

Workshop-Based Learning as An Effort to Improve Students' Skills in Developing English Learning Kits in English Instructional Technology

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Abstract

This research is aimed at: (a) finding a model of an effective and efficient workshop-based learning to improve students' skills in developing English learning kits, and (b) finding efforts to improve the students' activation and autonomy in classroom discussions.

This study employs classroom action research. The subjects of this research are the fifth semester students of English Education Department who take English Instructional Technology. This research is conducted through dynamic and complementary processes consisting four essential momentums, i.e. plan, action, observation, and reflection. Before planning the actions, researchers do observations to find focused problems (reconnaissance). Targets of this research are a set of workshop prototypes based on students' characteristics and English learning kits.

The findings of the research show that by implementing a model of workshop-based learning, the students' understanding of the concepts of real and contextual English learning and teaching is improved. Based on this model, at the beginning of the lesson, the lecturer gives much lecturing, a lot of examples and models especially in the lessons where theoretical concepts are mostly discussed.. After being given lecturing, students discuss some materials on a certain topic. The materials are very simple completed with questions which guide them to the implementation of the concepts of English learning and teaching in the classroom. The measurement of the students' understanding is based on the process and the results of the discussion, and students' work. The students' participation during the discussion is good. It is shown that the rate of students attendance is about 90-100 percent. The number of students participating in the discussions and their enthusiasm to be active in the group discussions are increased. Besides, the use of teaching media, such as power point, gives benefits in improving effectiveness and efficiency of the lesson. The lecturer does not need to dictate the materials and the students have more opportunities to ask and discuss the materials. At the end of Cycle 2, some students produced English learning kits.

Key words: workshop-based learning, English learning kits, English Instructional Technology