to the language skills to be learned (e.g. reading only) and it is not taught according to any pre-ordained methodology" (Strevens, 1988 as cited in Johns and Dudley-Evans, 1991, p.298).

Definitions of Needs Analysis

According to Nunan (1988), needs analysis refers to the procedures for gathering information about learners and about communication tasks for use in syllabus design. Richards et al. (1992: 242-243) defined needs analysis in language teaching:

> …*The process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities. It makes use of both subjective and objective information. The analysis seeks to obtain information on the situation in which a language will be used including whom it will be used with, the objectives and purposes for which the language is needed, the type of communication that will be used, and the level of proficiency that will be required…*

Ellis and Johnson (1994) added that needs analysis is a method of obtaining a detailed description of learner needs or a group of learner needs. It takes into account the specific purposes for which the learner will use the language, the kind of language to be used, the starting level, and the target level which is to be achieved. Information can be obtained from a range of different people such as company staff, trainers, and the learners themselves. It will have implications for the future training approach. Bachman and Palmer (1996) argued, "Needs analysis or needs assessment, involves the systematic gathering of specific information about the language needs of learners and the analysis of this information for purposes of language syllabus design".

Graves (2000) further stated that needs analysis is a systematic and on-going process of gathering information about students' needs and preferences, interpreting the information, and then making course decisions based on the interpretation in order to meet the needs. Needs analysis has a vital role in the process of designing and carrying out any language course, whether it may be English for Specific Purposes (ESP) or general English course. Though needs analysis has gone through many stages, with the publication of Munby's Communicative Syllabus Design in 1978, situations and functions were set within the frame of needs analysis. In his book, Munby introduced communication needs processor' which is the basis of Munby's approach to needs analysis.

Target Situation Analysis (TSA)

The term *Target Situation Analysis* (TSA) was, in fact, first used by Chambers in his 1980 article in which he tried to clarify the confusion of terminology. For Chambers TSA is "communication in the target situation" (p.29). In his work Munby (1978) introduced Communicative Needs Processor (CNP). As Hutchinson and Waters (1987: 54) say:

> With the development of the CNP it seemed as if ESP had come of age. The machinery for identifying the needs of any group of learners had been provided: all the course designers had to do was to operate it.

In Munby's CNP, the target needs and target level performance are established by investigating the target situation, and his overall model clearly establishes the place of needs analysis as central to ESP, indeed the necessary starting point in materials or course design (West, 1998).

Present Situation Analysis (PSA)

The term PSA (Present Situation Analysis) was first proposed by Richterich and Chancerel (1980). In this approach the sources of information are the students themselves, the teaching establishment, and the user institution, e.g. place of work (Jordan, 1997). If target situation analysis tries to establish what the learners are expected to be like at the end of the language course, present situation analysis attempts to identify what they are like at the beginning of it. As Dudley-Evans and St. John (1998: 125) state "a PSA estimates strengths and weaknesses in language, skills, learning experiences."

Learning Situation Analysis (LSA)

Hutchinson and Waters (1987) advocated a learning-centered approach in which learners' learning needs play a vital role. If the analyst, by means of target situation analysis, tries to find out what learners do with language (Hutchinson and Waters, 1987) LSA will tell us "what the learner needs to do in order to learn". Obviously, they advocate a process-oriented approach, not a product- or goal-oriented one.

Hutchinson and Waters' (1987) definition of *wants* (perceived or subjective needs of learners) corresponds to learning needs. Similar to the process used for target needs analysis, they suggest a framework for analyzing learning needs which consists of several questions, each

divided into more detailed questions. The framework proposed by Hutchinson and Waters (1987) for analysis of learning needs is the following:

1. **Why** are the learners taking the course?

    - compulsory or optional;

    - apparent need or not;

    - Is status, money, promotion involved?

    - What do learners think they will achieve?

    - What is their attitude towards the ESP course? Do they want to improve their English or do they resent the time they have to spend on it?

2. **How** do the learners learn?

    - What is their learning background?

    - What is their concept of teaching and learning?

    - What methodology will appeal to them?

    - What sort of techniques bore/alienate them?

3. **What** sources are available?

    - number and professional competence of teachers;

    - attitude of teachers to ESP;

    - teachers' knowledge of and attitude to subject content;

    - materials;

    - aids;

    - Opportunities for out-of-class activities.

4. **Who** are the learners?

    - age/sex/nationality;

    - What do they know already about English?

    - What subject knowledge do they have?

    - What are their interests?

    - What is their socio-cultural background?

    - What teaching styles are they used to?

    - What is their attitude to English or to the cultures of the English speaking world?

Essential for Needs Analysis

The most common reasons for needs analysis to be conducted according to Soriano (1995) are "justification for funding, regulations or laws that mandate needs assessments, resource allocation and decision-making – determining the best use of the limited resources and as part of program evaluations". Richards (2001) stated that needs analysis in language teaching can be used for a number of different purposes, for example:

- "To find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide or university student
- To help determine if an existing course adequately addresses the needs of potential students
- To determine which students from a group are most in need of training in particular language skills
- To identify a change of direction that people in a reference group feel is important
- To identify a gap between what students are able to do and what they need to be able to do
- To collect information about a particular problem learners are experiencing" (p.52)

Concept of Learning and Self-Directed Learning

Learning makes the human being has the ability to change and evolve even further than other creatures. Learning also plays an important role in sustaining human life. Many theories about this study, one of Kurt Lewim field theory which states, learning is the process of solving the problem. In which there are changes in cognitive structure and the importance of motivation.

Muhibbin Shah (1999) stated that the experience of the daily life of any kind is allowed to be defined as learning. The reason is, to some extent life experience also greatly affect the personality formation of the organism in question. Meanwhile, according to Ali (2008), behavioral changes in the learning process are a result of interaction with the environment. This interaction takes place usually accidental. Intentionality itself reflected the following factors: (1) preparedness (readiness) is both physical and mental capacity to do something, (2) the encouragement of motivation within yourself to do something, (3) objectives. These three factors are encouraging someone to do the learning process.

Methods, techniques and instructional strategies lead to self-study such as student-centered learning (student centered). According Umar Hamalik (2005), there are five examples of child-centered teaching strategies, namely: (1) modular learning center, (2) teaching experience, (3) teaching by inquiry, (4) instruction in the form of learning to argue, (5) teaching with computers, IT. Student-centered teaching is a learning process based on the needs and interests of students. Designed according to the students' lives and learning styles. The role of the teacher is a facilitator and mentor. This teaching leads to students' independence. Students' independence is a tool to live in the future.

Self-directed learning does not mean learning alone. People often misinterpret a self-directed learning as self-study. The misunderstanding occurs because in general students taken class at Open University tend to study alone without a tutor or college friends. Self-directed learning means learning initiative, with or without the help of others.

As an independent student, they do not have to know everything. They are also not expected to be a genius student who does not need help from others. One of the principles of self-directed learning is that they are able to know when they need help or support from others. The understanding includes knowing when they need to meet other students, study groups, administration officials, tutor, or even a neighbor who went to other universities. Assistance or support activities can be motivating to learn, for example, chatting with neighbors who study at other universities, often can motivate themselves to study hard. Assistance or support can also mean dictionaries, books supporting literature, newspapers, the news from the radio or television, library, tutorial information about schedules, and such things. The important thing is that we are able to identify the sources of information. Identify the resources needed to facilitate the learning process us when we need help or support.

According to Wedemeyer (1983), students who study independently have the freedom to learn without having to attend lessons the teacher / educator in the classroom. This learning independence by Wedemeyer (1983) needs to be given to the students so that they have the responsibility to regulate and discipline and in developing the ability to learn on their own abilities. Attitudes required for students because it is the hallmark of maturity educated people.

The level of independence of Students in Learning Activities

According to Chaplin (2002), autonomy or independence is a human individual freedom to choose a union that can govern, control, and define himself. Meanwhile, according to Erikson (in Monks, et al, 1989), independence is an attempt to break away from the parent with the intent to find him through the process of looking for an ego identity development towards a steady individuality and stand alone. Autonomy is usually marked by the independence of self-determination, creativity and initiative, manage behavior, responsible, able to hold back, etc. Independence is an attitude of autonomy in which learners are relatively free from the influence of assessment, opinions and beliefs of others. With the autonomy, learners are expected to be more responsible for themselves.

In short it can be concluded that independence implies:

1. A condition in which a person has the desire to go forward to compete for his own good

2. Able to make decisions and initiatives to address the problems facing

3. Have the confidence and carry out his duties

4. Responsible for what he did

As a complex psychological dimension, independence in its development have several levels. The development of one's independence took place in stages in accordance with the level of development of itself.

According to Lovinger (in Kartadinata Sunaryo, 1988), the level of independence and its characteristics are:

1. The first level, it is the level impulsive and protect yourself. This level has the following characteristics:

    a. Concern about control and profit to be gained from interaction with other people.

    b. Follow the rules in spontaneities and hedonistic.

    c. Think illogically and stunned at how certain thinking ways.

    d. Tend to see life as a zero-sum games.

    e. Tend to accuse and condemn others and their environment.

2. The second level, it is conformity. Its characteristics are:

    a. Concerned about personal appearance and social acceptance.

b. Tend to think stereotypes and clichés.

c. Concerned about conformity to external rules.

d. Acted with a motive to earn praise.

e. Equate themselves in emotional expression and lack of introspection.

f. Group differences based on external characteristics.

g. Fear not accepted in group

h. Insensitive to individuality.

i. Feel guilty if violating the rules.

3. The third level, it is the self-conscious level.

a. Able to think alternative.

b. See hope and possibilities in the situation.

c. Think of a way of life.

d. Adjustments to the situation and role.

e. Stressing on the importance of solving the problem.

4. The fourth level, it is the level of conscientious. The characteristics are:

a. Acting on the basis of internal values.

b. Aware of the responsibility.

c. Able to conduct criticism and self-assessment.

d. Have long-term goals.

e. More complex thinking and on the basis of pattern analysis.

Self-directed learning Models

Learning phenomenon ever experienced by any individual to date is the conventional learning methods that tend to resemble the shape and style of the factory: mechanization, standardization, and external control. This model of the day turned out to be the most powerful, if not to be regarded as the only way to prepare workers to live a boring life at work in an industrial environment.

The learning process should be in accordance with the demands of the 21st century. Therefore, every learner is able to understand the learning strategies that create self-reliance. By Dave Meier, there are two types of self-directed learning models, namely:

1. SAVI Model

   SAVI stands for Somatic, Auditory, Visual and Intellectual. Some theories that support learning SAVI is accelerated learning, brain theory right / left; triune brain theory; selection modalities (visual, auditory and kinesthetic); theory of multiple intelligences; education (holistic) whole; learning by experience, learning by symbol. SAVI Learning embrace modern cognitive science that says it is best to study emotions, the whole body, all the senses, and all the depth and breadth of personal, individual learning styles respect others by realizing that people learn in different ways. It deals with associating anything with the nonlinear nature of reality, non-mechanical, creative and alive.

   In accordance with its abbreviation, SAVI, Somatic, Auditory, Visual and Intellectual, then there are four characteristics:

   a) Somatic

   "Somatic" comes from the Greek language that body - soma. If it is associated with learning, it means learning to move and act. So that learning is learning that utilizes somatic and involves the body (tactile, kinesthetic, involving physical and move your body as learning activities take place).

   b) Auditory

   Learning to talk and listen. Our minds are more powerful than we realize, our ears continuously capture and store information even without us knowing it. When we make the sound yourself by talking some important areas in our brain become active. This can be interpreted in student learning should encourage students to discuss what they are learning, students translate experiences with sound. Talk to them when solving problems, making the model, gather information, create work plans, master the skills, make a review of experience learning, or creating personal meaning for themselves.

   c) Visual

   Learning to observe and describe. In our brains there are more devices to process visual information than all the other senses. Any student who uses visual learning easier if can see what is being talked about a preacher or a book or a computer program. In particularly good visual learners if they can see an example of the real world, diagram, map ideas, icons and so on when learning.

d) Intellectual

Learn to solve problems and to reflect. Action done by learners who do things with their minds internally when using intelligence to reflect on an experience and create relationships, meaning, plan, and the value of the experience. This is reinforced by the intellectual meaning is part self-reflect, create, and solve problems.

2. MASTER Model

MASTER model is a step in the Rapid Learning Method applied to create a learning atmosphere was fun and far from being rigid. How to learn fast is meant here is the work done quickly so that the concept can be understood quickly and well.

A six-step strategy known by the acronym of MASTER are:

   a. M = Motivating your mind

Rose (2002) says that in order to learn, one's state of mind requires a "rich sense", this should be relaxed, confident and motivated. If the conditions of stress and lack of confidence or do not see the benefits of the study, subjects cannot be going well.

Meier (2002) wrote learners can approach learning situations with all kinds of obstacles that cannot be realized or interfere with learning. All of these obstacles can lead to stress and a sharp deterioration in the ability to learn.

Therefore, teachers need to motivate students in order to obtain the correct state of mind to learn. One way to motivate is to instill in students what the benefits for them in learning a concept. Positive suggestions to make students into the spirit of learning and the learning process will be fun. DePorter (2000) write every interaction with a student, each design curriculum, and any instructional method is built on the principle of "Bring them into the world our world our world and deliver them to the world", in the sense that teachers use the time to build rapport with students so that students gain open state and not feel pressured.

   b. A = Acquiring the information

Rose (2002) explains that teachers should give special attention to students. When a teacher gives lots new information to students then students will naturally begin to process that information in itself.

In the stage of obtaining this information there are several ways that can be done as written by Rose (2002), namely:

- The idea of the core, the stages to obtain information to put pressure on the idea of understanding the essence of any subject
- Let's work together; one of the skills that are valuable in life is the ability to work together effectively in a team or group

c. S = Searching out the meaning

After obtaining the information the next step is to guide students in order to investigate the significance for a deeper understanding. "Goal is not only divert the knowledge to the students but for them to make meaning for themselves to really understand the subject" (Rose, 2002).

Furthermore Rose (2002) said that an effective way to learn is to use as much as possible in a practical intellect, a way to experience and appreciate what they have learned in their entirety.

d. T = triggering the memory (memory Trigger)

Cycle repetition is essential in learning the material because the repetition of the information obtained can be stored in long term memory. Steps being taken are to summarize the material with students at the end of learning. In this case, the teacher and students can repeat the main points learned material in the form of a question and the teacher in the form of a test. DePorter (2000) wrote, repetition strengthens neural connections and foster a sense of "I know that I know this". Thus, repetition must be done multimodality and multi-intelligence better in a different context from the original.

e. E = Exhibiting what you know

To know that the students have understood what they are learning, provide opportunities for students so they can prove that they truly understand what they are learning provide opportunities to students so that they can prove that they truly understand the concept given. Rose (2002) said that "if you teach it to someone else, it means you really show

that you have understood. You do not just know, you have it". At this stage the students were given a sheet of paper and asked to create their own questions (should see the book). Then the paper contains about earlier exchanged the next friend in the group to answer. In a given time interval, the paper rotated back to another friend to be checked. After completion, teacher will be gathering the works and making assessments.

    f.   R = Reflecting How you've learned

Rose (2002) says that "the nature of a learner who truly independent is always concerned with efforts to continuously improve the quality of their own learning and could not do it without thinking about it". This means that a learner is always thinking what best efforts to obtain the best results anyway are. This can be done by always evaluating ways to learn every day. In other words intrapersonal intelligence is required in this case, in order to study the advantages and disadvantages of in-depth learning.

By using a model of the MASTER, students not only to master the concepts being taught, but also be creative, have a high confidence because motivation is given, the atmosphere fun and learn a lot from being boring. In addition students are also guided to be more willing to prove that they have mastered the concepts learned.

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THE USE OF TEACHING MEDIA TO ENHANCE STUDENTS' SKILL IN WRITING FUNCTIONAL TEXTS

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Abstract

Teaching writing functional texts usually tends to be conventionally applied. Most teachers tend to emphasize their teaching process traditionally without paying attention to the teaching media which can be used to help students' success achieving the goal of learning. This paper is aimed at investigating the role of teaching media in enhancing students' skill in writing functional texts. In this regard, classroom action research (CAR) was employed as the method in this study. This study is intended to answer the following research questions: (1) Is teaching media effective for enhancing students' skill in writing functional texts? (2) To what extent does teaching media enhance students' skill in writing functional texts? Through the process of teaching and learning activities, in cycle 1, the writers taught writing functional texts through conventional teaching, they then gave a test on functional text to the students. Additionally, to confirm the writers' belief to the students' real writing proficiency, they then gave them TOEFL written test model. Next, in cycle 2, the writers taught the students by using teaching media. Finally, the writers gave them a test of writing functional text. After undertaking several tests in cycle 1, students got average score 56.60, and in cycle 2, they got 65.08. Thus, there was an improvement of the average score. In addition, the students' enthusiasm also improved.

Keywords: *teaching media*, *students' writing skill*, *functional texts*

INTRODUCTION

Writing is an essential productive skill for students including university students particularly the freshmen level. In learning writing, freshmen level should master all levels of literacy: performative, functional, informational, and epistemic.

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At the first level, students are introduced and taught English as basic thoughts in the form of performance as the so-called performative level. In this beginning level, students are taught to master how to use English to accompany actions, participate in classroom and school interactions, and also recognize simple written English. This level is appropriate to be taught in Elementary school. The next level is functional. In this level, students are taught to master how to use English to get things done, how to use English for survival purposes, for instance, buying and selling, asking and giving permission, making and canceling appointments, reading and writing simple texts, reading popular science, and so on. This level is appropriate to be taught in junior high school. Meanwhile, informational level is appropriate to be taught in senior high school. It serves to train students to master how to use English to access accumulated knowledge, and how to use English in both informal and formal contexts. The last is epistemic. In this level, students are taught to master how to use English to transform knowledge, for instance, doing research, writing reports, lecturing and so on, and how to use English for aesthetic purposes. This level is appropriate to be taught in university level. Regarding the reasons, the students at first level in university, the so-called as freshmen, are trained to master epistemic level which is begun by learning writing for general English and then followed by learning how to write functional texts as the steps in writing course at university level.

However, based on an observation carried out by Lidvall (2008), Clark (2004) as cited in Feng Lan et al., (2011, p. 148), most students are usually apprehensive toward writing activities, and have low interest in them. This phenomenon also happens to students of freshmen level in English education program, Galuh university. The students' apprehensiveness and lack of self confident can be caused by the students' learning style or the teachers' teaching strategy or both of them.

Regarding the teachers' teaching strategy, students' writing can be evolved by assisting with effective technique and strategies presented by the teachers to help the students' difficulties. The techniques and strategies can be modelling, shared writing, guided writing, and interactive writing (Pinnell & Fountas, 1998; Routman, 1991; Brindley & Schneider, 2002) as cited in Feng Lan et al., (2011, p. 148). In harmony with the writers' present study, the strategy used by the writers, the teachers as the researcher in this study, was by using the

teaching media. The used teaching media included laptop, LCD projector, and some slides of power point. During the used teaching media, the writers showed the simple theory and the outline of how to write short functional texts in the form of short messages, greeting cards, and advertisements. Besides, the writers also invited the students to do workshop directly by typing their practices in the slides while showing in the LCD projector to show their incorrect words, phrases, sentences, clauses, grammar and writing mechanics. If there is incorrect part of writing as mentioned above, directly the other students were asked for criticizing it. Hence, the students got better results in writing than in cycle 1 when the teachers taught students by using conventional strategy through explaining, and pleasing students come forward to write their ideas.

In this study, the writers set forth two research questions, those are: (1) Is teaching media effective for enhancing students' skill in writing functional texts? (2) To what extent does teaching media enhance students' skill in writing functional texts? These two research questions are going to be discussed further in forthcoming section.

This study is also underpinned by the previous studies which also investigated the importance of teaching media toward the enhancement of students' writing ability. The first study was carried out by Feng Lan et al. (2011). They investigated the effects of guided writing strategies on students' writing attitudes based on media richness theory. Further, they took a total of 66 from sixth-grade elementary students with an average age of twelve and were invited to join the experiment for a period of twelve weeks. A repeated-measure one-way ANOVA analysis was utilized to examine the differences among the three strategies including a rich media guided writing strategy, lean media guided writing strategy, and pen-and-paper guided writing strategy. The findings of their study showed that providing a web-based learning environment with high richness media could guide students to write and achieve more positive writing attitudes in terms of motivation, enjoyment and anxiety.

The second study was undertaken by Joshi (2012). He investigated multimedia as a technique in teaching process in the classrooms to improve the students' academic needs and helps them developing their English skills. In the study, Joshi (2012) used a qualitative method by giving a deeply description using multimedia in the classroom. The difference between a traditional

classroom and multimedia classroom has been drawn in this study. The results of the study showed that there are some advantages in teaching English using multimedia as a technique in teaching process in the classroom. Through the media the teacher could give more opportunities to students to express their opinions and enjoy during the course. The highly presence and motivation also bring positive aspects to students so that they can improve their skills.

Finally, the last investigation was conducted by Benson & Odera (2013). They investigated the selection and the use of media in teaching Kiswahili Language in secondary schools in Emuhaya, Kakamega County in Kenya. The study was based on a descriptive survey design. The area of study was Emuhaya district, in Kakamega county Kenya. The study population consisted of 22 head teachers, 1333 students and 43 Kiswahili teachers. Saturated sampling was used to select a sample of 20 head teachers, while purposive sampling was used to select a sample of 20 Kiswahili teachers. Simple random sampling was used to select a sample of 400 students. Data were collected by administering questionnaire, using document analysis guide and observation schedule, and data was analysed by using descriptive statistics that included graphs, percentages and frequencies. Various factors were found to influence the use of media in teaching Kiswahili language. The other findings showed that there was inadequate provision of instructional media in schools from which teachers could select for teaching Kiswahili. It also revealed a low frequency in using few available instructional media during Kiswahili teaching.

REVIEW OF RELATED LITERATURE

Defining Teaching Media

To begin with, the writers would like to delineate briefly some terms used in this study. The concept of teaching media or in another term is called as teaching aids is essential to be highlighted earlier as the independent variable in this study. Dealing with teaching media, Patel and Jain (2008, p. 57) claimed, "The material and aids which are used by teachers to make his teaching very effective." Additionally, Brinton (2001, p. 459) implicitly defined teaching media as technological innovations or paraphernalia in language teaching in the form of audiovisual aids which is used to facilitate teachers motivating their students getting more effective results of teaching and learning process.

Based on two definitions aforementioned, the writers can assume that teaching media is the overall paraphernalia such visual, audio, or audio visual aids used by the teacher to facilitate his students during teaching and learning process to gain the effective results. In relation to this present study, the writers used computer assisted language learning, such portable computer, Microsoft Power Point program, and LCD projector as the teaching media. The Microsoft Power Point program itself consists of theory of how to write short functional texts completed with pictures, tables, and sounds to stimulate students' spirit in order to be eager participating during the teaching and learning process.

The Benefits of Teaching Media in the Classroom

Teaching media has enormous benefits both for teachers and students in the classroom. For further explanation of it, the writers quoted some benefits of teaching media as suggested by Brinton (2001, pp. 461-462); Young, C. A., & Bush, J. (2004, pp. 1-2) as follows:

a. Teaching media are helpful motivators in language teaching process.

b. Teaching media provide students with content, meaning, and guidance.

c. Teaching media also reinforce students the direct relation between the language classroom and outside world.

d. Teaching media provide us with a way of addressing the needs of both visual and auditory learners.

e. By bringing media into classroom, teachers can expose their students to multiple input sources.

f. Media can help students call up existing schemata and therefore maximize their use of prior background knowledge in the language learning process.

g. Finally, media provide teachers with a means of presenting manner, and a time-efficient and compact manner, and stimulating students, sense, thereby helping them to process information more readily.

Defining Writing

After pointing out the term of teaching media, the writers would also like to highlight the term of writing, because this term is also imperative to be discussed as dependent variable in this study. Oshima & Hogue (2006, p. 15) defined, "Writing is the process of an ongoing creative act roughly in four steps. In the first step is creating ideas, in second step is organizing ideas,

in the third step is writing rough draft, and in the final step is polishing rough draft by editing and making revision." In addition, Harmer (2004, p. 5; 2007, pp. 325-326) implicitly defined writing as, "A process where a writer produces the written form which involves four stages beginning from planning, drafting, editing, and final draft."

Regarding two aforementioned definitions, the writers then infer that writing is a process of producing a written text through some stages begun with planning and ended by final draft. Then, to deepen our understanding of what writing is, the writers would like to present other writing definition expressed by White & Arndt (1996) as quoted by Galvis (2010, p. 2). They (1996) defined writing as, "A recursive process involving sub-processes such as generating ideas, drafting, revising, editing and error correction." After analyzing all definitions of writing above, the writers conclude that writing can be defined as a process of representing language in visual form, which involves at least sub-processes beginning from generating ideas, drafting, revising, and finally produced as a final draft.

Defining Short Functional Texts

After discussing the term of writing, in the following part, the writers are going to discuss what Short functional texts are. Based on http://thefunctionaltext.blogspot.com/, short functional texts can be defined as texts refer to short texts whose communicative meaning. In the other hands, short functional texts can be meant as short texts which have particular meaning and purpose, and can be used in our daily life http://dewaadivanwinata.wordpress.com/short-functional-text/.

Dealing with two definitions of short functional texts above, the writers can infer that short functional texts are kinds of short texts function to pass on a particular purpose from the writers for the readers. Regarding to the short functional texts aforementioned, it can be short message, greeting card, notice, caution and warning, announcement, invitation card, label, and advertisement. For further explanation of each sample of short functional text, the writers delineates as follows:

a. Short message

Short message is a message written in a short text functions to send an important message to other people, friend or family. It should be written in clear address (someone who receives the message), straight forward, and state clearly

.

b. Greeting card

Greeting card is the illustrated, folded card featuring expressions of friendship and usually given on special occasions such as birthdays, Christmas or other holidays to convey thanks or express other feeling.

c. Notice, Warning and Caution

Notice/caution is kind of short functional text functions as a clue for someone to do or not to do something. It can be a phrase, or clause, or a picture, or sign. Meanwhile, warnings are kind of short functional texts function to warn someone not to do something because of danger.

d. Announcement

Announcement is public statements containing information about an event that has happened or is going to happen.

e. Invitation card

The invitation card is written paper or electronic image functions to invite someone sent in special occasions. Invitation cards can be customized in different sizes, colours, themes, materials, fonts and folding design.

f. Label

A label is a piece of paper, polymer, or cloth which is printed containing information concerning the product, addresses, etc.

g. Advertisement

Advertisement is a public statement containing information about offering a particular product or a program that will be sold in a particular time. An advertisement can be found both in

written and visual in mass media, and it is also stated in spoken and written form. (Quoted and modified from http://thefunctionaltext.blogspot.com/).

METHODS

In this present study, the writers carried out Classroom Action Research (CAR) as the design such proposed by Kemmis and McTaggart (1988) as cited in Burns (2010, pp. 7-8); Arikunto (2006, p. 16). Fundamentally, Kemmis and McTaggart (1988) as cited in Burns (2010, pp. 7-8) and Arikunto (2006, p. 16) stated that there are four steps in undertaking classroom action research, the four steps cover planning, action, observation, and reflection. The four steps above can be shown as the following diagram:
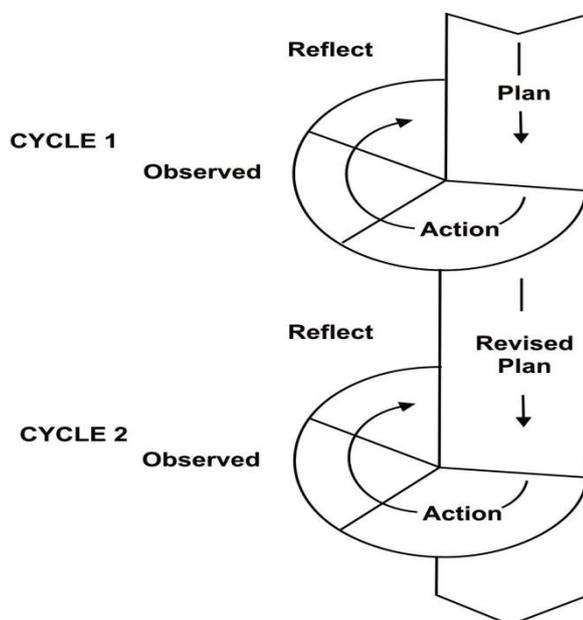
Classroom Action Research Model

(Quoted from Kemmis and McTaggart (1988)

as cited in Burns (2010, p. 9); Arikunto (2006, p. 16)

Participants

Dealing with the participants, in this present study, the writers selected twenty-five freshmen purposively from a particular class at the English Education Program, Galuh University located in Ciamis, West Java. The reason for choosing freshmen level as the participants is

that because at the second semester, they were taught writing for functional texts as one of obligatory courses given in English education program, Galuh university in the academic year 2012/2013.

Data Collection Procedure

In this data collection procedure, the writers would like to explain how the data were collected. The data of this present study were gained by giving several tests, consisting of test in cycle 1, then, followed by TOEFL written test model, and final test in cycle 2.

Data Analysis

In this data analysis, the writers analyzed all data gained in qualitative descriptive as suggested by Burns (1999); Burns (2010); Creswell (2012, pp. 576-593); Fraenkel et al., (2012, pp. 588-610).

RESULTS AND DISCUSSIONS

Results of Cycle 1

1. Planning

   In this step, the writers prepared lesson plans, instruments, teaching materials, students' worksheet dealing with the teaching writing for functional texts.

2. Action

   In the second step, the writers began by saying greeting to students. Then, the writers asked for their condition. Next, the writers called the roll, and continued by teaching the students explaining the rules of how to write short functional texts without using the teaching media (conventionally).

3. Observation

   In this step, the writers were assisted by the collaborator to observe the results of the implementation of teaching writing functional texts. The writers collected two kinds of data, namely numerical and verbal data. Numerical data were gained from the students' writing scores. Meanwhile, the students' attitude during the implementation of teaching writing functional texts was represented as verbal data. The instruments in this present study were field note, observation checklist, and test. A filed note was used to monitor the students' performance and participation during the teaching and learning process.

Meanwhile, the collaborator used an observation checklist to carry out the observation. To describe students' score, the writers used the following scoring criteria:

Table 1. The description of students' scoring criteria

No.	Categories	Description
1.	Very poor = E	0 – 40
2.	Poor = D	41 – 59
3.	Fair = C	60 – 70
4.	Good = B	71 – 85
5.	Very Good = A	86 – 100

Meanwhile, for scoring rubric, the writers adapted and modified it from ESL Composition Profile as suggested by Jacobs et al.'s (1981) as quoted in Weigle (2002, p. 116):

Table 2. ESL Composition Profile as suggested by Jacobs et al.'s (1981) as quoted in Weigle (2002, p. 116)

Topic	Score level	Criteria
Language use	22-25	Very good to excellent: - effective complex construction; - few errors of tense, number, word order/function, article, pronouns, and prepositions.
	18-21	Average to good: - effective but simple constructions; - several error of tense, number, word order/function, article, pronouns, and prepositions, but meaning seldom obscured.
	11-17	Poor to fair: - major problems in simple/complex constructions; - frequent error of tense, number, word order/function, article, pronouns, and prepositions, and /or fragments, run-ons, deletion;

		- Meaning confused or obscured.
	5-10	Very poor: - virtually no master of sentence construction rules; - dominated by error; - does not communicate; - or not enough to evaluate.
	18-20	Very good to excellent: - sophisticated range; - effective words/ idiom choice and usage; - word form mastery; - appropriate register.
	14-17	Average to good: - adequate range; - occasional errors word/idiom form, choice, usage, but meaning not obscured;
	10-13	Poor to fair: - limited range; - frequent errors of word/idiom form, choice, and usage; - meaning confused or obscured.
Vocabulary	7-9	Very poor: - essentially translation; - little knowledge of English vocabulary, idioms, and word form; - or not enough to evaluate.
Mechanics	5	Very good to excellent: - demonstrates mastery of conventions; - few errors of spelling, punctuation, capitalization, and paragraphing.
	4	Average to good: - occasional errors of spelling, punctuation, capitalization, and paragraphing, but meaning not

		obscured.		
	3	Poor to fair: - frequently errors of spelling, punctuation, capitalization, and paragraphing; - poor handwriting; - meaning confused or obscured.		
	2	Very poor: - no mastery of conversation; - dominated by errors of spelling, punctuation, capitalization, and paragraphing; - handwriting illegible; - or not enough to evaluate.		

After the numerical data were gained, then they were analyzed. The results of test in cycle 1 (pre-test) (of 25 students in freshmen level) showed that their skill in writing short functional texts was quite low. It is indicated by students' average score in pre-test which was 56.6. Meanwhile, students' mastery level showed 56%.

From the overall 25 students, 1 student got 90 (A), 2 students got 80 (B), 5 students got 70 (C), 4 students got 65 (C), 2 students got 60 (C), 3 students got 55 (D), 2 students got 50 (D), 1 student got 45 (D), 2 students got 40 (E), 1 student got 20 (E), 1 student got 15 (E), and 1 student got 10 (E). Seeing the score gained by the students above, thus, it can be seen that the students who passed the standard were 56% (based on students' minimum score criterion 60 – 100). The following table helps to show clearer understanding of the analysis of data in cycle 1.

Cycle 1 Scoring Results

Writing for functional text score

Table 3. Students' minimum passing criterion 60

No.	Students code	Cycle 1		
		Score	Successful	Unsuccessful
1.	001	20		x
2.	002	65	v	

3.	003	70	v	
4.	004	10		x
5.	005	60	v	
6.	006	50		x
7.	007	70	v	
8.	008	70	v	
9.	009	90	v	
10.	010	40		x
11.	011	40		x
12.	012	50		x
13.	013	55		x
14.	014	80	v	
15.	015	80	v	
16.	016	70	v	
17.	017	65	v	
18.	018	65	v	
19.	019	60	v	
20.	020	45		x
21.	021	55		x
22.	022	65	v	
23.	023	15		x
24.	024	70	v	
25.	025	55		x
Sum		1415	14	
Percentage of Students' mastery level			56%	44 %

Students' average score $\quad : \dfrac{1415}{25} = 56.60$

Students' mastery level $\quad : \dfrac{14}{25}$ x 100 % = 56 %

Students' understanding $\quad : \dfrac{1415}{25}$ x 100 % = 45 %

The students' weaknesses based on the test of how to write short functional texts in cycle 1 are as follows:

(1) students frequently made errors in using word choice, usage, and the sentence meaning is confused or obscured;

(2) students made major problems in tense, number, word order, articles, pronouns, and prepositions. Thus, the sentence meaning is confused or obscured;

(3) students frequently made errors in spelling, punctuation, capitalization, and paragraphing.

4. Reflection

In this part, the writers noted all weaknesses as the problems during undertaking teaching and learning process in cycle 1. All problems were recorded as the evaluation process, and the cases regarded as the weaknesses in cycle1 were recommended as the indicators to be upgraded in cycle 2.

Table 4. Observing Students' Attitude Results in Cycle 1

No.	Scoring	Criteria	Total	Percentage
1	18 – 20	Very good	1	4%
2	14 – 17	Good	2	8%
3	10 – 13	Average	11	44%
4	6 – 9	Poor	6	24%
5	0 -5	Very poor	5	20%
Sum			25	100 %

Results of Cycle 2

1. Planning

In this step, the writers prepared revised lesson plans, and the teaching media dealing with the teaching writing functional texts.

2. Action

In the second step, the writers began by saying greeting to students. Then, the writers asked for students' condition. Next, the writers called the roll, and continued by teaching the students through explaining the rules of how to write short functional texts by using the

teaching media. The teaching media included laptop, LCD projector, some slides of power point which is containing the theory of how to write short functional texts such short messages, greeting cards, advertisements, and invitation cards. In the slide of power point, the writers put pictures, some language functions used for short functional texts mentioned, and some quizzes.

3. Observation

In this step, the writers collected the data occurred during the implementation of teaching and learning process using the teaching media. The writers also used observation checklist, and field notes to record the data.

After the second test (post-test) was given to 25 students in freshmen level, it showed that their ability in writing short functional texts improved. It was showed by students' average score in post-test was 68.28. Meanwhile, students' mastery level showed 84%.

From the overall 25 students, 3 students got 90 (A), 3 students got 80 (B), 1 student got 75 (B), 5 students got 70 (C), 1 students got 67 (C), 4 students got 65 (C), 4 students got 60 (D), 1 students got 55 (D), and 3 students got 50 (D). The score gained by the students above indicated that the students who passed the students' minimum score criterion 60 – 100 were 21 students or 68%. To get clearer understanding to the score of the test results in cycle 2, the writers showed the improvement from the following table:

Cycle 2 Scoring Results

Score of Writing Functional Text in Cycle 2

Table 5. Students' minimum passing criterion 60

No.	Students code	Cycle 2		
		Score	Successful	Unsuccessful
1.	001	50		x
2.	002	67	v	
3.	003	70	v	
4.	004	50		x
5.	005	65	v	
6.	006	55		x
7.	007	70	v	

8.	008	75	v	
9.	009	80	v	
10.	010	60	v	
11.	011	60	v	
12.	012	60	v	
13.	013	80	v	
14.	014	65	v	
15.	015	70	v	
16.	016	60	v	
17.	017	70	v	
18.	018	65	v	
19.	019	65	v	
20.	020	90	v	
21.	021	90	v	
22.	022	70	v	
23.	023	50		x
24.	024	90	v	
25.	025	80	v	
Sum		1707	21	
Percentage of Students' mastery level			68%	32 %

Students' average score $\quad : \dfrac{1707}{25} = 68.28$

Students' mastery level $\quad : \dfrac{21}{25} \text{ x } 100\ \% = 84\ \%$

Students' understanding $\quad : \dfrac{1707}{25} \text{ x } 100\ \% = 68\ \%$

Based on the results of the test in cycle 2, it can be inferred that students' skill improved quite significantly after they were taught by using the teaching media. The conclusion can be delineated as follows:

(1) students begin to make effective words choice, and usage, effective words mastery, and appropriate register.

(2) students begin to make minor problems in tense, number, word/function, articles, pronouns, prepositions, but meaning is seldom obscured;

(3) students begin to improve their error of spelling, punctuation, and capitalization, and paragraphing.

4. Reflection

In reflection stage, the writers noted all improvements made by students as mentioned above. Generally, students' difficulties gradually can be overcome in cycle 2. It is caused by applying the teaching media during the class session. The improvement of students' attitude during the class session can be shown as follows:

Table 6. Observing Students' Attitude Results in Cycle 2

(Hasil pengamatan sikap/perilaku siswa pada siklus 2)

No.	Scoring	Criteria	Total	Percentage
1	18 – 20	Very good	3	10%
2	14 – 17	Good	3	10%
3	10 – 13	Average	15	60%
4	6 – 9	Poor	5	20%
5	0 -5	Very poor	-	-
Sum			25	100 %

DISCUSSIONS

With regard to the findings of the study in cycle 1, the results of teaching writing functional texts without using teaching media showed that students' average score was 56.60. Meanwhile, students' mastery level was 56 %, and students' understanding was 45 %. Besides, students' attitude results showed that only 1 student had very good attitude during learning writing functional texts, 2 students got good attitude during learning writing functional texts. Then, there were 11 students who had average attitude during learning writing functional texts. Meanwhile, there were 6 students who had poor attitude during

learning writing functional texts. The rest of 5 students get very poor attitude during learning writing functional texts.

Furthermore, in cycle 2, the results of teaching writing functional texts using the teaching media showed that students' average score was 68.28. Meanwhile, students' mastery level was 84 %, and students' understanding was 68 %. Besides, students' attitude results showed that there were 3 students who had very good attitude during learning writing functional texts, 3 students had good attitude during learning writing functional texts. Then, there are 15 students who got average attitude during learning writing functional texts, the rest were 5 students who had poor attitude during learning writing functional texts. Based on the results between two cycles above, it can be inferred that there was significant improvement among students' average scores, students' mastery level, students' understanding, and students' attitude results during learning writing functional texts class.

The evidence of the improvements could be seen based on the students' written products as seen in the following:

Text 1 in cycle 1

Text 1 in cycle 2

Regarding the two texts above, it can be analyzed that in cycle 1 the student wrote some errors in grammar such as in the phrase '*will married*' and '*you friend*', it can be seen in the first sentence, '*I hear you will married with you friend.*' It should be '*will marry*' or '*will get married*' and '*your friend*'. Hence, the sentence should be, '*I hear you will get married with your friend.*' And then the second error is in the word, '*surprizes*' in the sentence, '*It's surprizes for me.*' It should be '*surprise*', hence the sentence should be, '*It's surprise for me.*' The third error is in the sentence, '*I hope you happy with sent gift from me.*' It should be, '*I hope, you are happy with a gift from me.*' Meanwhile, in cycle 2, the same student did not make an error. It means that there is a quite significant improvement between the results in cycle 1 and cycle 2.

Text 2 in cycle 1
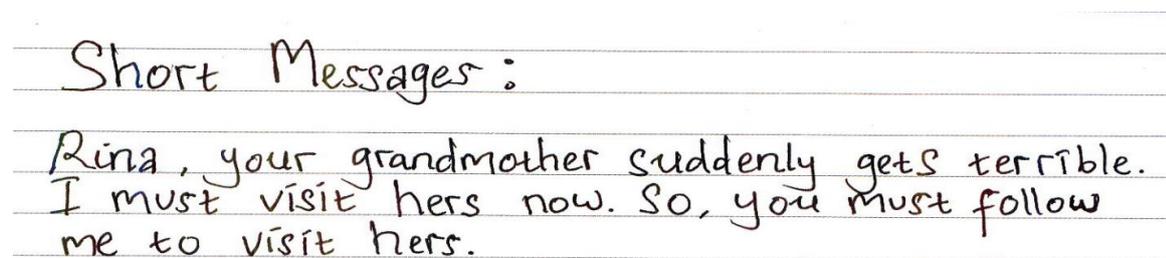
Short Messages :
Rina, your grandmother suddenly gets terrible. I must visit hers now. So, you must follow me to visit hers.

Text 2 in cycle 2
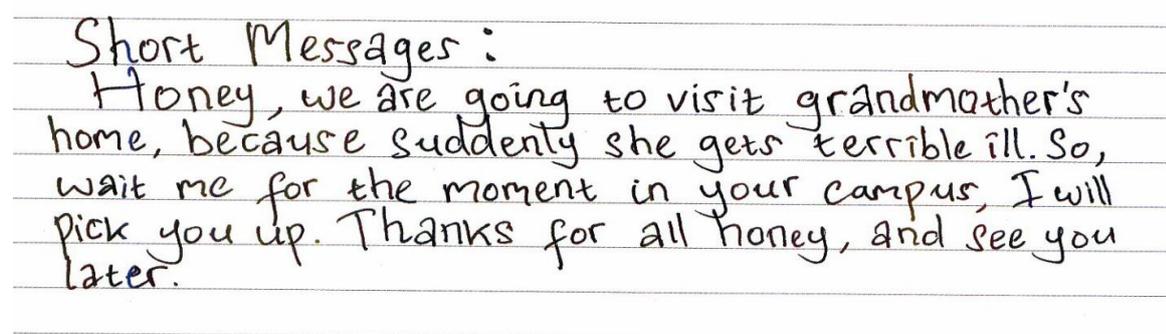
Short Messages :
Honey, we are going to visit grandmother's home, because suddenly she gets terrible ill. So, wait me for the moment in your campus, I will pick you up. Thanks for all honey, and see you later.

Regarding the two texts above, it can be analyzed that in cycle 1 the student also wrote some errors in grammar such in word, '*hers*' in second sentence, '*I must visit hers now,*' and '*hers*' in third sentence, '*so, you must follow me to visit hers.*' In the writers' analysis, the first error should be '*her*', hence, the sentence should be, '*I must visit her now.*' And the second error, it should be, '*her*', hence, the sentence should be, '*you must follow me to visit her*' or '*you have to join in me to visit her.*' Meanwhile, in cycle 2, the same student did not make an error. It means that there is a quite significant improvement between the results in cycle 1 and cycle 2.

After discussing the results of students' writing products both in cycle 1 and in cycle 2, the writers then would like to answer the research question such addressed in the preceding point. The first research question is: Is teaching media effective in enhancing students' skill in writing functional texts? Based on the analysis, the students' average score in cycle 1 was 56.60 and in cycle 2 was 68.28, hence, it improved 11.68. Students' mastery level in cycle 1 was 56 %, and in cycle 2 was 84 %, hence, it improved 28 %. Meanwhile, students' understanding in cycle 1 was 45 %, and in cycle 2 was 68 %, hence, it improved 23 %. Regarding the data presented above, first research question leads to the evidence that the teaching media is effective for enhancing students' skill in writing functional text.

Dealing with the second research question: (2) To what extent does teaching media enhance students' skill in writing functional texts? Based on the students' attitude results compared from cycle 1 and cycle 2, it showed that students' attitude in learning writing functional texts in cycle 2 was better than in cycle 1. Besides, the students' writing results compared in cycle 2 such the example of students' writing products above was also better than in cycle 1. Hence, referring to the answer for the second research question, teaching media gives a significant effect to enhance students' skill in writing functional text.

CONCLUSION

With regard to the aforementioned results and discussions, it can be concluded that teaching media is effective to be used by the teachers to enhance students' skill in writing functional texts. Besides, it also gives a significant effect to enhance students' skill in writing functional texts. However, the teachers' role is also important in guiding and designing the teaching media to be more effective and useful in order to avoid students' boredom, besides helping the teachers themselves during carrying out the teaching and learning process in the classroom.

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