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PROCEEDINGS

THE 3RD UAD TEFL INTERNATIONAL CONFERENCE

“ELT MATERIALS DEVELOPMENT IN ASIA
AND BEYOND: DIRECTIONS, ISSUES,
AND CHALLENGES”

**CAVINTON HOTEL YOGYAKARTA
SEPTEMBER 17 – 18, 2014**

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS AHMAD DAHLAN

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Preface

This volume contains the written versions of the contributions presented during the 3rd UAD TEFLIN International conference which took place at the Cavinton Hotel, Yogyakarta, on 17-18 September 2014. The conference provides a venue for the presentation and discussion of current development in the theory and practice of Teaching English as a foreign language with a particular emphasis on material development and design. As many as 298 registered participants from 50 universities and educational centers across Indonesia and worldwide attended the conference where they had many fruitful discussions and exchanges that contributed to the success of the conference. The keynote speaker and the 4 invited speakers from 5 different countries made the conference truly international in scope; Prof. Brian J. Tomlinson and Dr. Hitomi Masuhara from England, Dr. Tan Bee Tin from New Zealand, Dr. Dat Bao from Australia, Prof. Jayakaran Mukundan from Malaysia, and Prof. Bustami Subhan and Flora Debora Floris, M.A-ELT from Indonesia.

In the call for papers, in addition to material design and development, we specified 15 different areas of English language teaching to cater for a wider range of interests from the participants who wish to contribute to the conference. These areas include technology, method, strategy, curriculum, teacher professional development, assessment, multiculturalism, character building, linguistics and literature in ELT. We received 219 manuscripts for review and of those submissions, eventually 147 papers were accepted upon single blind reviewing process by two reviewers who are expert in the area. At the conference, the presentations and discussions were organized into 1 keynote speaker's presentation, 5 plenary sessions, 2 parallel sessions, and 2 roundtable discussions. All of these contributions can be found in the following contents of these proceedings which are arranged according to alphabetical order. The keynote speaker's speech and the presentations by the invited speakers highlighted the conference and were very much anticipated by the conference participants. The parallel sessions and roundtable discussions were equally engaging with presenters and participants enthusiastically exchanging and sharing ideas. The 2-day conference concluded with a panel discussion in which all of the invited speakers emphasized the importance of learners' exposure to rich language input in L2 acquisition and made a strong call to design learning materials which can foster learners engagement and authentic language production instead of contrived and mechanical use of language. They all also agreed to look at language as functioning within social contexts and being embedded in our social practices, rather than language as merely segmented, and simplified rules to be taught and memorized by learners. We hope the ideas and innovations generated through these proceedings can truly have pedagogical implications in our practices as English teachers.

The 3rd UAD TEFL International Conference 2014

We would like to thank all participants for their contributions to the Conference program and for their contributions to these Proceedings. Many thanks go as well to the Cavinton Hotel who has put their best effort into providing the conference participants with superb service during the conference.

It is our pleasant duty to acknowledge the financial support from the English Department of UAD, the rectorate of UAD, faculty of teacher training and education, and the sponsors. Finally, but not least, support from the students of UAD was absolutely essential to the conference. The organizing committee dispatched about 35 students to serve as LO and secretaries.

We are looking forward to seeing you again at the 4th UTIC in two years' time

Organizing Committee

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The Use of ICT to Optimize Students' Testing Result

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Abstract. Test is well known by educators and they use it to measure the students' ability in mastering materials conveyed before. In traditional testing system, the writer finds many weaknesses such as the students' tendency to cheat, the sleepy supervisors, and the missing answer sheet. Here, the writer wants to develop the testing system which cope the weaknesses of traditional ones.

The writer applies Information and Communication Technology by using quiz creator as the main software. The concept of test is the writer makes the questions using the software, uploads it to his e-learning account, the students download and does the test, and the test result will be sent to the writer's e-mail. The writer tries this system to listening comprehension test and the obstacles he finds for the first time of use are the system quite occupies the students, they got confused when the test didn't appear on their laptop screen because they had not installed the software player, they got shocked when the test closed by itself due to the time.

The positive sides of the system are students' rate of cheating decreases because of the random questions available, the minimum role of supervisor, it is no paper used, the well managed time, no more missing testing result, it measures the students' ability directly and the direct testing result. The advantages are not all of the students have laptop or smartphone to do the test, it depends on the power of local server and electricity, and it needs internet connection.

Keywords: *ICT, teacher made test, quiz creator, listening test*

1. Introduction

In teaching learning process, one of the parts which decide whether the students get success in receiving and comprehending the materials conveyed is assessment. Frequently, people think that the term assessment is the same as test, but in reality it is very different. Assessment is a broad sense of measuring the students' ability, whether test is only one way to measure students' ability in mastering certain area of knowledge. The writer is interested to do research on assessment because he thinks that it is very important to make a clear assessment so that it can be a vivid way to record attainment and to aid progression of learning. As a part of the assessment, test becomes the most popular way in measuring the students' ability. The writer finds that most of the teachers since at the level of elementary school up to high school use test because the government requires so. In university level, especially in Muhammadiyah University of Purworejo, the writer finds that the way to measure the students' ability is very enough depends on the subject

the lecturer takes. Here, test becomes the favorite way to assess what has already been achieved or learned by the students.

The facts shows that the conventional test is not always represents the students' certain knowledge and skills being measured. In conventional way of test, in which a number of students sit in the classroom and answer the questions in sheets of paper, there are many weaknesses. First, the students' chance to cheat opens widely because they face the same item test written in the paper. The students' ways to cheat are vary from folding a small paper and hiding it somewhere in their bodies or clothes, seeing their friends' work, until browsing it in internet using their phones. Second, the supervisor which should wait and make sure that the test runs well, are frequently gets bored or feels sleepy in the class. The writer also finds that they frequently go out of the class and have a chat with other supervisors. Third, the time of the test is frequently unwell managed. For example, when the time is over, some of the students stillanswering questions and the supervisor asks them to give in the answer sheet for many times, the supervisor remind the students that the time is something minutes left, etc. Fourth, the risk of missing the answer sheet of the students is high because the students give in their answer sheet at the same time and they usually don't want to queue to give in their answer sheet to the supervisor.

In order to solve those problems above, the writer is interested to apply Information Communication Technology (ICT). The term ICT is not the same with certain program or software. It is wider than that. In ICT, the use of certain software is just one of the parts of the system build. It is more to the system which is made to help the human to handle and to ease their job which is manually done before. Here, the writer applies this system to the test of listening comprehension subject. Simply, this system consists of three main steps namely the question making, the questions uploading, and the test processing.

2. Literature Review

2.1. Assessment

2.1.1. Definition

According to Van den Akker in Mikre (2010: 15), assessment is a process for obtaining information in curriculum operation in order to make decisions about students' learning, curriculum and programs, and on education policy matters. Besides, Scriven in Taras (2005: 466) states that assessment is necessary to add a further stage that of justifying the judgment against the stated goals and criteria. Moreover, Scriven argues that assessment refers to a judgment which can be justified according to specific weighted set of goals, yielding either comparative or numerical ratings. He adds that it is

necessary to justify (a) the data-gathering instruments or criteria, (b) the weightings and (c) the selection of goal.

Arikunto (2006: 50) in his book entitled *Prosedur Penelitian* says that assessment is evaluation, which involves making value judgments and decisions, can be best understood as one possible use of assessment, although judgments and decisions are often made in the absence of information from assessment. Brown (2003: 4) defines that assessment is a popular and sometimes misunderstood term in current educational practice. It is to think of testing and assessing as synonymous term. In other hand, assessment is ongoing process that encompasses a much wider domain.

Then, the writer defines that assessment is a process of judgment through the students' progression of study by considering some aspects such as curriculum, policy matters, and justification according to the weighted set of goal in a comparative or numerical ratings in a period of time.

2.1.2. Types of assessment

According to Brown (2004: 5), there are two huge classification of assessment, namely informal and formal assessment and formative and summative assessment. The detail information is as follows:

1. Informal and Formal Assessment

Informal assessment can take a number of forms, starting with incidental, unplanned comments and responses, along with coaching and other improve feedback to the students. On other hands, formal assessment is exercises procedures specifically designed to tap into storehouse of skill knowledge.

2. Formative and Summative Assessment

The formative assessment means evaluating students in process of "forming" their competencies and skills with the goal of helping them continue that growth process. The key to such formative is the delivery by the teacher and internalization by the student of appropriate feedback on performance, with an eye toward the future continuation or formation of learning. Some example of that assessment is when the teacher gives students comments or suggestion as a feedback to improve the learners' language ability.

Summative assessment aims to measure, or to summarize. A summation of what a student has learned implies looking back and taking stock of how well that student has

accomplished objectives. Final exams in a course general proficiency exam are examples of summative assessment.

The different statements proposed by Scriven as quoted by Taras (2005: 468). He says that summative and formative assessment is the only assessment that the teacher has. The detail is as follows:

1. Summative Assessment

The process of assessment leads to summative assessment, that is, a judgment which encapsulates all the evidence up to a given point. This point is seen as finality at the point of the judgment. A summative assessment can have various functions which do not impinge on the process.

2. Formative Assessment

Since the process of assessment is, as Scriven notes, a single process, i.e. making a judgment according to standards, goals and criteria, formative assessment is the same process as summative assessment. In addition, for an assessment to be formative, it requires feedback which indicates the existence of a 'gap' between the actual level of the work being assessed and the required standard. It also requires an indication of how the work can be improved to reach the required standard.

2.2. Test

2.2.1. Definition

Brown (2003: 3) states that test is a method of measuring a persons' ability, knowledge or performance in a given domain. A test as method, it is an instrument, a set of technique, procedures, or items that requires performance on the part of the test-taker. A test must measure, begin from general ability while others focus on very specific competencies or objectives. Test measures an individual ability which mean tester needs to understand who the test-taker are and adjust the level of test with the level of test-taker ability. A test measures performance, the result imply the test-takers' ability to use a concept common in the field of linguistic (listening, reading, writing, speaking) or other field such us vocabulary, grammar, etc.

Arikunto (2006: 53) defines that test is a procedure or instrument used to determine or measure something in the case, by the ways and the rules that have been determined. According to Gronlund and Linn (1990: 12), test is any series of questions or exercises of the other means of measuring skill, knowledge, intelligence, capacities of aptitudes or an individual or groups.

The writer can say that test is a tool to measure individual or group skill, ability knowledge of certain domain and the form of test can be a series of questions or a series of procedure determining the rules of the test.

2.2.2. Types

According to Brown (2003: 44), test is divided into two types namely are teacher made test and standardized test. This classification is based on the number of composer, the scope of the material, operational area, formality, number of participant, form of test, procedure of arranging, scoring, etc.

1. Teacher made test

Teacher made test is test designed by the teacher to measure and to evaluate the skill, ability or knowledge of the students. There are many various types of test such as true false, multiple choices, matching, essay, etc. The implementation of test might be done weekly, at the half of semester, or at the end of semester. Some of teacher made test are proficiency test, placement test, and achievement test.

2. Standardizedtest

Standardized test is used to achieve certain goal using standard criteria which is held constantly where there are several test types in one test. This test doesn't relate to certain curriculum.

2.3. ICT

According to Bradley (2011: 33), Information and communications technology (ICT) refers to all the technology used to handle telecommunications, broadcast media, intelligent building management systems, audiovisual processing and transmission systems, and network-based control and monitoring functions. Moreover, he adds that computer technology, telecommunication technology, and media technology have converged to be defined as Information Communication Technology (ICT). Although ICT is often considered an extended synonym for information technology (IT), its scope is broader. ICT has more recently been used to describe the convergence of several technologies and the use of common transmission lines carrying very diverse data and communication types and formats. Converging technologies that exemplify ICT include the merging of audiovisual, telephone and computer networks through a common cabling system. Internet service providers (ISP) commonly provide Internet, phone and television services to homes and businesses through a single optical cable. The elimination of the telephone networks has provided huge economic incentives to implement this convergence, which eliminates

many of the costs associated with cabling, signal distribution, user installation, servicing and maintenance costs.

2.4. Wondershare Quiz Creator

2.4.1. Definition

Hernawati (2009: 2) states that wondershare quiz creator is a software to make matter, quiz and test by online or web-based. By using Quiz Creator, making a quiz or test is easily and effective. It is very simply with programming language skills to operate it. Maryanto, (2010) also says that wondershare quiz creator is an application that we can use to create interactive multimedia questions. We can create an interactive quiz easily with this application, and the output is flexible.

2.4.2. Function

It easily creates Flash-based interactive quizzes and assessments and send quiz reports with great flexibility. Wondershare QuizCreator is a robust Flash quiz maker that enables instructors to easily create Flash-based quizzes and tests as online assessments. It integrates with interactivity and multimedia to engage learners through the learning progress, and offers flexible results reporting and management kit.

3. Finding and Discussion

Assessing the students' certain language skill means that the teacher must prepare everything from the daily observation, list of category to be assessed, and to test them. The concern of this research is more on testing the students' listening skill as a part of assessment. There are two types of testing the students' listening skill namely the traditional method in which the students sit in a room, listen to the recording and answering questions in a sheet of paper and IT method in which the test taker applies a web-based test then the students' use certain electronic tools in answering the questions available in their own screen.

The writer concerns his research on the use of ICT to optimize the students' testing result. The writer realizes that in traditional testing method, there are a number of weaknesses such as the students' tend to cheat, the sleepy supervisors, the missing answer sheet, and the bad time management. That's why the writer wants to minimize all of those weaknesses through the use of ICT. Here, the writer applies a testing system which involves e-learning and wondershare quiz creator as the main software. In running the system, there is a sequence of process in order to make the system as well as possible so that the problem may arise can be handle as soon as possible. The writer hopes that when he assesses the students' skill in listening, there would be a minimum problem.

3.1. Running the system

The first step in running the system is making the question using certain software and the software that the writer use is wondershare quiz creator. Here, the writer makes the 50 questions of multiple choices for listening subject with the goal of this testing is to measure the students' macro skill of listening such as distinguishing literal and implied meanings, recognize the communicative functions of utterances, according to situations, participants, goals (Brown, 2007: 308). Before publishing in the form of *.swf, the writer do some main setting such as randomizing the questions appears, limiting the time, and showing the statistics at the end of the quiz. After that, he publishes the quiz. Then, the next step is upload the published quiz to the writer's e-learning account. After that, the students who take the test download it and do the test using web browser available such as Google chrome or Mozilla Firefox. Here, the test taker must make sure that that his/her laptop should have adobe shock wave flash player as a requirement to play the *.swf file. Finally, after the test taker have already done the test, the result of the test will be shown automatically and it will be sent to the writer's email.

3.2. Testing the system

When all of the preparation is ready, the writer then tests it to the students. Here, he tests the system three times. The first is held on May 5th, 2014 and the second is held on May 12th, 2014 and the third is held on June 21st, 2014. The discussion of applying the system will be shown below:

3.2.1. First test

The first test held on May 5th, 2014. The writer takes three classes from semester two of English department of Muhammadiyah University of Purworejo as his subject. First of all, when the writer said that the test will be done online, the students respond it variously. Some of them said that it is too complicated because they had to do a number of processes to do the test from download the test from e-learning, their laptop should be installed of swf player, low battery, and many more.

1. Obstacles

In the first test, the writer finds many obstacles in running the system. Most of the problems appear are related to technical terms. Some of those problems are as follows:

a. No .swf player installed

Most of the students' laptop do not installed swf player yet. This is the biggest problem faced by the writer because he must guide or event helps the students installing swf player. Actually, the writer has provided

the link to the website of adobe.com in his e-learning account so that the students can install it by themselves. The writer thinks that this is the risk to apply the test using ICT based.

b. No materials available

The second problem is some of the students do not have the materials although the writer had given it to them when the teaching learning process occurred. Meanwhile, the writer also has uploaded those materials in his e-learning account in www.umpwr.ac.id but they said that they forget to download it.

The solution is the writer copied them the materials or those students copied the materials from their classmates.

c. Low battery of laptop

Some of the students' laptop has worse battery, so that their battery laptops are easily dropped out and it needs some electricity supply. In this case, the writer must prepare some extended electricity cable so that the students are able to do the test properly.

d. Confusing procedure

The writer observes that the students do not maximize the use of their laptop. It can be seen that they do not understand the testing procedures explained by the writer. They seem confused with the three basic testing processes namely download the test, do it, and wait the result send.

e. The problem of internet connection

One of the biggest problems faced is the internet connection. They just depend on the Wi-Fi connection in campus and only some of them bring their own modem. In a busy hour, the internet connection of the campus available in Wi-Fi is not so fast because many students access internet using the same line. As the solution for this problem, the students borrow the modem of other students to download the test and to upload the test result.

f. Resetting the used laptop

When one laptop has been used to do the test, it needs to be reset in order to clean the cookies in the web browser used. The students cannot do that so that the writer sets it up for them which take time.

- g. They get difficulties doing the test using tablet
Them who do the tests in smartphone or tablet, the students get difficulties because the screen is limited only several inches so that they must manage the screen up and down to see the question and to answer it.
- h. No headset
Because the test is listening test, the students need to use headset in order to listen the materials being played. The writer asks them to bring headset because they will be easier to listen so that the sound comes out from their own laptop will no bother other students who do the test, too. Many of the students forget to bring headset so that the writer borrow some headset from the language laboratory.
- i. The students open their digital dictionary
Some of the students open their digital dictionary available in their laptop to help them answering the questions. Here, the writer warns them not to open the dictionary and he will reduce the time limit in order to prevent all of the cheating possibilities.

2. Result

The writer applies this system in listening comprehension subject with 50 questions available and 5 recordings used. The questions made are randomly published with the shuffle answers. The time limit he sets is 45 minutes. Basically, he uses wondershare quiz creator as the main software to make questions, e-learning account to store the published questions, and e-mail to take the testing result.

When the writer applies this system for the first time, there are many obstacles faced, especially related to the technical problems. After all of those technical problems are solved, the students are able to do the test without have a problem indeed. When the testing time is over or they hit the submit button, some of them get shocked on the result they have.

The writer applies this system in three classes from semester two of English department in Muhammadiyah University of Purworejo. The detail result can be seen in the table below:

	Mean	Median	Mode	Max	Min
Class 2A	53.39	52	46	80	28
Class 2C	48.46	50	50	76	16
Class 2D	50.91	52	54	80	28

The writer then analyse why the students' score below 60. Some of his findings are the wayto do the test takes long processes, some questions are perhaps tricky, the time limit is too short, some questions are not answered yet, they need much time to answer some implied questions, and they got shocked when the test closed by itself due to the time is over.

3.2.2. Second test

The second test is done on May 12th, 2014. It is done because the students' testing result from the first test is not satisfied. Here, the writer uses the same technique as the first test that is writing the questions using WQC, upload it to his e-learning account, and set the testing result to be sent to his email address.

1. Obstacles

During the second run of the test, there are no significant obstacles faced. Some of those problems are related to the electricity only because they use the same laptop with the dropped battery. The students who use tablet or smartphone on the first test now use laptop which has installed *.swf player.

2. Result

Still the same with the first test, the writer uses 50 questions with 5 materials as the sources and he reduces the time limit from 45 minutes into 35 minutes. He reduces time limit to prevent the students open dictionary and other sources which indicates them to do cheating. The result of the second test will be shown in the table below:

	Mean	Median	Mode	Max	Min
Class 2A	55.08	58	62	86	18
Class 2C	58.58	62	64	88	20
Class 2D	56.55	56	56	76	26

The writer analyze the result of the second test and it shows that the mean score of those students are still below 60. From the writer's observation during teaching learning process, some of those students do not comprehend the materials well. It can be seen from their low participation and from their presence list.

However, some improvements occurs on the second test compared to the first test. First, the mean score increases between 2-10 points for each classes. It means that the students have started to understand how to use it properly and they become more focus on the test, not on the technical problems such in first test. Second, the maximum points for each classes also increases between 4-12 points. Third, the mode is also improves 2-16 points which means that most of the students' listening test score increases.

3.2.3. Third testing

The last testing is done on June 21st, 2014. Here, the writer tests them in order to find out whether the students have understood on the materials given before and to find out whether there is a significant of their listening score compared to the two previous test.

1. Obstacles

Generally, there are no obstacles the writer found in the third test. Here, the writer just sits and waits the students doing their test and he can do other jobs while waiting for the students finishing their test. He finds no more problems during the run of the third test.

2. Result

In the third test, the writer made 100 questions from 7 materials of listening then he sets that there would be 50 questions only appear on the screen randomly. The writer decides to make 100 questions because he wants to know the students mastery on the materials given and he wants to test the students' listening skill especially on macro skills. The result of the test will be shown below:

	Mean	Median	Mode	Max	Min
Class 2A	61.57	60	50	90	40
Class 2C	65.18	66	50	84	44
Class 2D	57.66	58	64	90	36

From the table above, it can be known that the mean score of those three classes are still categorized as fair. To the writer, those scores of the students still far from satisfied. To know which factors influences them so that they got those scores on the test, the writer will do deep investigation and put it in

his further research. Also, he will find the solution to solve that problem.

3.3. The findings

After running three tests of listening subject, there are some findings that the writer finds. First, when the writer runs this system for the first time, there are many obstacles faced from the uninstalled *.swf player of the students' laptop, the students got confused with the system, until they don't have the materials. Due to those problems faced, the students' concentration breaks up whether to do the test properly or to fix the problem they face. As the consequent of it, their listening score is not satisfied. Seeing the mean score of the first test, they got score below 60 which means that they can not do the test well.

Second, there are three main facilities which the writer loves much from wondershare quiz creator. They are the ability to show the questions randomly, the limitation of time, and the test statistics will be shown soon after the test end. These facilities give advantages so much for the writer because he does not worry that the students will do cheating due to the random questions shown, he does not need to tell the students about the time due to the countdown of the timer, and he does not need to do correction to the students' work because it has already done by the software. It really eases the writer in conducting the test.

Third, no more paper needed to do the test. It means that the writer doesn't need to prepare or to copy the test sheet so that it will reduce the time to prepare the test. Furthermore, the use of this system will support the Go Green program said by the government.

Fourth, it depends much on the electricity to run this system. When there is no electricity, test can not be held.

Fifth, the use of ICT to test the students' listening skill is a good way especially to reduce the students' cheating habit, to reduce the role of supervisors, and to reduce the test maker's job to do correction on the students' work.

3.4. Positive and negative side of running this system

When applying something new in educational world, of course there are positive sides and negative sides. Likewise in running this system, the writer finds positive and negative side as follows:

3.4.1. Positive side

1. The students' cheating rate decreases because they face different question each students and they must think of the time. When the time is over, the test will end automatically.
2. To run the system, there is less role of supervisor. While waiting the students doing the test, the supervisor just do administration job such as asking the students to sign the presence. Moreover, the supervisor's help is needed when the

problem arises such as the students' laptop is not installed *.swf player or the quiz can not be played in students' laptop web browser.

3. Running this test system doesn't need paper which means that it will reduce the cost of the test. When the test still uses the paper, the fee to copy the test sheet with the high amount of students will have much money. It is done as one of the steps to support Go Green program.
4. For certain type of questions (True - False, Multiple Choice, Multiple Responses, Fill in the Blank, Matching, Sequence, Word Bank, Click Map), the teacher doesn't need to do correction manually because the key answer is in the program so that the teacher just take the final score.
5. The supervisor doesn't need to remind the students about the test time because the countdown timer is already exist in every screen of computer monitor so that the students can see how much time available to do the rest of the test.
6. There is no risk of missing the students' answer sheet because when the students have already done the test or when the time is over, the test will close by itself. Then, the students must send their answer which is included in the package of the test to certain email.

3.4.2. Negative side

1. It needs Personal Computer (PC) or laptop or certain gadget or phone supporting flash-based test.
2. It depends on the power of local server especially e-learning and electricity much.
3. It needs internet connection to download the test and to upload the test result.
4. In listening test, the file size of the application is quite big due to the additional of certain audio file such as mp3.
5. In writing test, the teacher/lecturer must do correction by himself because the software cannot recognize the written answers and those who are able to decide the mark got by the students is the corrector itself.

4. Conclusion

The main background encouraged the writer to apply ICT in testing listening subject he takes in English department of Muhammadiyah University of Purworejo is the students' habit to cheat during the test. In traditional testing system, there are many ways of the students in doing cheating and two of the most frequently done are seeing friends' work and opening their

‘special’ notes. So, to decrease it, the writer employs wondershare quiz creator, his e-learning account, and his email address. The basic concepts are the writer made bank of questions and the questions appears on the students’ screen is 50 random questions.

Here, the writer tries running the system three times and seeing from the average score of the tests’ result, it shows that there is a trend of increasing point from each tests. During the first test, the writer faces many obstacles such as no *.swf player installed on the students’ laptop, the students feel that the procedure is confusing, the problem of internet connection, and low battery of laptop. As the result of the first test, the mean score of the three classes are below 60. The writer thinks that maybe the students’ concentration breaks up due to the technical problems they got in doing the test. On the second test, the writer only faces one main problem that is related to electrical terms. This time, the main score of the students’ listening test increases variously between 2 until 10 points for each classes. Then, on the third test, the writer found no problem and he just sits and relaxes while waiting for the result of the test. On the last test, the students’ listening test result shows that the mean score of those three classes increase between 1until7 points each classes and the result shows that their mean scores are above 60. Basically, their mean score increases from the first test up to the third test.

In running the listening testing system using ICT, the writer finds four important things here. First, the transition between the uses of traditional testing system to the IT based testing system causes many problems especially related to technical terms. There are many things to be fixed before the system runs well. Second, the writer uses wondershare quiz creator as the software to make the questions because it gives facilities gives advantages for the test taker such as random questions, limitation of test time, and test result will be shown automatically or be sent to test-taker’s email address. Third, no paper used to run the test which means that it reduces test’s cost and also supports Go Green program. Fourth, it depends on electricity and internet connection.

Some positive sides of this system are students’ cheating rate decreases, the minimum role of supervisor, no paper needed, no manual correction, well management of time, and no risk of missing the answer sheet. Beside that, there are negative sides such as it depends on the electricity and internet connection. Moreover, the students must do the test using their laptop or gadget which has been installed *.swf player as the main software.

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DEVELOPING *ENGLISH-OPOLY* GAME AS A MEDIUM TO TEACH THE 8TH GRADERS SPEAKING RECOUNT TEXT

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Abstract. Speaking is considered as the most difficult skill in learning English. An early observation done in SMPN 1 Ngoro showed that the students were good in understanding the lesson, but they were hesitant to speak. They needed more relaxing atmosphere in learning English in the classroom. Speaking recount text can not be measured by one's knowledge on generic structure only, but it should also be measured by practicing to express it. Therefore modified game like English-opoly is needed as a new medium to help the students speak recount text easily in a fun way. Because games create fun and relaxing atmosphere (Uberman, 1998). This study used R & D model by Borg and Gall to develop the conventional monopoly game to become English-opoly for the teaching of speaking recount text to the eighth graders. Besides, this study also investigated the students' responses toward the implementation of the game developed. The expert validation showed that the game is appropriate for the students to help develop objectives of the study. This game also fulfills the criteria of a good game as teaching medium. Furthermore, data from observation and interview showed that most of the students gave positive response and agree that English-opoly is helpful for them in learning speaking Recount text.

Keywords: *eighth graders, English-opoly, game, recount text*

1 Introduction

One of the hardest aspects for the teacher to help the students with is learning to talk in the foreign language (Brown & Yule, 1983). It could be said that teaching speaking is challenging for most Indonesian students find it very difficult to speak in English. The difficulties to speak are caused by some reasons; the students' characteristic, the typical classroom activity, and the teacher's way of teaching. Junior High School Students are categorized as young learners who still love spending their time with friends and being trouble makers in the class. The years of early adolescents can be difficult, but they can also be an exciting time for them to learn (Casas, 2011). Therefore, students can be great learners if the teacher can engage them and involve them more in an interesting learning activity.

However, in the practice of teaching speaking nowadays, the class does not provide an atmosphere which motivates the students to learn speaking; they are made-up to sit nicely in the classroom and listen to the teacher who knows

everything and always be dominant in the classroom (Lestari, 1999). In addition, studying in a large class with limited time demotivate the students to practice speaking (Songsiri, 2012). Moreover, speaking, as the most difficult skill to learn, is taught in more limited time. Furthermore, most of the teachers still rely on textbooks as the primary teaching resource (Faridi, 2010). Likewise, the teacher uses most of the time to explain the lesson from textbook while the students are listening quietly.

In Indonesia, the students are learning English on text based. One of the texts learnt in Junior High School especially in the 8th grade is the recount text. Traditionally, in learning speaking recount text, the students are provided with a generic structure which is aimed to guide them producing an oral recount text. However, it was found that even a clear generic structure is not enough to help them arrange a good recount text; they need a clearer instruction and also models or examples of recount text.

In fact, explanation from the teacher is a typical activity which demotivates the students and gives less opportunity for them to practice speaking. They need a change in learning English to make them active in learning, understand the lesson clearly then finally apply their knowledge. This poor condition can be overcome by changing the way of teaching and reforming classroom activities which fit the students' characteristic; one of the ways is by creating relaxing atmosphere in the classroom so that the students will not be afraid of speaking in front of the classroom (Davies & Pearse, 2000). It is believed that students can practice speaking well if they are given relaxing and less-pressure opportunities.

One of the ways to create relaxing and less-pressure atmosphere is applying fun yet educational media in the classroom. Media play important roles in teaching and learning process, they are used to entertain, to inform and to instruct (Locatis & Atkinson, 1984). In applying teaching media, some important considerations should be taken; the media should be enjoyable so that the students can forget the boredom of studying. It should also be able to help the teacher deliver the lesson and instruction to the students easily. The most important point is that if the media applied in the classroom are not suitable for the students, they may be bored and lose their interest to participate in the classroom (Harmer, 2007).

Thus, the teacher needs a medium that is appropriate for the students and able to engage them to be active in practicing English. Among many kinds of media, games are considered as the best media to teach speaking English. It is so since games create fun and relaxing atmosphere (Uberman, 1998). Additionally, the students will try harder in games than other courses (Avedon & Smith, 1975). While students are playing the game, they try their best so that they can forget that they are actually studying; while in the same time they can get the knowledge. It could be said that game is an effective medium of instruction since it brings both fun and educational atmosphere.

Hence, a game called English-opoly was developed to help the students learn speaking. English-opoly was the modified version of the conventional

monopoly game which was developed to become a medium in teaching speaking recount text. It is expected that by playing this game, the students could actively speak English and meet the objective of learning to speak recount text easily. Thus, some modifications were made so that the game suits the needs of the teaching and learning process.

In English-opoly, a board, two dices, tokens, deed cards and chance cards are the properties to play the game. In the conventional monopoly's board, there are forty spaces with the name of countries in each block, while English-opoly board is divided into four blocks. There are six spaces in each block, and each space is called as the theme. Since English-opoly is a medium for speaking recount text, the theme of the board is holiday. Furthermore, the title of deed cards in the conventional monopoly is usually named as countries or cities, while in English-opoly, the deed cards consisted of incomplete sentences of orientation and events.

Therefore, this research was intended to develop English-opoly for the teaching of speaking recount text to the 8th graders. Additionally, this research also investigated the students' responses toward the implementation of the game developed.

2 Method

This study used research and development method with qualitative approach. Research and Development (R & D) is a process used to develop new educational products which are systematically field tested, evaluated, and revised until they meet specific criteria of effectiveness (Borg & Gall, 1983). For the purpose of this study, all steps in Borg and Gall's R and D design were not fully taken. A modification of Borg and Gall's design are made. Research steps such as Dissemination and Implementation were not taken so that the steps in developing the English-opoly game were information collecting, planning, developing preliminary form of product, material and media expert validation, preliminary field testing, main product revision, main field testing, and final product revision.



Picture 1 *Preliminary form of the product*

As seen on Picture 1, the preliminary form of English-opoly is a modification of conventional monopoly game. In the conventional monopoly's

board, there are forty spaces with the name of countries in each block, while English-opoly board is divided into four blocks. There are six spaces in each block, and each space is called as theme. Since English-opoly is a medium for speaking recount text, the theme of the board is holiday (Bali, Bromo, Jogja and Village). The title of deed cards in the conventional monopoly is usually named after countries or cities, while in English-opoly, the deed cards consisted of incomplete sentences of orientation and events.

Since the research was intended to develop a new game as teaching media, media and material experts were involved to validate that it would be appropriate to use as a medium of an instruction. The material expert was an English teacher of a school in Jombang, a small town in East Java, while the media expert was a lecturer of Graphic Design Department of State University of Surabaya. To develop the game, preliminary and main field tests were done. The small scale field tests were conducted in SMP Negeri 1 Ngoro, Jombang to know the students response toward the game. The sample of the population were 8 students in the preliminary field test and 16 students in the main field test. The sample were taken randomly.

The data of this study was collected using three instruments; a questionnaire, an observation checklist and interviews guidelines. The semi-structure questionnaire was used for both media expert and material expert. There were four aspects covered in the questionnaire; i.e. the suitability of the material for the students, the effect of the product towards the students, the applicability, the design and the language of the game. An observation checklist was included to the structured observation and was used to get the data of the second research question. There were some indicators in the checklist where the writer put a tick (√) suitable option on them. The items in the questionnaire were about the appearance, the content of English-opoly game, and also the students' behaviour while playing the game. The interview was done with the students and the teacher. The interview for students was aimed to know the students' responses toward this game while the interview with the teacher was aimed to know whether the game fitted the students.

In conducting this study, a qualitative data analysis was used. The data was analyzed based on the order of data collection technique. First, the data gained from the questionnaire filled by the experts were analyzed to revise the product to be tested in main field. Second, the data got from observation checklist and interviews were analyzed too. After the main field testing was done, the data from experts' answers on the questionnaire, the result of the interview, and the observation checklist were analyzed.

3 Findings

After the draft of the English-opoly was developed, a series of action was done to evaluate whether the game could fulfill the criteria of a good game for learning English, specifically for learning to speak a recount text. That is why,

review from both material and media experts were needed before a small scale field testing with a limited number of subjects was done.

3.1 Review from Material and Media Experts

Based on the data obtained from the questionnaire given to the material expert, it was revealed that the modification done in the conventional monopoly to be English-opoly was really good since it was very engaging. She believed it would make the students more enthusiastic in learning. However, she suggested that some aspects of the game should be changed or modified to make it more applicable for classroom use. Previously, in English-opoly rules, it was written that the students had to collect a deed card consisted of orientation and three or four deed cards of events. She suggested that the rule should be changed to save the time. She suggested that the students had to collect 4 cards, they were a deed card of orientation, 2 cards of events and a card of reorientation. She also recommended that the deed cards should be added with relevant pictures or words to make them become for familiar to the students. For example, the phrase "*go to Bedugul*" had to be changed to "*go to Bedugul Lake*" because not all students knew that Bedugul was the name of a lake. She also suggested a picture of Bedugul Lake was added on the deed cards. It was believed that such kinds of modification would help the students arrange the recount text.

Review from media experts contained judgment of the design and appearance of the game. According to the media expert English-opoly would be able to increase students' enthusiasm in learning and it was appropriate to become a media in learning English in the class even though some minor revision should be made. He said that the logo of the product should be redesigned in order that it became the centre of interest. The design of the draft considered not very interesting for some of the students because of the packaging. He suggested that the plain thick paper was added with some illustration or pictures on it so that it looked more attractive. He also recommended that the centre of the board should be filled with illustration. Besides, the fonts of the word "English-opoly" should be changed to make it became the logo and the centre of attention of the product.

b. Field Test 1

In field test 1, an observation and an interview with the students are done. Eight students were asked to play the game under the teacher's supervision. From the observation, it was revealed that the students well understood how to play the game. However, some students were not actively involved in the activity. The teacher did not find any difficulties in implementing the game in the class. But then, it was found out that it was ineffective if the board of English-opoly was played by 8 students. She suggested that one board of English-opoly should be played only by 4 students.

To know the students' responses toward English-opoly game, an interview with the students was done. Eight questions were addressed to the students related to familiarity with the game, easy to play, and their opinion about the game in

general. In answering question related with their familiarity with monopoly game, all subjects stated that they knew conventional monopoly well. In relation with ease to play, it was known that all subjects understood the rules of English-opoly. Five out of eight students considered that English-opoly was easy to play while the other three students found difficulties in reading the chance cards, working together with friends and finding the deed cards. In answering the questions related to the colour and design of the game, six out of eight students said that the color and design of the board were interesting, but two of them said that the color was too dull. They are also of the opinion that playing English-opoly was fun and it could make them learn English while playing the game. All students were happy after playing English-opoly because the game was very helpful for them to learn speaking recount text so that everybody wanted to play it again.

3.2 *Field Test 2*

After the draft of the game was revised based on the feedback given in the field test 1, a second field test was conducted to assess the revised version of the game. Sixteen students and a teacher were involved in this stage. That is why, in addition to the data obtained from the observation and the interview with the students, other data was also collected from the interview with the teacher.

Data from the observation showed that all students seemed play English-opoly comfortably. The teacher also seemed to implement the game and manage the class more easily since the rule of the game was changed.

The results of the interview with 16 students who became the respondents in this study showed that all students were familiar with monopoly game; however there one student found difficult to play English-opoly because she could not easily collect the deed cards. In terms of the feature the game, i.e., the board design and the color, all of them liked the design and the color of the board. To know how the game affected the students, all students considered that the game was engaging, fun and helpful. However, one student said that she would not play the game anymore because she felt bored, while 15 students were eager to play the game again.

An interview with the teacher was conducted after the interview with the students. The interview also aimed to know the teachers responses toward the implementation of the game and get more suggestion to revise the product and to know the material appropriateness during the first and the second testing. From the interview it was revealed that almost all students were very familiar with the conventional monopoly game. He considered that the modification of the conventional monopoly game to become English-opoly was quite a good idea since it could make the students become more enthusiastic in learning English. Then, when the teacher was asked about the difficulties in using the game in the classroom, he said it was easier to organize the class in the second test because the students only needed to turn around their seats to form a group of 4. He also said that the game was appropriate for the students, in terms of the topic and the age of

the students. He further suggested that the time to play the game should be longer than 15 minutes.

3.3 *Revising the Game*

Based on the results of the field test 1 and 2, the game was revised to meet the criteria of a good game. In the final product of English-opoly game, some features were revised and changed. The pictures on the board were brighter, the design illustration of whole board was much better and the fonts were clearer than it was in the preliminary design. Generally, the final product had had good combination between color, font and picture. The material used for the game was also changed into better quality paper. Moreover the package was now simpler because it was smaller. The rule of the game was also added to the package, so the students could read the rule themselves. Those revisions were made based on the media expert's suggestion that the size of the package should be smaller. In result, the board has to be flipped twice before putting it in the smaller box or package. Then the material for the package should be changed with duplex paper so that it could be stronger and safer to keep the board, cards, tokens and dices. The final product of the board and package of English-opoly could be seen in the picture below.



Picture 2 *Final product of English-opoly*

4 **Discussions**

Results from the observation, questionnaires and interview with the material and media experts, the students and the English teacher reveals that English-opoly is appropriate to use as media to teach the eighth graders speak recount texts. According to the material expert, the teaching material used in English-opoly is suitable with the learning objectives that should be achieved by the eighth graders. This makes the students able to comprehend the rules, the contents of the deed cards and tokens so that they can play the game comfortably. By playing the game, the students will learn how to speak recount text more easily

as Carrier (1980) believes that when the level of the game fit the students' language level, they can learn English more from the game.

Additionally, the observation during the both first and second field tests and the interview after the tests shows that while the students are playing the game, they enjoy it very much, look relaxed and very enthusiastic to try hard to collect the deed cards. This is in line with the theories that games create a fun and relaxing atmosphere (Uberman, 1998) and at the same time make students try harder during lesson (Avedon & Smith, 1975). After playing the game, the students can present their recount texts based on the cards that they collect during the game in front of their friends. They can do this confidently in a relaxing atmosphere because they have prepared what they are going say during the game. Rooyackers (2002) believes that game can foster creativity, develop fluency, and improve public speaking skills.

Overall, based on the results of validation from both material and media experts and field tests, it can be concluded that English-opoly meet the criteria of effective to use as a medium of instruction for teaching speaking recount texts and fulfilled five criteria of engaging, easy to use enjoyable, educational, English promoting (Hill, Sumarniningsih, & Lestari, 2013).

5 Conclusion and Suggestion

Based on all processes in developing English-opoly, it can be concluded that this study has successfully developed a game which is suitable for the eighth graders to help them speak Recount text. From the validation, it is proved that the game is appropriate for the students to help them achieved the objectives of the lesson, i.e., to create oral recount text. This game also fulfills the criteria of a good game as teaching medium which gives the students relaxing atmosphere, fun and opportunities to learn. The students' response toward the game is also positive because English-opoly was fun to play.

It is suggested that an experimental study on the implementation of English-opoly is conducted to measure its effectiveness in improving the students' ability in creating recount texts. For teachers who want to implement the game, the important point to consider when using English-opoly is the class and time management. It is important to think about how many board needed in one class, so that all the students can play the game and be active. Furthermore, it is better to conduct the game after the teacher explains recount text, so that the students do not find any difficulties in playing the game. The time allotment is also important since the game is only a medium to teach the students speaking recount text, thus 20 minutes will be sufficient.

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Digital literacy practices and L2 acquisition: Issues and challenges from Critical Pedagogy Perspectives.

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Abstract. This paper seeks to address the extent to which digital literacy practices may benefit learners in L2 learning process and how digital literacy practices figure within the perspectives of Critical Pedagogy. It sets out by drawing on theoretical constructs underlying cyberspace or digital literacy practice and its impact on language learning process. This includes a brief look at the concept of digital space as a site for social interaction in which multiple identities are being enacted. Some relevant empirical studies are also presented to elucidate the positive contribution of digital literacy practice in fostering the development of skills in L2. Along the same line, this paper attempts to locate digital literacy practice within the perspective of Critical Pedagogy by taking into account the expanded notion of context of Critical Pedagogy. The discussion centers around the question of how digital literacy embodies the notion of Critical Pedagogy in terms of the nature of knowledge and learning. Whilst highlighting the much acclaimed benefits of digital literacy practice in L2 learning through a number of research findings, the paper also utilizes critical pedagogy perspective to gauge the challenges embedded in digital literacy engagement. The final section presents some pedagogical implications as well as possible research into digital literacy practices and its bearings on school curriculum.

Key words: *digital literacy practices, multi-modalities, critical pedagogy, L2 acquisition*

Introduction

The phrase ‘digital literacy practices’ has come into the repertoire of scholarly discussion following the rise of the Internet technology which has brought about new forms of literacy. One particular definition of digital literacy practices refers to an array of online activities and social interaction mediated through the use of different digital space technology such as personal websites, blogs, homepages, online chat groups, videos, and youtubes. The kind of reading, writing and communication that occurs in online, digitally mediated contexts entails a different set of skills from those traditionally taught in classroom. These skills include the ability to search and critically evaluate large quantities of online database; construct meaningful reading paths through hypertext documents; comment on the online writing of others in appropriate ways; make use of multimodalities by combining words, visual images, sound and pralinguistic symbols, construct knowledge collaboratively through online platforms such

blogs and wikis; remix online texts creatively; and interact appropriately with others in a range of online spaces.

Given the inevitable spread and use of the Internet in many aspects of our life, educational policy makers must take into account the fact that digital literacy practices have become commonplace practices of students at different levels of education. Within the educational context, this new reality has prompted us to reshape our understanding of context for learning and to acknowledge the significant impact it brings to the teaching and learning process. Learning activity should no longer be confined to the physical boundaries of school classrooms but must be extended to include the digital spaces afforded by the Internet. As pointed out by Thorne and Black (2007), “for many individuals, performing competent identities in second and additional language(s) now involve Internet mediation as or more often than face-to-face and non-digital forms of communication” (p.149).

In view of L2 learning and acquisition, digital literacy practice could provide L2 learners with new venues for language skill development as well as opportunities to build cultural awareness through transnational communication which plays an important role in an increasingly multi-cultural society. Gee (2007) refers to globalized *online affinity* spaces which provide online participants with rich opportunities to develop their competence in a second or foreign language as they interact on Twitter, Facebook, Instagram, blogs and wikis. Online engagement also affords L2 learners with a real sense of how language operates within various communication contexts as well as ample of opportunities to observe and negotiate language in use. Through online engagement, L2 learners strive to understand the situated, contingent texts and talk in order to achieve communication goals. They learn and develop communication strategies involving the pragmatics of language such as the signalling and negotiation of non-understanding, and the resolution of instances of miscommunication. The English language learning that takes place through such digital literacy engagement does not conform to the standard, the native-like proficiency model dictated by traditional approaches. Instead, it focuses on the functional use of language through the process of meaning making in a real communication context.

The emerging theme of digital literacy practice in many studies of L2 learning seems to align with recent development in the theory and practice of teaching English in EFL context. There has been a paradigmatic change in EFL approach, from aiming to attain near native-like proficiency to meeting the communicative needs of students and focusing on the functions of clarity in a cross cultural communicative scenarios (Modiano, 2000). Similarly, the increasing number of non-native English speakers who use English for communication across diverse domains of life and culture has brought new perspective on English Language use and English Language Teaching. Jenkins (2007) and Seidlhofer (2011) points out

that the traditional notion of English as a foreign language to those who do not possess it as a mother tongue has now been replaced by the notion of English as a Lingua Franca (ELF) for both non-native speakers and native speakers of English. It is within this notion that digital literacy practice should be seriously considered as a pedagogical approach to cater for the changing nature of the use of English and students' learning context.

Bearing those in mind, I am particularly tempted to explore the question of how digital literacy practice may contribute to L2 learning and acquisition and to locate the issue under the perspective of Critical Pedagogy. This article begins with a brief look at the place of digital literacy within the framework of some theoretical concepts underlying cyberspace communication. The link between cyberspace engagement and identity construction will also be discussed from the theoretical basis particularly to foreground the role of identity formation in L2 acquisition process. It will also draw on recent studies which focus on digital literacy practices and the use of computer mediated communication and its impact on L2 acquisition process to provide relevant context for the discussion. These altogether will be weighed upon the notion of Critical Pedagogy by identifying the nature of learning and knowledge being enacted and negotiated through digitally mediated texts. The final part of this article will present my view with regard to digital literacy practices and its integration into pedagogical approach as well as some suggestions on how Critical Pedagogy may contribute to our practices and could be utilized in the best interest of learners.

Theoretical Framework

It is very essential that in our attempt to comprehend cyberspace realities, we have a shared understanding of one important concept in digital literacy practices, that is the concept of design. In the world of cyberspace, design refers to how the maker of digital text combines multi modal forms to express and convey meanings, enact and maintain socially situated identity (Kress & Van Leeuwen, 2001; Luke, 2003), whereas, multimodalities is the integration of words with visual images, sound and streamed video, and paralinguistic symbols in digital text. It is through these spectacles that any reference to language as well as digital literacy practice in general will be based upon throughout our discussion. Therefore, when we discuss about language use in the digital space, we mean to include not only words and sound but also what Stuart Hall described as a system of symbols and signs which works through way of representation. Multimodalities used in digital space can then be viewed as way of representation.

That language and identity is closely related has been put forward by different scholars. Hall (1997) points out that identities are multi layered and constructed in relation to others and as a result of positionality. This concept of identity implies that throughout our social interaction, we constantly try to construct and project our identity by positioning ourselves in one way or another and by how other participants position ourselves. Whereas in relation to cyberspace, Hall (1997)

maintains that youth 's online spaces allow for cultural innovations through which the youth might narrate multiple cultural identities. (Hall,1995).Another scholar, Warschauer (2000) suggests that the identity shaped by language is multiple, dynamics, and conflictual. He further notes that language signifies social and historical boundaries that are more discriminating than ethnicity and race and that language allows greater flexibility than ethnicity by making the linguistic choice. In view of the role of language in cyberspace, Warschauer maintains that the internet highlights the role of language while simultaneously masking the role of other identity markers such as race, gender, or class. Gee (1996,2000), on relating literacy to identity, uses the term Discourses (with a capital D) to refer to the many socially specific practices of literacy in society, which include using oral and written language in tandem with other symbols systems such as thinking, believing, , valuing, acting, interacting, gesturing, and dressing and using tools and technology. These multi-dimensional roles of language in the so many ways of representation is well observed in digital literacy practices in such a high intensity and multi-layer communication involving multiple identification.

As for L2 literacy development, some theories have been proposed by researchers such as Mc.Kay and Wong(1996) who have shown how identity affects the ways in which learners develop and demonstrate their competence in L2 and how they draw on diverse discourses and identities to assert and develop their voice in L2. Another researcher, Peirce(1995) concedes that learner's investment– a complex relationship of language learners to the target language contexts–influences their successes and failures in accomplishing their goals in the target language. On the use of computer mediated communication,Lam(2000)noted that CMC is a vehicle for the metaphorical construction of community, the crafting of multiple personae and collective identities, and the assumption of social roles in the temporal frame of on-line-exchanges. Baym (1995), in her study of the asynchronous communication of newsgroup discussions, suggests that certain social dynamics in CMC, such as group-specific forms of expression, identity, social relationships and behavioral norms, promotes a sense of community.

Previous Research on Digital Literacy and L2 learning

Past research and studies on the use of the Internet in L2 acquisition have generally confirmed the validity of the different theories on digital literacy practices, all of which point to a whole range of benefits deriving from digital literacy practices or computer-mediated communication. A case study conducted by Lam (2008) of a teenager engaging in writing on the Internet revealed some interesting facts about digital literacy practice. The teenager, a Chinese immigrant named Almond who emigrated from HK to USA at the age of 12, had gone through hard times in his early years as he had to cope with difficulties in learning English in ESL classroom. He reveals a sense of his marginalized position in society and a perception that his inability to speak English like a native speaker will hinder his prospects in life. English both signifies and constitutes his feeling of not belonging. However, after attending an introductory class on email and browsing for information, he continued to look up different websites for tutorials

on how to make personal homepages and engage in online chats. Since then his digital literacy practice had expanded to include making personal homepages where he made use of multimodalities, compiling on-line chat mates from around the world as well as starting to write regularly to a few email pen pals. Almon said that it was easier to express what he wanted to say by writing it out than by speaking in front of others. And in terms of his writing ability in English, he had made great strides and noted a “visible improvement”. He could now write more fluently in school and was planning to take a public speaking class to improve his oral delivery skills. Based on Almond case, it can be concluded that the Internet has provided a space for digital participants to transcend gender roles and national identity and give them a sense of belonging and connectedness to a global English speaking community.

A study conducted by Itakura and Nakajima (2001) on the use of Computer Mediated Communication (CMC) implies that online environment allows for reduction in anxiety in comparison to face-to-face speech and greater opportunities for language production. They found that CMC assisted language learners in gaining an authentic audience, provided them with the flexibility to compose e-mails at their leisure, gave them a record of communication, fostered independent learning and provided opportunities for the negotiation of meaning which can lead to language learning. A similar findings is also revealed through a study by Yoshimura and Miyazoe – Wong (2005) who found that communication with Nss via CMC could help students to amend stereotypes. Kano (2004) also claims that such interactions can expose learners to language variation in the form of popular grammar, slang, and regional dialects.

Of equal importance to note is a case study conducted by Theresa McGinnis, Andrea Goodstein-Stolzenberg, Elisabeth Costa Saliani (2007) of three youth engaging in transnational digital literacy practices. The study revealed that the three youth use the digital space to articulate and perform complex multiple identification by combining different modalities such as words, images, streamed videos, hybrid language and multilingual choices. Multiple identities include not only multiple identities across ethnicity, race, gender and socioeconomics, but a range of encounters with socio political issues such as racism, anti-Semitism, anti-immigration sentiment. It was also found that the three youth manipulate language in multiple ways to express multiple identification. This include the use of conversational register such as manipulation of tone and voice, font, and size as well as a mix of different social languages, code switching and use of language varieties.

Adopting Critical Pedagogy Perspectives

The discourse of Critical Pedagogy has emerged as a competing model of Mainstream Pedagogy which has long been ingrained in the minds of most educational practitioners. It attempts to redefine and challenge the assumptions and beliefs conceived by Mainstream Pedagogy with regard to the nature of knowledge and learning. The following section will highlight the concepts of

Critical Pedagogy (Canagarajah, 1999) to foreground our discussion on the issue of digital literacy practice. In doing so, the ideas conceived by Critical Pedagogy and Mainstream Pedagogy will be deliberately juxtaposed to provide direct comparison of the two schools of thought. For convenience, the abbreviated MP and CP will be used respectively to stand for Mainstream Pedagogy and Critical Pedagogy

First, within the perspective of MP, learning is seen as a detached activity which involves the mind solely in analysis, comprehension, and interpretation. Learning should be free from emotions, imagination, and intuition. CP, on the other hand, believes that learning is a personal endeavour greatly affected by students' personal background. Learning should take into account the importance of consciousness, identity, and relationships because these are implicated in the educational experience. Next, MP views learning as transcendental in which the learner is expected to rise above everything in the environment (i.e. society, culture, ideology) in order to be impartial in the acquisition of knowledge. CP, however, views learning as always situated in environment and conditioned by the influences of his or her own context. This includes the rules, regulations, curricula, pedagogies and interactions in schooling which shape and are being shaped by larger social and political context. Another notion of MP views learning process as a universal process whereby modes of learning and thinking is considered to be homogeneous for all learners. It suggests that what is learned is factual, impartial and correct for everyone. Pedagogical instruments are value free and dedicated to performing classroom instruction in the most effective way possible. By contrast, CP considers learning as cultural in which modes of learning and thinking vary according to the social practices and cultural traditions of different communities. CP acknowledges the influence of the dominant power in the ways the choice of curricula and the established methods were constructed and therefore reminds us of the relative truth of knowledge.

The two schools of thought also differ in the way they view the nature of knowledge. MP considers knowledge as value free, devoid of any moral, cultural and ethical character. CP, on the other hand, views everything as value ridden and thus, knowledge as ideological. This suggests that everything that is taught comes with values and ideologies that have implication for students' social and ethical lives. The last competing argument between MP and CP concerns the question of how knowledge has come to be produced and understood. MP holds the assumption that teaching is a simple process of handing over established facts, information and rules to the students. CP, by contrast, views knowledge as the product of constant negotiation between communities in terms of their values, beliefs and prior knowledge. Again, there is an emphasis on the changing nature of knowledge, the idea that knowledge is always shaped by the social and cultural practices of those who produce it.

In light of the two models of pedagogy, it is immediately apparent that digital literacy practice represents to a large extent the beliefs and assumptions underpinning CP and hence provides a strong basis for the adoption of CP in our

practices. A number of examples drawn from the conceptual framework of CP and the realities encircling digital literacy practice can be used to support such assumption. First, digital literacy practice rightly embodies the notion that learning is personal involving consciousness, feelings, emotion, imagination, identity and relationship. In the context of L2 learning, online engagement allows learners to choose from a whole range of online materials which appeal most to their individual preferences. They have the autonomy to make decisions about which modes of learning and multimodalities to suit their individual characters, interests and resources and utilize all these online resources to ascertain their identities through L2 communication. The research findings discussed earlier have suggested that L2 learners' online engagement enables them to build their self-esteem and confidence as they feel they can function socially through L2 communication without fear of producing inaccurate language expression and the need to conform to the rigid native-like standard of accuracy imposed by the schooling. This is quite different from the nature of L2 classroom where mistakes in using the language will be immediately corrected as a signal of non-conformity to the standard form. This kind of language learning could deter learners from experimenting with the language and suppress their desire and creativity in using the language. The case study by Lam (2000) obviously points to the feeling of insecurity, lack of confidence and despair experienced by Almon at the beginning of his contact with English. However, he gradually built his self-confidence as he engaged in online chats and exercised his writing skills through his personal homepage. Over the same period of time, he had made remarkable progress in his speaking and writing skills. He enjoyed the fact that his social circle had widened through online engagement and he built on this social capital to establish his identity and come to terms with his world.

The notion of learning as personal also suggests the need to consider the socio-cultural conditions of both students and teachers in our decisions pertaining to curricula, pedagogy and classroom management. It is noteworthy that some of the emerging issues in the adoption of Communicative Language Teaching (CLT) in South Asia has been attributed to the failure to take into account the existing difference between the socio-cultural contexts of CLT's origin and the countries where CLT is being adopted. Research on the adoption of CLT for the Foundational Course at the University of Dhaka in Bangladesh (Chowdhury, 2003) has revealed a number of significant findings as to the nature and culture of learning. The study revealed that the students were culturally unprepared to study in a manner which requires them to actively negotiate and use the language in situations involving real meaning, real time and actual interaction. The student-centered approach espoused by CLT was perceived as alien and incompatible with their long-ingrained learning style and culture which places teachers as the sole provider of knowledge. Similarly, the adoption of CLT was seen as problematic for the teachers who have been accustomed to more controllable variables of the Audio-lingual approach. As CLT is student-centered, it requires the teachers to be considerably skillful in orchestrating the classroom by providing prompts and

clues, setting up situations, and meaningful practice. At its core, CLT has placed too much of a burden on the teachers because the teacher has to accept extra responsibilities both before and during the class. Chowdhury (2003) also noted that differences among students, student competence levels, school populations, scheduling and the physical environment invariably impose on theories. This situation bears much resemblance to the context of CLT in Indonesia. Despite its overwhelming reception and the claim of its adoption, CLT has not been fully practiced with many teachers still adhering to Audio Lingual method of language teaching where language instruction consists of mostly drills and repetition in a teacher-dominated class.

Seen from the perspective of CP, digital literacy practice can provide scaffolding process towards the development of students' agency in learning. This is particularly understandable given the fact that digital spaces provide learners with rich online environment where they are actively orchestrating an array of literacy practices to make meaning, and construct knowledge and identities. In such circumstances, they can become the architects of their own learning as they have the autonomy to make decisions about what appeals most to them in terms of content, media, and context. As indicated by Itakura and Nakajima (2001), online environment fostered independent learning and provided opportunities for language learning. It is in this light that digital literacy practices may offer amendments to the shortcomings embedded in the adoption of CLT in EFL context. As noted above, CLT approach requires a somewhat radical change in the nature of learning, from teacher-centered to student-centered whereas such change is perceived as a threat for the students who are used to learning in a teacher-centered classroom. Digital literacy practices can serve as a pedagogical leverage to help learners acquire new learning habits over time and transpose them to the learning process taking place in class.

Another link between digital literacy practice and CP lies in the notion that knowledge is always value-ridden. It is always situated and produced within a certain socio cultural and political contexts. In view of L2 learning, digital literacy practices bear even more compelling relevance as they place English language at the center of prominence, being the target of the pedagogical process and at the same time the medium of transmission of knowledge. Given the complex interconnectedness between language and culture, the teaching of English does not only entail teaching the language but also an understanding of its cultural backgrounds (Gee, 1994; Pennycook, 1994). The notion of language as culture bond is also stressed by Liu (1998) who argues that no language, whether verbal or non-verbal, can be devoid of cultural influences, nor can any teaching or learning methodology. Digital literacy practices makes relevance contribution to L2 pedagogy in the sense that it helps English address more seriously the cultural aspects of the language and thus teaching language as culture, a perception which seems to have long been ignored in many EFL classrooms. It is therefore worth investigating to what extent digital literacy practices could inspire English

language teachers to make adjustment and modification in their pedagogical approaches.

Similarly, when engaging in a range of online literacy practices, L2 learners can draw on such culturally diverse and rich texts and interaction with online participants across cultural boundaries while becoming more aware of cultural differences by way of observing, evaluating and understanding different beliefs, perceptions, assumptions, norms and values being enacted through different threads of communication in digital spaces such as youtube, facebook, wikis, twitter, and blogs. L2 learners can thus develop a strong understanding of cultural relativism – a principal which views cultural standards, norms, values as appropriate, proper and correct to its own context – and accordingly build a multi-cultural awareness. In such circumstances, there are also chances of encounters with culture bond language expressions which provide L2 learners valuable insights into the cultural contexts of a given language expression, thus leading to the achievement of communicative competence. At the same time, L2 learners could also use online interaction to make assertions about their own identity and culture and maintain such patterns of communication within the framework of cultural relativism.

It is, however, equally important to acknowledge that digital literacy practices also position L2 learners susceptible to cultural and ideological bias and influences which might be either implicitly and explicitly enacted during their online engagement. This is the area where CP has warned us against the ideological assertions which comes with knowledge. As previously discussed, CP holds that everything that is taught comes with values and ideologies that have implication for students' social and ethical lives. It is very likely that digital spaces can serve as a site for struggle for many competing ideological discourses both at a societal or institutional and individual level. Within such perspective, digital literacy practices can be understood in two different ways. On one hand, it could pose different challenges to L2 learners as they are exposed to a myriad version of the worlds from the ideological points of view. One possibility is that L2 learners may not be aware of the discursive strategies underlying certain ideological discourses which are being employed by online participants through different uses of multimodalities. As pointed out by Hall (1997), language is a signifying practice which works through so many ways of representation. Digital spaces allows for the use of different multimodalities to represent assumptions, beliefs, identity and ideology in a way that is unrecognizable by indiscriminate online participants or readers. This situation could lead to L2 learners gradually giving consent to the initially contested beliefs and assumptions and beginning to accept them as a common sense. Many ideological discourses have come to be accepted through this same process of naturalization and it is what L2 learners might overlook.

On the other hand, digital literacy practices also offers equally interesting opportunities for L2 learners to develop critical orientation to learning. Through online engagement, they train themselves to be critical in navigating, evaluating and creating information. This involves the ability to tap into the underlying

values, norms and assumptions embedded in the different forms of digital literacy interaction. Most importantly, L2 learners have the autonomy to make assessment of any ideological assertions enacted through the English learning materials and finally make decisions as to how they want to represent and what particular view of the world they want to inhabit. From CP's point of view, digital literacy practices could represent how knowledge is produced and consumed through a process of negotiation involving learners' rationale, beliefs and feelings.

Pedagogical implications

The emergence of digital literacy practices brings about some implications in the way L2 pedagogy should be approached. The foremost implication perhaps entails a new understanding of the nature of interaction and communication in L2. Given the affordances of digital media, L2 learners have now spent more time engaging in digitally mediated communication than face-to-face communication. Online engagement rewards them with ample opportunities to engage in a multi cultural communication involving the use of English. It is also understandable that during such online engagement, they draw on the rich online materials to construct knowledge and find new forms of representation by creating multimodal texts which combine texts, visual images, sound and paralinguistic symbols. This new reality encircling our students digital literacy practices requires us to expand the notion of context for learning activity. In addition to classroom-based learning, digital spaces must now be seriously taken into account as a rich context for learning activity which could foster learners' L2 development.

In terms of L2 pedagogical approach, there are a range of possible implications with a view to acknowledging the role of digital literacy practices in L2 development and capitalizing on the affordances of digital media to help L2 teachers overcome some of the problems inherent in the adoption of student-centered teaching approach. Among other things is the use of digitally mediated texts as a rich resource for critical literacy analysis class where L2 learners can develop critical orientation to learning. The diversity of online texts and the different modes of expressions mediated through digital spaces can themselves appeal to learners' interest and provide a strong boost for learning. For this purpose, L2 learners can probably be introduced to a set of different theoretical constructs on text structures, discourse structure, and semiotics as a basis to engage in a critical literacy analysis. With this knowledge, they can engage in a critical analysis of a given text by looking at how it is constructed, what is being emphasized and de-emphasized, what ideological discourses are being enacted and what kind of readers the text is aiming. Through this process, L2 learners may develop the skills and critical awareness towards their own learning and in turn help them to be an autonomous learner.

Digital literacy practices can also be incorporated into pedagogical instruction as part of communicative approach to L2 learning. As previously discussed, the nature of digitally mediated texts and communication has made it possible for L2 learners to have their autonomy to navigate, evaluate and select information, to construct knowledge and represent themselves in a way that best suits their

individual preferences. During such interaction, L2 learners are more concerned with the functions of clarity in communication, without the fear of not conforming to the native-like standard of accuracy. Web-based projects can be a good example in which L2 learners work collaboratively on constructing hypertext for different purposes. This could provide a much relaxed ambience for students to compose a text as compared to the classroom atmosphere. Evaluation and feedbacks by teachers can similarly be facilitated through online media whenever possible in the hope of nurturing autonomous learning.

It is also worth investigating whether in the future it is possible to introduce individualized curricula designed by learners and their learning communities. The change in the nature and scope of L2 learners literacy practices which extend beyond the confinement of classroom walls has provided a relevant context for such possibility of individualized curricula. There are a whole range of examples showing the ways in which students are learning language for themselves, and how they actively participate in digitally mediated spaces to establish social interaction while learning to observe and negotiate language in use. Many students have also built their online community as a platform to express their thoughts on educational issues, share information about their teachers and schools and how they feel about their learning process. This out-of-class discussion mediated through digital spaces have now become commonplace practices and should therefore inform educational practitioners of the changing landscape in the students' literacy practices. Future research into this topic will be required to examine its relevance and to seek ways in which individualized curricula can be implemented and may benefit L2 learners. Also, there remains a fundamental question of how digital literacy practices can be incorporated into school curriculum in a way that would foster the development of student-centered learning from the early years of schooling and help students acquire new learning styles and habits which allow for the stimulation of creative minds and independent learning.

Conclusion

Our entire discussion has basically pointed to the importance of adopting critical pedagogy perspective in our decisions pertaining to curricula, pedagogy and educational policies in a broader context. The emergence of digital literacy practices afforded by the Internet has provided relevant context for our discussion on the notion of Critical pedagogy and it is where critical pedagogy perspectives possibly find its most resonance. As revealed in the discussion, digital literacy practices embody to a large extent the notions encapsulated by CP with regard to the nature of knowledge and learning. First, digital literacy practices allows for the development of students' autonomy in learning. Through online engagement, they have the autonomy to navigate evaluate and create information and make decisions. As such, they can serve as a scaffolding process for L2 learners to acquire new learning culture which requires their active participation in the negotiation and acquisition of knowledge. Second, the rich-online

environment provides L2 learners opportunities to develop critical orientation to learning. This kind of learning aligns with the notion of CP that knowledge is always value-ridden, and constructed within a certain socio-cultural and political context. Therefore, learners need to refrain from adopting taken-for-granted attitude towards acquiring knowledge. In view of the different modes of learning, CP views learning as personal and therefore pedagogical approach should take into account of the students unique backgrounds. Digital literacy practices clearly embody such conception of learning by providing learners with a whole range of choices to suit their individual backgrounds, their interests, preferences, beliefs, assumptions and identities.

From a broader context of communication, digital literacy practices also suggest that the skills in using multi-modalities will be playing a crucially pivotal role to help individuals cope with the demands and challenges of the digital era. Educational practitioners and L2 teachers in particular share the responsibility to prepare learners for such multi-dimensional life challenges in the future. Learners should also be given adequate opportunities to respond to the global challenges which require them to constantly situate themselves in a way that would ascertain their identities. Digital literacy engagement can provide such fulfillment. Likewise, in responding to future challenges, it is essential that we adopt the so-called ‘multiple perspective taking’- that is a way of thinking which transcend different borders of culture, race, religion and nation and covers a whole of viewpoints. Digital literacy practices can help learners train and develop the necessary traits and skills toward the acquisition of such multiple perspective taking which will subsequently enable them to compete on a global stage.

In conclusion, it might be worth pondering as to what extent we have adopted Critical Pedagogy perspective in our professional practices as language teachers. This is critically important since adopting the perspectives of Critical Pedagogy necessitates willingness to deconstruct possibly some of our long-established knowledge, beliefs and assumptions about learning, and to question our own practices. Critical Pedagogy reminds us of the danger in essentializing our practices, becoming self-complacent with what we know as true and resistant towards changes. Therefore, it is within this reflective nature of critical pedagogy that we may in the future adapt to new paradigms and produce educational policies which can resonate with current development in many aspects of life and at the same time maintain a moderation and appropriation in our perspectives

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Enhancing Students' Reading Comprehension through Cooperative Reading Groups (A Classroom Action Research)

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Abstract. In order to get better understanding in reading the text is by mastering reading subject or having good skill in comprehending the text. The first year students of English Department always face some problems in comprehending the text, it can be seen from the result of diagnostic test, most of the students got low score in reading subject. This research was conducted in one of private universities in Cirebon especially in English Department. The objectives of the research are: (1) to know whether *Cooperative Reading Groups* can improve students' reading comprehension or not; (2) To know the strengths and the weaknesses of *Cooperative Reading Groups* when it is applied to teach reading.

This research was conducted in two cycles. Each cycle consisted of four meetings. The result of the research showed that: (1) cooperative reading groups technique could improve students' reading comprehension. (2) The strengths of *Cooperative Reading Groups* when it was applied to teach reading comprehension are: (a) the students were more active when taught by CRG; and (b) the students felt more enjoyable in joining teaching learning process. Meanwhile, the weaknesses of cooperative reading groups technique when it was applied to teach reading comprehension are: The students made big noise when teaching learning process was in progress and the different opinion in every group made them difficult to work together. Based on the result of the research, it can be concluded that Cooperative Reading Groups can improve the students' reading comprehension.

Keywords: Cooperative Reading Groups, Reading Comprehension.

1. Introduction

Ideally the students of English Department in reading comprehension subject are able to identify main idea of the text, find the pronoun reference, recognize the meaning of vocabulary in context, find detail information from the text, and make inferences. Even though reading comprehension is very important for them as the students in higher education and also as the students of English Department, the students are still low in this skill and unaware about this subject. Based on the result of pretest, the students have problems in identifying main idea of the text, finding the pronoun reference, recognizing the word meaning in context, finding detail information from the text, and making inferences.

The problems are caused by some aspects. First, the students can't get the meaning of the text because they still lack of vocabulary. Second, the students are lazy to read because they don't have motivation to read or have bad reading habit. Third, the heterogeneity of the students. The students in one class have different level in comprehending the text, they also come from different background knowledge. There are also students coming from science program, social program, and language program. There are also some students who have taken the course before they take English department. So, it makes the lecturer difficult to decide the technique to use in the class.

Besides, the students' problems in comprehending the text not only came from the students but also the condition of the class. In teaching learning process, usually two classes are combined into one class because of the limited room, so it makes them difficult to concentrate and also makes the lecturer difficult to control all the students.

Based on the students' problems and causes stated above, the researcher proposed a solution to overcome this problem. The researcher proposed Cooperative Reading Groups (CRG) for teaching reading in the English Department in one of private university in Cirebon.

Actually there are many teaching strategies to teach reading, but based on the pre-observation and students' problems, the researcher proposed CRG as the strategy for teaching reading. In CRG, students work together in small groups, usually consisting of four students, to help one another and digest the material. During the group work, each student has a distinctive role to play as the Leader, Summarizer, Connector, and Quizmaster. Each of the members has different role and job description. Learning reading comprehension by using group work will be better than individual learning because in group work they can contribute something one another. Frey, et al. (2009: 21-22) say the group tends to be wiser than the individual. The differentiation that occurs in this phase of instruction is accompanied by the scaffolding that peers are able to provide for one another; these are not individual tasks. Consider, then, that productive group work is a critical phase that occurs within a larger differentiated classroom experience.

From the discussion above, the researcher is interested in carrying out a research dealing with reading comprehension through Cooperative Reading Groups (CRG). The researcher believes that CRG can make students more active and motivate them to learn more inside or outside the class. Due to the fact, in this research, the researcher as the lecturer brings forward the way of teaching reading through CRG. In addition, the strategy is related to the students' level and involves them to learn actively. Hence, the researcher has courage to conduct a study entitled "Enhancing Students Reading Comprehension through Cooperative Reading Groups (CRG)"

2. Literature Review

2.1. Reading Comprehension

Reading cannot be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless. Therefore, reading comprehension means understanding what has been read. It is an active process that depends not only on comprehension skill, but also on the reader's experiences and prior knowledge.

Nutal (1996: 168-169) states that the central ideas behind reading are: the idea of meaning, the transfer of meaning from one to another, the transfer of message from writer to reader, how we get meaning by reading and how the reader, the writer, and the text all contribute to the process.

Klingner, et al. (2007: 2) state that "reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency".

Paris (2005: 20) states "subtests of reading comprehension are entities like finding main ideas, selecting details, determining word meanings, drawing conclusions, determining cause-effect relations, and distinguishing fact from opinion".

Davis in Paris (2005: 20-21) reviewed the literature describing reading comprehension as a construct and found several hundred skills mentioned. Then, he sorted them into nine categories, such as: (1) Word meanings; (2) Word meanings in context; (3) Answer specific text-based questions; (4) Main thought; (5) Follow passage organization; (6) Text-based questions with paraphrase; (7) Draw inferences about content; (8) Author's purpose; and (9) Literary devices.

From the theories above, it can be concluded that reading comprehension is the power to interpret the meaning from written text, guess word meaning in context, identify main idea, recognize passage organization, interpret the author's purpose, recognize the message from the text, determine cause-effect relation, recognize literary devices, and draw inferences.

In the course description that the researcher got from the university, the students of reading comprehension in the first year should be able to identify main idea of the text, find the pronoun reference, recognize word meaning in context, find detail information from the text, recognize the message from the text, and make inferences.

Based on the course description and the theories above, it can be concluded that reading comprehension is the power to identify main idea of the text, find the pronoun reference, recognize the meaning of vocabulary in context, find detail information from the text, , and make inferences.

2.2.CRG Technique

Cooperative Reading Groups Strategy is the Strategy that is developed by Merrill Hermin and Melanie Toth which is adapted from Daniels' Literature Circle. Hermin and Toth (2006: 194) state that in this strategy, each student reads the material assigned to the class. In a process similar to Daniels's Literature Circle, students then work together in small groups, usually fours, to help one another process and digest the material. During the group work, each student has a

distinctive role to play as Leader, Summarizer, Connector, and Quizmaster. Each of the group members has their own job description as follows:

Cooperative Reading Groups Description

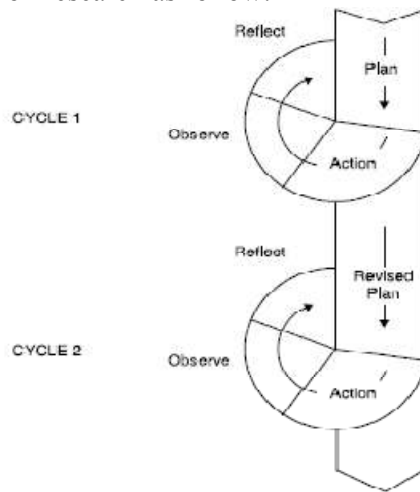
Leader	Quizmaster
<p>Leader: Keeps group on task. The leader is responsible for . . .</p> <ol style="list-style-type: none"> Starting meetings promptly. Keeping track of time during meetings. Calling on students, so all have a chance to play their roles. Reminding students that they should support one another that criticism is out of place. Improvising the role of any absent group member. Making sure all know the reading and their individual roles for next time, if a long reading is involved. Conducting a Like/Might Review on the group's work when each meeting is finished, if the teacher assigned it. 	<p>Quizmaster: Creates 5 to 10 questions based on the reading and conducts a brief oral quiz. This quiz might include . . .</p> <ol style="list-style-type: none"> True/false questions. Multiple-choice questions. Fill-in-the-blank questions. Flashcards with words to define, characters to identify, or events to sequence. Opinion questions that fuel a group discussion. Any combination of the above.
Summarizer	Connector
<p>Summarizer: Starts the group's work by offering a summary of the reading. This summary might include the use of . . .</p> <ol style="list-style-type: none"> An outline. A chart. Pictures. A dramatization of part of the material. A review of important, interesting, or unusual sentences. Any combination of the above. 	<p>Connector: Notes connections to other material, such as . . .</p> <ol style="list-style-type: none"> Previous lessons. The outside world. Personal experiences, feelings, or thoughts. Other people, places, events. Any combination of the above.

In order to improve students'

reading comprehension through CRG, the researcher used classroom action

research as the method of the research. Action research can be a very valuable way to extend the teaching skills and gain more understanding for the teachers, classrooms, and students, as Burns (2010: 1-2) said that action research (AR) is something that many language teachers seem to have heard about, but often they have only a hazy idea of what it actually is and what it involves. Action research is also part of a broad movement that has been going on in education generally for some time. It is related to the ideas of ‘reflective practice’ and ‘the teacher as researcher’. Action research involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts

Kemmis and Mc Taggart in Burns (2010:9) illustrated the diagram of the steps in conducting action research as follow:



To collect the quantitative data, the researcher used written tests to measure the students’ reading comprehension. The researcher also gave a pre-test and post-test in order to know the students’ reading comprehension before and after being taught using CRG. It was aimed to know whether the students’ reading comprehension improved or not. Before the researcher did the pre-test and post-test, the researcher also did the try out in order to find the valid and reliable test items. In order to analyze the validity and reliability of test items, the researcher used internal validity and reliability, as stated in Ngadiso (2009: 1-3):

1. Internal validity

$$r = \frac{\bar{X}_i - \bar{X}_t}{S_t} \sqrt{\frac{p_i}{q_i}}$$

2. Internal reliability

$$r_{kk} = \frac{k}{k-1} \left(1 - \frac{\sum pq}{c^2} \right)$$

After the researcher got the valid and reliable test items, the researcher did the pre-test and post-test for the students.

the researcher analyzed the result of pre-test and post-test by using t-test of non-independent in order to compare students' reading comprehension before and after treatment. As stated in Ngadiso (2009: 17b), the formula of t-test of non-independent is as follows:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}$$

3. Findings and Disc

After doing the research, the researcher found some research findings. Based on the result of pre-test and post-test, there was significant improvement of the students' reading comprehension after they were taught using CRG. Based on the result of pre-test, post-test of cycle 1, and post-test of cycle 2, it can be seen as follows:

Indicator	Mean Score of Pre-test	Mean Score of Post-test 1	Mean Score of Post-test 2
Main idea	66.8	77	88.51
Pronoun reference	46.5	60	87.95
Word meaning	55	66	70
Detail information	41.8	59	74.3
Inference	50.9	67	87.7

Based on the table above, it can be concluded that there is improvement between the result of the pre-test, post-test of cycle 1 and post-test of cycle 2. In this part, the researcher also compared the mean score between the result of the pre-test, post-test of cycle 1, and post-test of cycle 2. It could be seen in the table below:

The mean score of the pre-test, post-test of cycle 1 and post test of cycle 2

Mean score	Pre-test	Post-test 1	Post-test 2
	54.3 (Fair)	65 (Good)	81.9 (Very Good)

From the table above, it could be concluded that there is significant improvement in mean score between the result of the pre-test, post-test of cycle 1 and post-test of cycle 2.

In this research, the researcher also calculated the result of pretest and post test of cycle 2 by using t-test of non-independent. The result of calculation between pre-test and post-test of cycle 2 by using t-test of non-independent with level of significance α 0.05, $t_o(7.19)$ is higher than $t_{(20, 0.05)}(2.086)$ or $t_o > t_t$. So it can be concluded that there is a significant difference between the results of pre-test and post-test of cycle 2.

The researcher also found some strengths and weaknesses during teaching learning process using CRG technique. The strengths of using CRG technique are: the students were more active when taught by using CRG technique, they felt more enjoyable in joining teaching learning process, and they also got better understanding in comprehending the text. The weaknesses are: The students always made big noise when teaching learning process was in progress especially in quiz mastering session. The different opinion in every group made them difficult to work together.

After doing the research, the researcher could conclude that teaching reading comprehension through CRG could improve the students' reading comprehension. Cooperative reading groups has some steps that could help the students to overcome their problems in comprehending the text.

Students' problem in finding main idea and making inference could be solved in summarizing step. In summarizing step, the students were drilled to find main idea and make inference of each paragraph of the text cooperatively with their group. By doing this activity, from time to time the students could improve their understanding in finding main idea of the text and making inference.

The students' problem in finding pronoun reference, finding detail information of the text, and recognizing word meaning in context could be solved in connecting step. In connecting step, the students were also drilled to find the reference of each pronoun in the text together with their group. In this step, the students also were drilled to find detail information of each paragraph together with their group after they read the text, so the students could overcome their problem in finding detail information of the text. Students' problem in recognizing word meaning in context could also be overcome in connecting step. In this step, the students were also asked to find the difficult words that content on the text and drilled to find the meaning in that context, so the students would be familiar in interpreting the meaning of the word based on the context. In finding the meaning of the difficult words of the text the students did in the discussion with their group, so they could give contribution one another.

It is stated by Broughton, et. al. (2003: 189-190), one effective technique for the heterogeneous students in the class is group work, where the good students are asked to be group leaders and given the task of helping along and getting the best out of the others. In general terms, the teacher's task is to provide each student with a learning experience at his own level and a challenge to improve, so

that the initially heterogeneous class becomes over time a more homogeneous unit.

The researcher also found CRG could overcome the problems in classroom. Because CRG was the strategy that the center of teaching learning process was the students, it could make the students became more active in the classroom and interested in following the teaching learning process. As Gillies and Ashman (2005: 4-5) said that the students in the cooperative condition were rated by the observers as having a stronger sense of group-centeredness or group feeling than their peers in the competitive groups. Students in the cooperative groups worked together more frequently, were more highly coordinated, and ensured that tasks were divided up so that there was no duplication of labor. They were also more attentive to what others had to say, communicated more effectively, were more motivated to achieve, and were more productive in their achievements than were their peers in the competitive groups.

4. Conclusion

In this research, the researcher conducted classroom action research related to attempt to improve students' reading comprehension through cooperative reading groups technique. After the researcher did the action, the researcher concluded that there was improvement in the students' reading comprehension achievement before and after the students was taught by CRG technique.

The researcher also found the strengths and weaknesses of using CRG technique to improve students' reading comprehension. The strengths of using CRG technique are: the students were more active when taught by using CRG technique, they felt more enjoyable in joining teaching learning process, and they also got better understanding in comprehending the text. The weaknesses are: The students always made big noise when teaching learning process ran, especially in quiz mastering session. The different opinion in every group made them difficult to work together. Based on the result of the research, CRG was recommended to teach reading comprehension for the adult learners because it needs cooperation between one and other members of the group.

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**LITERARY TEACHING AND ITS CONSTRAINTS:
PARADIGMS AND PROBLEMS**

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Abstract. Literary teaching has another promiscuous goal that is to make the students aware of their existence. To understand the existence means to discern the sense of humanity. Students are supposed to learn and grab the idea of human essence. In language teaching, literary teaching has been promoted influential and approved effective to encourage the students' character building in terms of some issues: historical, philosophical, cultural, social, and psychological contexts. Historically, literary teaching will provide students and learners of the ancients' way of life and learn from the best in the past for their life experience. Philosophically, students are supposed to learn humanity essence through the philosophical teachings inside literary works they read. As a philosophical site of life, literary works provide ample of moral teachings and values as well. Culturally, when studying literature the students are exposed to the nature of cultural sites where they could visit, so that they can learn how to behave in response to other values, cultural norms, behaviors, laws, ethics, ethnicity, and diversities of culture throughout the world. Socially, learners are supposed to understand how to behave socially because they can easily get access to explore the nature of social affairs contextually, based on the culture sites inside the works. Psychologically, students are to be exposed to the contextual teaching material which make them feel secure to access humanity problems in the works, while at the same time they also learn how to give response to psychological problems the characters in the works have. However, those issues become the constraints in achieving the goals of literary teaching. The paper will explore the nature of the literary teaching and its constraints. Some problematic issues will be exposed to, and then followed by some critical suggestions and solutions as well. To generalize the idea, literary teaching needs efforts to boost the students' skills to creatively launch themselves to a higher level of thinking order to achieve the goals of literary teaching and the demand of curriculum.

Keywords: *literary teaching, humanity issues, philosophical, psychological, social, context, competency, critical thinking, skill*

Introduction

There are many studies which confront literary teaching. To mention a few there are Khatib, Rezaei, and Derakhshan (2011), Yeasmen, Azad, and Ferdoush (2011), Mujumdar (2010), Cruz (2010), Yueh Wu (2008), Abdullah, Zakaria, Ismail, Mansor and Aziz (2007), Buttler (2006), Hismanoglu (2005), Saviddou (2004), Mc Kay (1982), and de Riverol (1991). They have contested the teaching of English and literature into a package which will generate the issues on developing the new method in language teaching. To them, literature is an object to be observed as a medium of learning a language. Besides, they also found out

that teaching a language through literature will also generate another advantages for both teacher and students. Most of them suggested that literature is an interested resource to bridge the gap of students' language problems with their language proficiency.

Khatib, Rezaei, and Derakhshan (2011) have completed their findings that, "... literature is a promising tool for language learning purposes". At the same time they have cited some important figures who have recalled the return of literature into language teaching such as Carter & Burton (1982), Maley & Moulding (1985), Brumfit & Carter (1986), Collie & Slater (1987), Carter, Walker, Brumfit (1989), Carter & Long (1991), and also Bassnet & Grundy (1993). They have been recalled to resurrect the function of literature in language teaching after being neglected for some period of times in 70s to 80s language teaching curriculum. Yeasmen, Azad, and Ferdoush (2011) focused on designing appropriate classroom activities using literary work to ease students' anxiety in developing their language competency in classroom setting. They asserted that teaching language using literary text through appropriate classroom tasks is an effective way to teach EFL learners.

Mujumdar (2010) also found out that teaching literature in language teaching curriculum can also elevate the students' learning demand of ideal language performance. Mujumdar also suggested that the teacher of literature should have a complex skill and knowledge of the language being communicated in the teaching of literature. It includes the linguistic and non linguistic skills as well as literary horizons. Mujumdar's findings are not far different to what has been generated by Cruz (2010) and Yueh Wu (2008). Cruz (2010) has studied that literature will also enrich students' knowledge of linguistics elements and culture of the language being studied. It also enriches the students' understanding on how to interact with other people from different culture and learn their ways of life, beliefs, values and attitudes. Meanwhile, Yueh Wu said that the use of multiple teaching techniques in the teaching of literature will make the students feel interested in studying literary work and hence their language performance will also increase significantly.

Other researchers such as Abdullah, Zakaria, Ismail, Mansor and Aziz (2007), Buttler (2006), Hismanoglu (2005), Saviddou (2004), Mc Kay (1982), and de Riverol (1991) have more or less the same ideas, that using literature in language learning classrooms will provide better atmosphere in language teaching and learning. Their ideas have sought a response that teaching language using literary work as a tool to elevate the students' understanding of the elements of language and culture being studied is approved effective and interesting. However there are some constraints which those researchers did not pay much attention to, in which in the teaching of language and literature some issues of difficulties may arise and distract the objective of language and literature learning. It is because these two entities are different in some matters. The paper will seek to overview the constraints of the literary teaching, in a more specific ways, while at the same

time it also tries to give solutions over the problems faced by teachers and curriculum developer.

The In-Between Language and Literary Teaching

It is widely known that in language teaching, the process of acquiring new knowledge of language being studied is gained through the practices and the skills to apply the rule of language construction. Every day use of the studied language will foster the acquisition of the language. It is, then, generating the ideas of language teaching methodologies which state that language is acquired through series of practice. It is quite different with what is called as literary acquisition. Literary acquisition is nothing more than literary experience. The ability to understand literary sense is nonetheless an intuition. Therefore, there is no any fixed method in literary teaching.

Since it is an intuition which plays an important role in it, the series of practices are directed to understand the elements and values of the works being studied. The students are introduced to the concepts and theories of literary works' principles, and they are suggested to write what they have in minds about the works they have read and understood. Khatib, Rezaei, and Derakhshan (2011) note that eventhough literary works cannot provide direct needs of courses in EAP or ESP, it can be considered as, "... a caralyst for quickening language learning process".

The role of literature in language teaching has been admitted crucial and influential. It is shown by the government's concern in this field by launching the curricular support to it seriously. One of the Singapore's governments' projects in this response is of *Literature in English Teaching Syllabus 2013: Lower and Upper Secondary*. The syllabus grabs the ideas of literary teaching and its methodological problems. One of the statements of the book says that

"Literature also builds in students socio-cultural sensitivity and awareness, as well as a global outlook, by offering opportunities for them to explore a wide range of literary texts written in different contexts and from various parts of the world, connecting them to other ages and cultures. It develops empathy and stimulates thinking about beliefs and values" (2013:2)

It means that it has been realized the function of literature in educational place is influential, and it also determines the development of sensitivity and awareness of the students in global contexts. It is because most of literary works discuss about global issues. This is in line with what has been perpetuated by Van (2009), Tayebipour (2009), and Maley (1989a) as cited by Khatib, Rezaei and Derakhsan (2011) that literature offers universal concepts so that it promotes cultural and intercultural sensitivity and awareness. By understanding those issues in literature, it can further add students' understanding of the whole wide world. When the above demand is compared to the objectives of literary teaching, the following objectives will give other insights into the nature of literary teaching:

- Discover the joys of reading literature and become aware of new ways perceiving and world around them;
- Appreciate the aesthetic value of language;
- Engage personality with a variety of texts and draw connections between self, texts and the world in order to develop intellectual, emotional, socio-cultural and global awareness;
- Articulate perceptive and analytical thinking when discussing and writing about literary texts;
- Explore how the elements of different genres function in literary works to achieve specific effects; and
- Appreciate the importance of the contexts in which literary texts are written and understood (2013:6).

Looking at the above objectives, it is a urge to promote literary teaching in schools and universities in order to make the students of both institutions to be more aware of global issues contextually. It is because literature also offers cultural and contextual issues. However, it should be taken into consideration that according to Maley (1989a) that literary teaching should also be put together with the demand of language teaching. He proposes language-based model which concerns literature for language development and awareness purpose. Though, Maley's model of literary teaching is not much well applicable to literary teaching, but his suggestion is an example of models in literary teaching which was adopted several years ago included in teaching model for language learning methodology.

An approach which lends itself well to the range of strategies used in language teaching common approach to literature in the EFL classroom is what Carter and Long (1991) refer to as the 'language-based approach'. Such an approach enables learners to access a text in a systematic and careful way in order to demonstrate specific linguistic characteristics e.g. literal and figurative language-cloze procedure, guess exercises, mixed up sentences, summary writing, creative writing and role play-which all form part of the selection of EFL and activities used by teachers to deconstruct literary texts in order to provide specific linguistic goals. McRae (1996) describes this model as taking a 'reductive' approach to literature. These activities are disconnected from the literary goals of the specific text in that they can be applied to any text. There is little engagement of the learner with the text other than for purely linguistic practice; literature is used in a rather pointless and mechanistic way in order to present for a series of language activities motored by the teacher.

What has been suggested by Long & Carter (1991) and McRae (1996) as well, is only to help the language learners and teachers in evaluating the texts (literary works) in order to make them engage well in making use of language for teaching purpose. Liteary work is used purposeless. It is only used as a cultural cite to be discussed for certain other objective. As a matter of fact, literary teaching should achieve the goal to teach the concepts and primary means of literary aspects. It must go through some methodological investigations to grab a certain and complex ideas on how to make it sociable to students. The point is to

make the students become more aware and more sensitive toward issues of humanity world wide. It should be accompanied by the appropriate use of language instruction, so that the students will grab the whole idea of the teaching learning process. To make use of literary work for other purpose of other than to inverstigate the contents of it is only to make fun of it. The students only get what is to be communicated rather than to discern the insights of it.

The Constraints in Literary Teaching: Historical, Philosophical, Cultural and Social, and Psychological Contexts

When discussing about literary teaching, it is not without some constraints. There are some problems which arise related to the teaching of literature as follows: historical, philosophical, psychological, and social problems. However, those matters can be accomodated and re-evaluated by the teachers and curriculum designers to ease the problems of literary teaching practically and methodologically.

Historical Context

Historical background refers to the social and historical contexts in which a certain work of literature was produced. It also includes relevant facts of the author's life and works. Therefore, historical background of English literature is quite vague and broad. However, in order to provide an example, Beowulf in the 8th century, which was considered as the greatest Old English poem of about 3200 lines, the first English epic, whose author is unknown, is an interesting example. It is composed of lined verses which tells a story. The story is about Hrothgar, King of the Danes, and Beowulf, a brave young man from Sweden, who goes to help the king. The poem provides an interesting picture of life in those days and also of speech (since Old English is of course a foreign language). English, as known before, descends from the language spoken by the North Germanic tribes who settled in England from the 5th century A.D onwards. They had no writing system (except runes, used as charms) until they learned the Latin alphabet from Roman invaders.

The earliest written works in Old English (as their language is now known to scholars) were probably composed orally at first, and may have been passed on from speaker to speaker before being written. Old English literature is mostly chronicle and poetry-lyric, descriptive but chiefly narrative or epic. By the time, literacy becomes wide-spread, Old English is effectively a foreign and dead language. And its forms do not significantly affect subsequent developments in English literature. By the way, from this kind of history, students learn where and when the language develops, who spoke the language, and who wrote the language, and how the language developed after some period of time.

The problems often arise when the students are asked to understand literary work which uses old version of language, old English version for an example. They seem to be frustrated in understanding the elements of the work

because they do not have any idea of the words or sentences they must encounter. However, the students learn how to understand the language carefully in order to grab the sense of the work. It means that the students will be exposed to a complex difficult problems. They have to understand the ingredients of the work, and at the same time they have to understand the language. By this, they will learn of the development of language use historically. The role of the teachers in this way is crucial and important. He/she should be able to explain the problem of the language use in the work which encountered some changes both historical and cultural. The teacher should function himself/herself as literary specialist as well as a linguistic expert.

Philosophical Context

Philosophically, students are supposed to learn humanity essence through the philosophical teachings inside literary works they read. As a philosophical site of life, literary works provide ample of moral teachings and values as well. “Literary theory” is the body of ideas and methods used in the practical reading of literature. By literary theory, it is referred not to the meaning of a work of literature but to the theories that reveal what literature can mean. Literary theory is a description of the underlying principles, one might say the tools, by which one attempts to understand literature. All literary interpretation draws on a basis in theory but can serve as a justification for very different kinds of critical activity.

It is literary theory that formulates the relationship between author and work; literary theory develops the significance of race, class, and gender for literary study, both from the standpoint of the biography of the author and an analysis of their thematic presence within texts. Literary theory offers varying approaches for understanding the role of historical context in interpretation as well as the relevance of linguistic and unconscious elements of the text. The problem which often arises is that students do not really understand literary theory as an influential part to understand the body of a literary work. Literary theory is a philosophical foundation for students to understand the work well. How can a student understand the problem of Christianity problems in a work of literature when they did not ever read the explanation of Christian religion before? In this matter, teachers should be able to bridge the gaps of students’ need to understand some conceptual features of literary works and some theoretical frameworks which can be used to evaluate the works. By this sense, teachers should be able to function themselves to be theorists who are really expert in conceptualizing the features of the works and relate them with the issues outside the works.

The philosophical constraints may be considered as the most complex problems compared to the other problems. They include other aspects of competences for both language learners and their teachers. They also incorporate some methodological problems and conceptual features which must be put forward by the teachers before starting the classes. The preparation should be made in order to make the classes run well. Another thing is that the teacher

should take a look at the syllabus as well as the curricular guidance before executing the conceptual frameworks in literary studies to be understood by students.

Cultural and Social Contexts

The word “*culture*”, in one hand, is used because it implies the integrated structures of human behavior that incorporates thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic, religious, or social groups. The word “*competence*”, on the other hand, is used because it suggests having the capacity to role in a specific way: the capacity to function within the context of culturally integrated patterns of human behavior defined by a group. Being competent in cross-cultural functioning means learning new patterns of behavior and effectively applying them in the appropriate settings (Thomas, 1981). Being culturally competent means having the capacity to function effectively in other cultural contexts.

Cultural studies concerns itself with the meaning and practices of everyday life. Cultural practices comprise the ways people do particular things (such as watching television, or eating out) in a given culture. Particular meanings attach to the ways people in particular cultures do things. When considering cultural competence; a concise, practical definition, and some explanation of relevant ideas are needed. Cross, Bazron, Dennis, & Isaacs (1989) explored the concept of cultural competence in the system of care, and developed the definition and framework used here. They are appropriately applied in the school-based programs. Cultural competence is defined as a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enables that system, agency, or those professionals to work effectively in cross-cultural situations (Cross et al., 1989; Isaacs & Benjamin, 1991). Operationally defined, cultural competence is the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services; thereby producing better outcomes.

It is important, however, to make the students understand of the cultural and social contexts of literary works they read on. Cultural and social contexts will bridge them to really aware of issues in time and space when the works were produced. They could easily relate those issues toward the contemporary problems in their own time. To understand the practices, beliefs, values, laws, policies and standards inside the works of literature, will give them chances to figure out the contextual issues which then enable them to give response and to give respect of others’ cultural issues. It is the reason why a literary teacher should be able to acknowledge the values and systems of different cultural contexts in works of literature with the ones in his own time, as well as his students’ time, in order to enable the students to think more clearly of cultural and social contexts.

Psychological Context

Psychologically, students are to be exposed to the contextual teaching material which make them feel secure to access humanity problems in the works, while at the same time they also learn how to give response to psychological problems the characters in the works have. In literary analysis, psychological approach contends that literary characters behave according to the same psychological consistencies and probabilities as real people, and that the motives for their behavior can be discovered and a psychological evaluation derived from the text itself. This frame of reference is concerned primarily with behavior, either or a character or an author, as it is symbolically reflected in the literary work.

Literary works provide access to think and to behave psychologically, especially when the students must react against the idea that contradicts their common beliefs. In the meantime, students often find difficult to understand the psychological problems the characters in the works have. It is sometimes because the teachers have seldom given them access to learn how to act and to give response psychologically. Sharing and discussing over a certain case in the class, is an example to train students to think and to react over something psychologically.

That there are similarities between what is done in language arts and in science or other subject is not so surprising. But it occurs that one might also draw a parallel conclusion between teaching any academic subject and teaching morality. It is widely accepted that, in order for young people to learn to be good people, they should be *shown* how to act. Teachers, in particular time and chance, try to set an example by the way they treat others over a certain case. And, indeed, some studies suggest that children or young people are more likely to imitate if they have watched someone else does so. Part of the problem is that modeling is a concept rooted in behaviorism. It began as a refinement of the principles of operant and classical conditioning. Those principles could not account for the fact that people sometimes learn from what they have observed, acting in ways for which they themselves received no reinforcement. But modeling, like reinforcing, is just another technique for getting someone to behave in a particular way; it does not necessarily promote a dedication to, or an understanding of, that behavior (Meyers, 1986).

Literary Teaching Methodology

By making use of those real life contexts, the accessible social and psychological affairs, the students are prepared to explore their very nature of communicating the ideas of humanity. It means that they are also prepared to have and to understand philosophical, psychological, and social skills. Simultaneously, the students are also equipped with the competencies in language skills; their ability to develop their oral skills to defend their critical thinking argumentatively, their positive and critical judgement which are manifested in their argumentative writing skills, their active involvement in sharing and understanding of a discussion over the subject matters the teacher and the students have in class, and

attentively listen to any kind of problematic issues which are generated from the materials they share among their own peers.

Thoughtful assignments can be designed specifically to encourage a sharper, more active response to authors. It is possible to dispense with the tired practice of asking students whether they agree or disagree with what they have read. Teachers of course want to teach by doing so valuable to students. It may make sense not only to use explanation as a separate strategy alongside modeling, but to combine the two approaches into what might be called “deep modeling.” Here, it does not only set an example for students but try to make it clear to them what the teacher is doing and why he is doing it. Verbalizing is a familiar strategy to many of teachers that is intended to help students comprehend more of what they read.

Exactly the same thing happens when students encounter a series of finished products, whether they are books, scientific laws, or ethical precepts. Thus, one solution is to allow them to watch something being written, or proved, or decided, in order to make the activity in question more accessible and less intimidating. Watching movies together with their teacher and friends may also add up to the conclusion over this discussion. To watch the finished product such as a movie, is an interesting experience for students to react over some matters contextually.

Reliability of The Students’ Evaluation

In literary teaching, the teachers are suggested to apply democratic assessment practices because it will involve the teacher and the students to act out together to evaluate their learning process. Any time that students are involved in evaluating performance, whether their own or that of their classmates, the validity and reliability of their assessment is called into question. This kind of fear should not be accommodated. Without guidance, students have a distorted view of their performance (Oscarson 2009; Zakian, Moradan, & Naghibi 2012). The same research shows that with practice, training, and regular feedback from their teacher, the students’ assessment of their performance agreed with that of their teacher.

Involvement in a democratic process of assessment allows students to gain knowledge, experience, and understanding of how to judge oral and written expression. Through dialog, the students and teacher can negotiate the meaning of the objectives stated in the curriculum or mandated by the curriculum designer. For assignments that challenge students to create with language, whether orally or through written composition, the teacher and students can collaborate in creating a rubric or checklist that outlines what will be assessed. Feedback from the teacher after each performance will help students understand whether or not they have mastered the skill or concept.

Allowing students a voice in the assessment process compels them to analyze their own performance. Through analyzing their performance, students

sharpen up critical thinking skills and develop autonomy (Tully 2009). In time, students regard themselves as knowledgeable, and rightly so, which empowers them to be competent, independent learners. Allowing students a voice in the assessment process compels them to listen to their classmates (Iberri-Shea 2009). An honest teacher will acknowledge that there are many styles of speaking or of writing for which he and his students may hold opposite, but equally valid opinions. By giving the students the opportunities to freely express their opinion about issues such as how a paper looks or how their classmate's gestures distracted the audience from the message, and by valuing those opinions, the teacher models the democratic process of respecting other's opinions. This respect empowers students to find their voice and to fearlessly use it.

In doing so, students are expected to have their own evaluation. It means that the class should carry out a peer assessment. With this, the students are given a free chance to develop and express their own ideas about peer evaluation. Peer evaluation offers a mutual and beneficial supervision both students and teachers to gain an objective result of an evaluation. Teachers can adopt this kind of assessment with respect to students' point of view over other's weakness and strengths in mastering a skill. In a classroom presentation carried out by a group of students discussing a topic, for example, can promote peer-assessment. The rest of the students will give their own judgment toward the problems risen in the discussion. This will promote a democratic nuance since other students will give witness to others' competence and performance. Teachers' feedback should be delivered in the end of the presentation, either in appraisal or criticism, in order to exhibit the openness of the value and judgment.

However, curiosity and resourcefulness are not the only casualties of this kind of teaching; students' inclination to object, to resist, to refuse to be cowed by authority is also affected. The teacher should reject a focus on right answers and conventional methods, in other words, not only because it promotes shallow learning but because it promotes passive acceptance. These are the model of assessment which can be used in measuring the students' learning outcome. The following models of assessments are strongly suggested to encourage the students to attend the classes creatively and critically, and involve in a democratic assessment in every part of the project:

Projects. This can be done individually or in a group. By giving a student a project and a length of time in order to do it, a teacher can assess how the student organizes time, generates problems, and solves those problems. By doing the project in a group, the teacher can also assess how students interact with others and how they participate in group settings. In order for the project to be a success in terms of assessing the student, the teacher must give clear instructions and deadlines.

Open-ended response questions. This involves the teacher or evaluator asking the student a question and the student giving the answer orally or by

writing it down. This is an excellent way to evaluate the student's critical thinking process.

Performance-based. This type of assessment requires students to perform actions such as answering questions or doing specific activities. The most common way to do this is to ask students how they came up with the answers to a question and asking them to explain their thought processes orally or by writing short essays.

Portfolios. This is an excellent way to assess a student's progress. The teacher will collect examples of the student's work over a period of time, and place it in a file. Sometimes a school has a portfolio of the student's work that spans several years. The teacher can have a look through the portfolio to see if the student is improving, staying the same, or regressing. This is also an excellent way to show the parents how their children are doing in school. During a conference, a teacher can simply pull the students' portfolios with the proof of what they have or have not been doing in class.

Quiz or pop quiz. This assessment is usually done in the middle of a unit to see how students are doing with the material. A pop quiz is an excellent way to see if students paid attention in class that day or read the materials assigned to them.

End of chapter/unit test. Most teachers use this type of assessment. This usually involves a multiple choice, short answer, essay, true/false, fill in the blank, or matching test to show how much the students learned from the materials that were just covered in the class.

Mid or Final Term Test. This is the common test used in schools or universities in order to measure the students' progress during their length of time to study in a period of time. The test is given either in the middle way of lesson or in the end of the lesson. Mid and final tests are given to state whether the students can go up to the next level of study or not.

Conclusion and Recommendation

Literature is a source of authentic material, which conveys the use of linguistics by those who have mastered it. It contains an aesthetic representation of the spoken language, which enriches students' language and culture unconsciously. Culture, on the one hand, offers an interdisciplinary field that includes artistic discourses, social conventions, and reflexive impacts. It opens doors for students to increase their knowledge of the target culture as they can contemplate and critically comment on people's way of life, values, attitudes, and beliefs, standards, laws, religions and regard how these elements manifest into some different categories and forms in it.

It is true then that literature provides a motivating drive for language learning and teaching due to its spectacular features not readily found in any other texts. Therefore, some methodological issues on literary teaching have been perpetuated and promoted in the field of language and literature teaching in

EFL/ESL's scopes. This will also generate some issues of some practical classroom techniques. However, with respect to the teaching and learning methodology over literary teaching, there must be some constraints that the students, the teachers, and syllabus designers must aware of.

There are some problems they have to encounter not to overcome them but to work on them so that the teaching and learning process become more bearable. The constraints are mentioned earlier in the discussions: historical problems, which are more closely related to the historical background of literary work that the students must understand in order to discern the structure of the society and the cultural context in which the work was produced. Philosophical constraints which involve the difficulty of the students to master the conceptual framework to understand the work. It is because the students are of course lack of some information on literary theories so that they find some complicated issues which they cannot grab in mind. Cultural and social problems are mainly on the situation and context of cultural awareness the students must encounter when understanding a work of literature. This problem may produce another difficulty for the students that they could not imagine the condition of the social culture in the work they read. It is because there is a gap between their cultural knowledge with what had been intended by the author of the social and cultural condition of a certain society in a work. The last problem is a psychological context. It challenges the students to think and give response over a certain psychological phenomena in the work they are reading. The students often find difficulty to investigate the psychological problems in the work they encounter.

Those constraints may arise some mechanisms to act against them in response to develop some methods in literary teaching. The teachers are suggested to develop their critical views and orientations when giving classes. They also are suggested to vary the techniques in literary teaching so that the students will not get some boredom during the classes. They are also strongly encouraged to be able to maintain a democratic model of teaching as well as model of assessment.

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ENHANCING STUDENTS' COMMUNICATIVE COMPETENCE THROUGH DAILY LANGUAGE ACTIVITIES

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Abstract. There are two main competences that should be developed during the language learning process, Grammatical Competence and Communicative Competence. The former deals with the ability to generate and construct some types of grammatical sentences, while the latter is the actual use of language in a real situation, and in various kinds of language use in different context. Once the students can master the rules of sentence structure, but they are not successful at being able to use the language in meaningful communication. For those reasons, the language teacher should design the learning process that encourage their student to speak and communicate actively. Daily language activities is one way which is hoped that both competences, especially the communicative competence can be reached in foreign language learning. The students, then, understand how to vary the language use according to the setting and their purpose to speak. This qualitative research aimed to describe the language teaching model through daily language activities implemented in Pesantren, in order to help the students master the communicative competence well. In collecting the data the researcher used observation and in-depth interview to know the real condition of the teaching method and strategies used by Pesantren in teaching the foreign language, and some factors affecting the success of language teaching. Finally, the findings showed that the daily language activities can improve the students' communicative competence.

I. INTRODUCTION

Language is a tool for self expression, giving opinion, solving the problem, and it is really important in communication, both in verbal and non-verbal ways. That is why in this globalization era English is one language that has spread widely and becomes a major language among the other language in the international relationship.

For those, some educational institutions has made English as a major part of its curriculum, so English has been taught since the elementary to the university. It aims to give ability and competence to use the language actively both in oral and written form which is named the language competence.

Unfortunately, to reach this language competence, including the communicative and grammatical competence, is not an easy thing, teacher always concentrates to develop the grammatical competence in teaching the language to the students, the ability to construct the sentences which grammatically correct, becomes the most important for the language learning focus, making errors is omitted so the students are afraid to make mistake during speaking and writing. As a result, it makes them seldom to speak, they prefer no to use the language than make grammatical errors. They, then, will not be able to use the language in active conversation and suit the language with its context, where the language used.

Consequently, the main purpose of language learning should be the communiative competence including: knowledge about how the language used to convey the different function and purpose, knowledge about how to vary the language based on its setting, formal and informal, knowledge about how to create and understand many kinds of text, knowledge about the communication strategy with people from different countries, etc.

In order to reach the language competence above, some daily activities has been designed by Pesantren to promote their students master the foreign language well, to give more oppportunity to the students to practice and interact with the target language, and habituate them to live in the target language environments.

II. LITERATURE REVIEW

2.1 Communicative Competence

Communicative competence is a language skill including: knowledge about how the language used to convey the different function and purpose, knowledge about how to vary the language based on its setting, formal and informal, knowledge about how to create and understand many kinds of text, knowledge about the communication strategy with people from different countries, etc.

Chomsky (1965) made a distinction between ‘grammatical competence’ and ‘performance.’ The former is the linguistic knowledge of the idealized native speaker, an innate biological function of the mind that allows individuals to generate the infinite set of grammatical sentences that constitutes their language, and the latter is the actual use of language in concrete situations.

So the purpose of language learning is to promote the students make the variuos language based on the situation and condition where the language is used. The language used in real life such as the student live in the environment where the target language commonly used. They will learn how to interpret and understand the language heard from the speaker, then respond it with the most appropriate response.

Canale dan Swain (1980: 20) said Communicative competence is a synthesis of knowledge of basic grammatical principles, knowledge of how language is used in social settings to perform communicative functions, and knowledge of how utterances and communicative functions can be combined according to the principles of discourse.

From the statement above, it is clear when someone has learned the language he should have the knowledge of language structure and be able to use that language to communicate with others based on the language context. That is why the process of language learning should cover the following process, such as: the process of living up the target language environment where the language mostly spoken, the process of interacting between students in the target language, and the process of communication between the students and the language user in real language interaction. Those process will lead the students to the language competence better.

2.2 Some Factors and Principles in Language Learning

There are some important factors influence the language learning, Wilkins (1976: 56) said, they are including: educational context, social context, pupil, and teacher. Educational context is including the time which is designed or provided to reach the certain level or skill as the purpose of teaching and learning process, and also the intensity or the learning frequency to interact with the target language. The more intensive the students interact with the language, the more fluent and mastered they will be. In addition, the student number in a class, the method and technique, and the book used in teaching learning process are also important.

While the social context is including the place and the language learning environment which enable the students to have more interaction to the target language, and also the attitude and behavior of the people around towards the target language. Meanwhile, the students' factor is related to their interest, motivation, and attitude towards the language. The teacher factor is related to his/her skill, knowledge, and mastery in the target language.

From the above discussion, there are some principles of foreign language learning, are as follows:

- a. The learning purpose should be determined clearly
- b. The language learning activity should be representative and appropriate with the determined purpose
- c. Learner or student should be provided by the good example of the target language use.
- d. It is important to learn the meaning including the meaning of grammatical forms, the communicative function of spoken words, or the meaning of each lexical element.

- e. Language learning and language use. It is to compare all language process with the language learning activity, so that when the students use the target language they are also in process of learning that language.

III. RESEARCH METHODOLOGY

This is a field research by using a phenomenology approach, where the researcher needs to study the real condition of the foreign language developing pattern in the Pesantren through Daily Language Activities. The results of this research will be explained in qualitative descriptive way, so it will be very clear in describing the implementation of Daily Language Activities in supporting the development of the students' communicative competence

This research done in Pesantren Putri Al Mawaddah of Ponorogo, East Java, Indonesia. This place is taken with some reasons, such as: this pesantren is one of the Modern Boarding School in Indonesia, which has implemented Daily Language Activities in the process of foreign language learning, supported by language discipline and curriculum which enable the students to learn the foreign language easily.

In collecting the demanded data, the researcher used some instruments, are: indepth interview and observation. The interview is used to get the data from the students there about their response towards the implementation of Daily Language Activities. It used unstructured interview to get the complete and real description. While the observation is used to see and observe the process of Daily Language Activities implementation in Pesantren. The process is including take a look to the Daily Language Activities done by the students, the curriculum, regulation or language discipline made by the teacher, and how to build the awareness on using the target language.

The data gotten from the interview and observation are analyzed by intersectionist phases as follows: that is the interview data will be reduced by clustering it, then choosing the most important one. While the observation data is used to record and explain the data descriptively. Finally, those analysis is used to calarify the data in order to get the clear and complete data about the implementation of daily language activities in enhancing the students' communicative competence.

IV. FINDINGS AND DISCUSSION

4.1 Establishing the Language Environment

Some theory of language learning has mentioned that the main goal of language learning is communicative competence. It can be reached through continous practice in the real process of communication or interaction, and this real process can only be done in the target language environment. It means when the language learners live in the target language environment, it gives them more opportunity to interact with others using the target language, because listening and practicing it everyday makes them fluent and master the target language well.

Thus, the language teacher should create the conducive language environment to make their students practice the target language as often as possible. Creating such environment has benefit as follows:

- a. To habituate the students on the target language.
- b. To give more practice to the students.
- c. To provide a real setting of language use.
- d. To train the students to respond to different expressions.
- e. To develop the students' communicative competence.
- f. To make a perfect language fluency.

Based on those statement, Pesantren is one conducive place to live up the target language environment which enable their students to use the target language all the time. Living together in a dormitory ease the teacher to make a language rules which obligate all students to speak and communicate in target language everytime and everywhere.

In promoting the establishing of language environment, Pesantren has designed the curriculum which promote the development of the students' language competence. Almost 70% lessons delivered in foreign language, Arabic and English. The material is including: the four language skills, Arabic and English grammar, conversation, story telling, viseverse memorizing, vocabulary, etc. With those structure of curriculum will help the students to interact with the target language so often. Therefore, the students' language competence develops well during their study in Pesantren environment, because they can have a real situation and setting to convey every words based on its context. They communicate with the target language as if they live in that language derived. It means the language environment has functioned properly in promoting the development of the students' communicative competence.

4.2 Daily Language Activities in Pesantren

In the previous discussion has been mentioned, that Pesantren has many ways to increase the students' language mastery, one of them is by establishing the target language environment, as discussed above. Furthermore, Pesantren also designs some daily activities which can also give more opportunity for the students to have direct interaction with the target language. The activities are as follows:

- a. Dawn vocabulary giving
It is a program which aims to give new vocabulary to the students after they have done dawn prayer. This activity is done in their own room with the defined theme and led by the manager of room. The vocabulary is arranged by part of OSIS (Student Organization) that is CLI (Central Language Improvement) then they deliver it to the manager of room.
- b. Afternoon Conversation Program
In order to practice the vocabulary gotten from dawn vocabulary giving program, in the afternoon, the students will have the conversation program

with their roommate, here they use new vocabulary during the conversation, and try to make different expression with these vocabulary.

- c. Daily language use
In everyday life, the students of Pesantren is obligated to use the foreign language, Arabic and English, to interact and communicate whether with their friend, teacher, and every people there. Both in formal and non-formal activities, both inside and outside the classroom. It is the way to live up the target language environment, so they feel as if they live in that language country. They will not get service without using the language.
- d. Night vocabulary memorizing
This program aims to give the strength memory towards the given vocabulary of that day, that is why it is done before the students go to bed, to make the brain remember well every words memorized.
- e. Language intensive course for new students
To support the language activities above, Pesantren also provide an intensive language course for new students. The new students will not get difficulties in following the language rules regulated by Pesantren, and they can adjust the old students to join the language activities.

4.3 How to Run the Daily Language Activities Well

Implementing all daily language activities above is not an easy thing, Pesantren should keep the consistence of those programs to be done by all the students. To succeed the programs Pesantren do several ways, such as:

- a. Determining the language rules for all students.
Pesantren determines the language rules that is to use the language everytime and everywhere the students are. The rules then called language discipline, it is the rules to discipline the students to use the language in everyday communication, when they break the rules they should have punishment so they will not repeat breaking the language rules
- b. Assigning some students of OSIS to be Central Language Improvement (CLI) manager. CLI manager have the responsibility to run the language rules (language discipline) above. Besides, they also have the obligation to improve the students' language mastery through daily, weekly, or anual language activities such as speech training, language fair and drama, and language reformation.
- c. Leading the implementation of the daily language activities. Teacher and CLI manager cooperate to manage and maintain the implementation of daily language activities. Supervising the program and controlling the quality of students language is done through language repairing to the sudents' common mistake and errors. Up-grading for the CLI manager is also conducted continually to strenghten their capacity in leading the lannguage learning process.

- d. Using Arabic and English language reference book in teaching and learning. In succeeding the language learning Pesantren also proposed some foreign language reference book for their material in formal teaching and learning. It aims to habituate the students to read the foreign language book.
- e. Growing up the students' awareness to use the language
Above all, the students' motivation to learn the language and their interest towards the foreign language hold the most important factor in teaching learning process. That is why Pesantren always motivate the students to learn the language, show them the use of foreign language in this global era, to build their awareness towards the importance of that language, and then, when they are aware, their interest and motivation to learn the foreign language will also raise.

5 The Improvement of Students' Communicative Competence

After all, daily language activities in pesantren has great function in improving the students' communicative competence. The improvement is including:

- a. The students' ability to communicate actively with the foreign language, both arabic and English.
- b. The students' ability in the target language including the four language skill: reading, writing, listening, and speaking.
- c. The students ability to review, translate or interpret the foreign language book.
- d. The students readiness to face the global world challenge.

For those, because the daily language activities has really big impact towards the improvement of students' communicative competence, other education institution should also designed such activities to promote the language learning process.

V. CONCLUSSION

From the above explanation, there are some findings are:

1. Pesantren has applied the daily language activities to promote the developing of students' communicative competence.
2. The daily language activities is including: dawn vocabulary giving, afternoon conversation program, daily language use, night vocabulary memorizing, and language intensive course for new students.
3. The daily language activities helps Pesantren in enhancing the students' communicative competence, it is proved by the students' ability and mastery towards the foreign language.

For those, the daily language activities indeed has a big effect on developing the students' mastery on the foreign language, especially on their communicative competence.

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Coping with the Need of Native Speakerism in Foreign Language Learning: Blending Strategy and Technology

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Abstract. The issue of who should teach the target language- whether native English speaking teachers (NESTs) or non-native English speaking teachers (NNESTs) remains challenging. A study on deconstructing beliefs about NESTs reviewed in this paper revealed that both NESTs and NNESTs have strengths and weaknesses on certain aspects of language and language teaching. Another study on students' perception on NESTs and NNESTs also provides more or less similar results; while NESTs are good on certain aspects of the language, they are weak on the other aspect of language teaching. On the other hand, while NNESTs are good on language teaching, they are weak in some aspects of the language. Findings from these two studies suggest that NESTs and NNESTs should complement each other through collaborative teaching to fill up weaknesses and to advocate effective language teaching. Some other studies confirm that the use of ICT promotes an interactive language teaching and learning atmosphere. This paper proposes the use of some teaching strategies learnt from NESTs and ICT for language teaching and learning.

Keywords: *collaborative teaching, ICT for language teaching and learning, language and language teaching, native speakerism.*

1. Introduction

This paper examines some issues related to Native English Speaking Teachers (NESTs) and Non-Native English Speaking Teachers (NNESTs) which has been a great debate in last two decades. The article that is reviewed was written by Stephen J. Hall and was published in *The Journal of Asia TEFL* (Vol. 9, No. 3, Autumn, 2012). In his article, Hall critically tried to find ways of reconstructing the concepts of native speakerism which was widely debated by language teaching professional community and teacher education institutions all around the world. He summarized that there were three misconception of native speaker. First, native speaker was an infallible source of language knowledge and standard. Second, native speaker teacher was superior in language and language teaching because he was born native of the target language. Third, native speaker was an “outsider” who comes in from overseas with little concern for local needs.

Related to the first issue on native speaker as a never wrong source of language knowledge and standard, Hall questioned these by arguing that being in the habit of using English for any communication purposes does not necessarily

means that someone is possessing language skills up to the level needed for teaching the language. In other words, Hall argues that being “native” is not aligned with being “a teacher”, and being “a native speaker” does not conform to being “a competent teacher”. Also, on becoming the source of Standard English is also questioned. Hall stated that English is no more the property of few powerful countries (i.e. England or America), but it belongs to the world. This implies that the previously known and used British English (BE) and American English (AE) are no more relevant in the context of world communication which acknowledges World Englishes (WE).

Related to the second issue on the superiority of native speaker teacher over the non-native speaker teacher in language and language teaching, Hall argued that it was because people looked at the native speakers as who they were and not what they did. This, again, due to the perception that native speakers are the superior sources of English. As a result, very often that, the non-native English teachers underestimated their own knowledge and skills of language and language teaching. They assumed that the outside experts contributed more than the local teachers. Liaw (2012) strengthen this perception by revealing a mentality that good language teachers can only be made by native speakers. She concluded that parents and school administrators perceived NESTs as more qualified and efficient language teachers than the local NNESTs. This implied that, on perception, NNESTs had less knowledge and skills needed for effective foreign language instruction.

Related to the third issue on being an “outsider” and “arrogant westerner”, Hall claimed that it was because, for a long time, the local community had already got such an impression of the native speakers. Malaysians are used to address them “matsalleh” to mean that they were of European origins, or “orang putih” as their skin color is very much different from that of the local people. This made a native speaker a strange and unique character among the community.

Hall found answers to the issues through his research under the Malaysian School English Language Project. This project involved NESTs in the Malaysian in-service teacher training program. There were four native speaker teacher educators from four different nationalities. They had international experiences, post-graduate specialist qualifications and teacher development experience. They were teaching at 4 different in-service teacher education sites.

From the study, Hall revealed that positioning and modeling succeeded in overwriting these misconceptions. Positioning and modeling relate to how NESTs position and model themselves as ongoing learners and fellow teachers situated in local contexts. The NESTs tried to eliminate gaps between the NESTs and NNESTs through working together with the local teachers, creating interactive tasks and less hierarchical classroom interaction. Even, NESTs used Malay to “deforeignize” themselves. As part of these activities, Hall strongly endorsed the use of humor to address perceptions of teaching hierarchy.

2. Literature Review

2.1 Differences Between NESTs and NNESTs

Before discussing differences between NESTs and NNESTs, it is better to have a more comprehensive definition of a “native speaker”. Hall connected the concept of native speaker with heredity (birth place) and language acquisition in natural setting. However, due to higher level of today’s mobility and growth of English as an international language, this concept needs to be redefined. Synthesizing from numerous scholar ideas, Lee (2005) proposed six important defining characteristics of a native speaker as

“The individual acquired the language in early childhood; the individual has intuitive knowledge of the language; the individual is able to produce fluent, spontaneous discourse; the individual is communicatively competent; the individual identifies with or is identified by a language community; and the individual does not have a foreign accent”.

This definition is somewhat dynamic as Lee did not say anything about heredity. He argued that, a language that was firstly heard and communicated by a child does not necessarily mean to be his or her first language. As with migration or adoption that happen all around the world, a child may grow and develop with a new language of his or her new environment for the rest of his or her life, forgetting the language of his or her parents. In short, Lee confirmed that heredity is no more relevant to today’s native speakerism. Andreou & Galantomos (2009) also wondered when native speaker is only related to their biological aspects, social symbol and identity. To a more convincing argument, Davies (2003) concluded that even L2 learners can become native speakers of the target language, and master the intuition, grammar, spontaneity, creativity, pragmatic control, and interpreting quality of ‘born’ native speakers. Additionally, in the field of language and language teaching, the NEST and NNEST dichotomy has been criticized for the lack of contextualization as it disregards the interdependence between language teaching and the local context where it takes place (Moussu & Lurda, 2008).

Learning from Hall’s study, being native is not a guarantee for being a good English teacher. Hall noted that both NESTs and NNESTs have strengths and weaknesses in relation to language and language teaching. NESTs were good models of language use. Being hereditary speakers and having been grown up in English speaking community, they were able to use the language fluently and effectively. On the other hand, the NNESTs were found to be weak on accuracy and fluency. This greatly influenced their views of language teaching. The NESTs taught the target language for communicative purposes, without giving appropriate attention to grammar, while the NNESTs focused on accuracy details of grammar, and pronunciation. The NNESTs were acknowledged as being good at structural grammar lessons. These views affected the way they carried out the instruction. The NESTs fostered classroom interactive and less hierarchical

interaction, while the NNESTs relied on grammar translation methods and teacher-fronted delivery.

Additionally, the NESTs were more creative and use more authentic context, while the NNESTs had limited knowledge of the culture and context. On learning atmosphere, students preferred to study with NESTs as they were humorous, flexible, and assigned fewer homework. On the contrary, NNESTs tended to be serious, inflexible, and assigned more homework. However, the NESTs were reported to have poor knowledge of student learning, while the NNESTs had good empathy for student learning difficulties.

Hall's findings confirmed with findings of a study carried out by Liaw (2012). She revealed that university students had different preferences on NESTs or NNESTs when learning different aspects of language. Obviously, NESTs were more preferable than NNESTs for learning oral and aural skills (pronunciation, speaking, and listening) (94.2% compared to 5.8%). However, for learning reading and writing skills, NNESTs were more preferable than NESTs (83.5% compared to 16.5%). For taking English proficiency test, NNESTs were more preferred than NESTs (55.7% compared to 44.3%). Additionally, students prefer NESTs more when learning communication skills and culture. Another study conducted by Alseweed (2012) found that 72% - 83% of the students believed that a NEST is friendlier than a NNEST as he/she provides a relaxed learning environment.

Learning from those findings, it is no more significant of arguing who is better in teaching English as a second or foreign language, a native or non-native English teacher. A more thorough study done by Sudsa-ars (2013) revealed that NNESTs have the quality for being professional English teachers based on the nine domains of knowledge namely Language, Content, Technology, Curriculum Development, Learning and Classroom Management, Psychology for Teachers, Educational Measurement and Evaluation, Educational Research, and Teachership.

It is much clearer now that the issue of NEST and NNEST should be looked from different and more meaningful perspectives. The following parts of this paper address collaboration between NEST and NNEST in teaching a second or foreign language and the use of ICT to cope with presenting the language learning more contextually, authentically, and effectively.

2.2 Collaborative Teaching

Understanding the strengths and weaknesses that both NESTs and NNESTs have, collaboration in teaching will be of great advantage as both parties will cover up others' weaknesses. Collaborative teaching refers to two or more teachers working together to carry out an instruction toward a common goal (Carley III, 2013). It starts with planning the instruction, teaching in the classroom, evaluating, and doing reflection.

As in the case of Hall's findings, NESTs may learn about students learning needs and styles from NNESTs. On the other hand, NNESTs may learn about context and authentic contexts from NNESTs. Liu (2008) provided an anatomy of such collaboration in classroom practice. It may be commenced by assigning NNESTs for lesson plan preparation, followed by instructional presentation, and classroom management. Meanwhile, NESTs are made responsible for pronunciation demonstration, learning activity participation and individual student assistance. In this model of collaborative teaching, the NNEST acts as a head teacher as he knows his students well, while the NEST functions as a co-teacher who provides model of the English language use. Both teachers take different responsibilities but they perform collaboratively to achieve the same goal. Later on, when the teachers gain more knowledge and skills on aspects they are previously weak at, they may attempt to exchange roles. Hopefully, by doing this, the NNESTs can build more confidence in teaching English as a foreign language.

There are some models of collaboration which starts from high level of independence to strong level of interdependence. Cook & Friend (1993) proposed five models of collaborative teaching: *one teaching-one assisting*, *station teaching*, *parallel teaching*, *alternative teaching*, and *team teaching*. In the *one teaching-one assisting*, both teachers are present, but one teacher is more dominant than the other. The more dominant teacher takes the teaching responsibilities, while the less dominant teacher observes the students and assists them as needed. This approach is an ideal one for a novice or inexperienced teacher learning from an expert teacher. In the *station teaching*, teachers divide students into two groups (if the collaborating teachers are two). They share teaching contents and teach the content to each one's group. Later, they exchange group and repeat teaching the content to this new group. In the *parallel teaching*, teachers prepare and develop teaching plan together. The class then is divided into two groups consisting of heterogeneous members. Each teacher is responsible to one group. For this approach to be successful, it is important to ensure that each group receives essentially the same instruction. This approach is an ideal one for two teachers of equal teaching expertise. In the *alternative teaching*, one teacher works with a small group of students (e.g. 3-8 students) who require special attention, such as those with low level of literacy, while the other teacher is responsible to the rest of the class. Teacher who works with the small group of student is ideally he/she who has special education teaching expertise. In the *team teaching*, both teachers share the instruction equally. They may take turns explaining and demonstrating a concept, leading a discussion, or one teacher may explain while the other teacher models what students are required to do or perform. This approach requires a high level of mutual trust and commitment, and it is an ideal collaborative teaching when both teachers are experienced and expert in instruction.

Through this kind of collaborative teaching, it is obvious that NESTs and NNESTs support each other to promote more effective language instruction. By

doing so, not only that student gets benefit from this more effective instruction but also teachers themselves learn from each other (Liu, 2008). Especially for novice and inexperienced teachers, collaborative teaching facilitates them with teaching experiences and better understanding of teaching methodology. It is clear then, that the power of collaborative teaching lies in the fact that teachers participating in collaborative teaching will make a greater contribution to the learning activities than a teacher doing individual teaching.

2.3 ICT in EFL Teaching and Learning

The issue of native speakerism can also be addressed through the use of ICT. The advance of ICT makes it possible to design and deliver foreign language learning lively and attractively. Language materials can be presented not only in the form of texts, graphs, and still pictures but also in the form of video and multimedia. Abstract concepts can be made concrete through visuals and demonstrations so that students can learn and understand the materials more easily. Indeed, when used properly, ICT can benefit both language teachers and learners by providing a more interactive language classroom, motivating learners and providing a more authentic and real life language learning experiences (Li & Walsh, 2010).

There are a lot of foreign language learning which requires intensive practice and precise feedback such as the case of pronunciation and intonation. On the other hand, there have been many NNESTs who are not confident enough to teach and drill students these oral language practices. In such a case, NNESTs may delegate the task to ICT. Through videos which are commercially available on market or freely in the Internet, teachers can present native speakers virtually in the classroom. There are a number of free websites that provide such foreign language learning materials for teachers and students. Voice of America (VOA) and BBC English websites are two out of many reputable sources of English learning materials which include videos of native speakers.

Videos of native speakers will provide models for verbal and non-verbal communication (pronunciation, interpersonal and transactional communication). A study by Hashim and Yunus (2012) confirmed that educational multimedia courseware, as one form of ICT product, is a useful tool for language learning. In short, when targeting at a more meaningful and experiencing foreign language learning, ICT can be of good help. My personal experience on using videos containing native speakers in Speaking class, students were not only exposed to verbal language which they could imitate but also the non-verbal language (gestures, facial expression) from which students may act.

The use of ICT for foreign language learning is nowadays shifting. Initially, the use of ICT for language learning and instruction (i.e. through the development of Computer assisted Language Learning/CALL) was intended for receptive skills (reading and listening). Today, however, speaking is gaining more attention (Hashim & Yunus, 2012). Through chat room, for instance, students'

communicative competence was found developing. Using a more sophisticated application such as videoconferencing, learning foreign language gives enable students to also see visual cues, such as facial expressions and body language which makes communication more authentic.

Kumar & Tammelin (2008) summarized that there at least three major benefits of integrating ICT into foreign language teaching and learning. First, ICT and the Internet in particular—provides language learners with the opportunity to use the language that they are learning in meaningful ways and in authentic contexts. The up-to-date and authentic materials available through the Internet are found to be motivating for learners. Second, ICT and the Internet provide the opportunities for cooperation and collaboration among students and teachers. Cooperation and collaboration is not to be made only among students-teachers in one learning environment, but it is now made possible to go beyond geographic limitations. Third, the use of ICT in blended learning enables teachers to teach more effectively. Again, teaching and learning is not limited by walls and time as it can be done everywhere at any comfortable time.

Instead of the promises that ICT has, in fact, not many EFL learners use ICT for learning English. A study by Yunus et.al (2009) revealed that a large number of students (75.8%) reported that they did not use most of their time on writing blogs in English. Additionally, time they spend on using ICT was reported limited. As many as 21.3% of the sampled students spent less than an hour and 1-2hours a day in writing blogs in English. The inhibiting factors are no more the availability of computer and Internet connection, rather the integration ICT into the EFL curriculum. Li & Walsh (2010) reported that majority of their research participants had computer and internet access at home (87% and 97% respectively). It now becomes a challenge for EFL teachers to endorse students to maximize the use of ICT on foreign language learning.

Referring back to Hall's study, in addition to positioning and modeling, wrong perception of native speakerism might be addressed through collaboration between NESTs and NNESTs in teaching a second or foreign language and utilizing ICT properly. Mutual understanding of each strengths and weaknesses will lead to a better understanding of who they are and what they can do. Eventually, the judgment and conception on native speakerism can be made more objectively and academically.

3. Conclusion

This paper has discussed Hall's ideas and findings on three misconceptions of native speakerism. Hall successfully coped with these misconceptions through positioning and modeling. Through his study, Hall revealed that both NESTs and NNESTs had strengths and weaknesses in relation to language and language teaching. Some other studies on NESTs and NNESTs suggested collaborative teaching between them. Through collaboration, they will be able to fill up each other's weaknesses to come up with effective instruction.

Also, ICT is believed to provide learners with more meaningful foreign language learning through presenting native speakers virtually.

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**LISTENING MATERIAL DEVELOPMENT: PROBLEMS
AND CHALLENGES: A CASE of ‘PPG SM-3T’ at
UNIVERSITAS NEGERI PADANG**

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Abstract. Universitas Negeri Padang is one of the Educational Institutions which has implemented the program of PPG SM-3T (Teacher Professional Program which is done by Teaching in Remote and Underdeveloped Regions) for two years, especially at English Education Program. This program is done by doing workshop model. It needs participant whether in group or individually producing something related to teaching of English, such as lesson plan, teaching materials and media, student work sheet and assessment for all language skills (listening, speaking, reading and writing). Those products should be based on English Curriculum 2013 of Indonesia. Having workshop for designing material and media for listening skill, the students really have problems, because they have to design the spoken text (audio material for listening) correctly, appropriately and contextually. Designing audio material actually is not an easy job, because many aspects should be considered. The teacher should consider the curriculum, the topic, the pronunciation, the dialect and the speed of the speaker, as well as the length and the difficulty of the text. Even though some audio can be taken from internet but not all materials needed are available. For certain topics they still have to design by themselves. Being an English teacher at remote and underdeveloped regencies where the internet cannot be accessed, developing listening material will be problems and challenges for ‘PPG SM-3T English teachers.

Keywords: *listening material. PPG SM-3T students*

INTRODUCTION

This paper discusses the problems faced by PPG SM-3T’s students, at Universitas Negeri Padang in developing materials for teaching of listening. Actually the students are those who have graduated from English Education Program at universities or colleges and teach at remote and underdeveloped regencies in Aceh Singkil, Aceh Pidie Jaya, South Aceh, Sanggau West Kalimantan and Ende Flores. The regencies chosen are related to the missions of PPG SM 3-T program. One of its missions is to prepare the candidate of teachers with the real condition, in where the teacher has to fight to overcome various educational problems. Having limited sources and facilities in the remote and underdeveloped regencies, the teachers’ job is not easy since the teacher is regarded as a person who knows all.

Related to teaching-learning process especially English, the students of PPG SM-3T have another problem. They have to teach English based on the Curriculum 2013. In teaching English they have to integrate the four language skills, speaking, listening, reading and writing, and implement the scientific approach that consists of several steps: observing, questioning, experimenting, associating and communicating. Even though the language skills are taught integrated but the teacher needs to prepare the material for each skill. The teaching material of speaking, reading and writing can be developed from the teacher's and student's books. Unlike the other three language skills, the teaching material for listening skill is not available since the text book is not completed with CD or cassette. Due to this problem the teacher has to create the material for listening skill or they may ignore teaching this skill. How could they solve the problem of listening material? Developing the listening material for listening is not an easy job because listening material needs audio materials in native language (English) and creating the listening teaching material can be a big project.

MATERIALS DEVELOPMENT: Problems and Challenges

What is teaching materials?

One of the important factors in most language teaching is teaching material. Nunan (1992, p. 227), states that teaching materials are often the most substantial and observable component of pedagogy. They determine the quality of the language input and the language practices during the learning process in the classroom. In addition Adnan (2009) argues that in general teaching material consists of attitude, knowledge and skills that should be learned by students to reach the standard of competence decided. While in more details the kinds of materials consists of knowledge that contains factual, principle and procedural, skills and attitude. Factual materials are material that related to names (such as; names of the objects, places, people, names of symbols, historical events, names of the part of a certain thing, etc.) Conceptual materials are the understanding, the definitions, the nature and the core. Principle materials are laws, formula, postulate, paradigm, theory. Procedural materials are steps in doing something procedurally, such as the steps in telephoning, how to make pan cake.

Tomlinson, (2011) says that materials are anything which is used by teachers or learners to facilitate the learning of the language. They can be in the form of videos, DVDs, emails, You Tube, dictionaries, grammar books, readers, workbook, photocopied exercises, a cassette, a CD-ROM, a newspaper, a paragraph written on a whiteboard, live talks by invited native speakers, instruction given by a teacher, task written on cards or discussion between learners. In other words they can be anything which is deliberately used to increase the learners' knowledge: anything which presents or informs about the language being learned, Richard in Tomlinson (2012). Related to the ideas above, it must be not difficult for teachers to have teaching materials.

Types of Teaching Materials

When the people plan the language teaching program, they always think about the materials to be taught in that program, especially course books. In addition many language teachers depend on the books as written materials or CDs or cassettes as spoken materials. Especially in teaching listening, the teachers really depend on both materials. The teachers cannot teach listening when the audio material is not available. Tomlinson (1998, p.2) states that teaching materials refers to anything which is used by teachers or learners to facilitate the learning of the language. Based on his ideas, the teaching materials can be divided into four categories:

1. Printed materials, (textbook, students' worksheet, newspaper, magazine, brochure, leaflet, announcement, advertisement, pictures, and photograph).
2. Audio materials, (cassette, CD, radio's news, radio commercial, and announcement).
3. Audio visual material, (video, movie, TV news, TV commercial, TV announcement, TV talk show, etc).

In addition teaching materials can also be categorized into authentic materials and created materials. Authentic materials refers to the use in teaching of text, photographs, video selections, and other teaching recourses that were not specifically prepared for pedagogical purposes, (Richard:2001)

Material Development

Nunan in Indriyati (2010), states teaching materials are often the most substantial and observable component of pedagogy. They determine the quality of language input and the language practices during the learning process in the classroom. In addition Cunningham in Richards in Indriyati (2010, p:3) has also summarized the role of materials (particularly text book) in language teaching as:

1. a resource for presentation materials (spoken and written).
2. a source of activities for learners practice on grammar, vocabulary, pronunciation and so on.
3. a source of stimulation and ideas for classroom activities.
4. a syllabus (where they reflect learning objectives that have already been determined).
5. a support for less experienced teachers especially for those who have no confidence.

According to Tomlinson (1998, p:2) material development refers to anything which is done by writers, teachers or learner to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake. In other words it also relates to the supplying of information about and/or experience of the language in ways designed to promote language learning. So the materials developer including teachers may bring pictures or

advertisement in the classroom, compose a textbook, design a student worksheet, read a poem or article aloud. Therefore anything they do to provide input, they also take into account any related principle to make the learners able to learn the language effectively (Indriyati :2010, p:3)

Materials development is the planning process by which a teacher creates units and lessons within those units to carry out the goals and objectives of the course. In a sense it is the process of making your syllabus more and more specific. Materials development takes place on a continuum of decisions-making and creativity which ranges from being given a textbook and a timetable in which to develop all materials the teachers will use in class (Graves: 2000).

Furthermore Graves (2000, p:150) states the considerations in developing teaching materials.

1. Learners. The materials developed should be relevant to the students' experiences and background, their target needs (outside of class), and their affective needs.
2. Learning. The material developed should be engage in discovery, problem solving, analysis, and develop specific skills and strategies.
3. Language. The materials developed should reach the target of the relevant aspect (grammar, functions, vocabulary, etc), integrate four skills of speaking, listening, reading and writing, use/ understand authentic text.
4. Social Context. The material developed should provide intercultural focus and develop critical social awareness.
5. Activity/Task type. The material developed should aim for authentic tasks, vary roles and groupings, vary activities and purposes.
6. Materials. The materials developed should be authentic (text and realia) and varies (print, visuals, audio, etc).

There are some ways can be done to arrange the organization or composition of teaching material. (1) The material developments that follows the language structure. The teaching material with this category contain the elements of the grammar learned, such as to be, simple present tense, present continuous tense, possessive pronoun, countable nouns, etc. (2) The material development that based on the topics taught. In this category, the teaching materials are developed based on topics or themes of the subject matter, such as education, family planning, environment, tourism, demography, etc. (3) The teaching materials are developed based on the language functions that are going to be taught. In this category the development of teaching materials are based on the language functions that should be mastered by students, such as; greeting, leave-taking, asking questions, inviting, agreeing with someone, etc. (4) the materials development are based on the skill taught like, listening, speaking, reading and writing (Cunningsworth in Adnan:2009: p: 29).

Nunan in Adnan (2009, p:32) states the principles that should be noticed in developing teaching materials.

1. The material should have obvious relationship with the curriculum used.
2. The material should be authentic related to text and task.
3. The material should give stimuli toward interaction.
4. The material should give chances to learners to pay attention to the formal aspect of the language.
5. The materials should push the learners to develop the learning skills and the skills in learning.
6. The material should push the learners to apply their learning skills outside the classroom.

Tomlinson (1998, p:7-21) states the principles of second language acquisition which are relevant to the development of language teaching materials.

1. Materials should achieve impact.
2. Materials should help learners to feel at ease.
3. Materials should help learners to develop confidence.
4. What is being taught should be perceived by learners as relevant and useful.
5. Material should require and facilitate learner self-investment.
6. Learners must be ready to acquire the points being taught.
7. Learner's attention should be drawn to linguistic features of the input.
8. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.
9. Materials should take into account that the positive effects of instruction are usually delayed.
10. Materials should take into account that learners differ in learning styles.
11. Materials should take into account that learners differ in affective attitudes.
12. Materials should permit a silent period at the beginning of instruction.
13. Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement in which stimulate both right and left brain activities.
14. Materials should not rely too much on controlled practice.
15. Materials should provide opportunities for outcome feedback.

In addition Crawford in Richards and Renandya, (2002, p:84-87) states that the material obviously reflect the writers' views of language and learning, and teachers (and students) will response according to how well these match their own belief and expectations. So that she suggests some important things to be considered in providing effective materials such as:

1. Language is functional and must be contextualize
2. Language development requires learners engagement in purposeful use of language.
3. The language used should be realistic and authentic.
4. Classroom materials will usually seek to include an audio visual component
5. Second language learners need to develop the ability to deal with written as well as spoken genres.

6. Effective learning materials foster learner autonomy.
7. Materials need to engage learners both affectively and cognitively.

Considering the above points, it is hoped the materials developers will meet the students' need and wants of the learning materials.

Problems of PPG SM 3-T's Students in Developing Listening Materials

As it is stated in the previous part, most of teachers depend on teaching materials including the teacher students of PPG SM-3T of English Education program of Universitas Negeri Padang. Actually these students are those who have graduated from English Education program at universities or colleges and have ever taught at the remote and underdeveloped regencies as the prerequisite to take PPG SM 3-T program. As the English teachers they have to teach the four language skills integrated which listening is one of the language skills taught, even though the listening teaching materials are not provided on CDs or cassette. As the consequence they have to provide listening materials by themselves. Since most of them are new teachers in the remote and underdeveloped regencies, therefore developing listening materials is not easy. They state that the problems they have in developing listening materials are:

1. Lack of Listening teaching materials.

They could not find the listening materials since the textbooks provided were not completed with audio materials such as CDs or cassettes. When the teacher had to teach listening s/he just read the text while the students listened to her/him.

2. Lack of facilities.

The facilities provided in the underdeveloped areas were really limited. In a certain area, even the power was not available not only at school but also at homes. Therefore they never thought about language laboratory, tape recorder, CD, or cassettes. When the teacher had to teach listening to the students, they just recorded their voices by using their own mobiles and played it in the classroom. They did not think about language laboratory, tape recorder or CD player. If the school only had an English teacher, s/he just read the dialog or conversation alone by changing her/his own voice to represent the voice of a man and a woman.

3. Lack of vocabulary.

Their students did not understand most of the words, phrases, sentences they listened from the 'listening material'. They just understood the simple expressions, phrases or sentences mentioned by their teacher such as: *good morning, how are you, thank you, open your book, listen to me!* If the teacher said the longer phrases or sentences, the students did not understand anymore. This condition made the teacher wrote the conversation on the white board and read it.

The following dialog is the materials for listening activity, taken from the teacher's material with the topic: Congratulation (extended)

Tina : Hello, Robert.

Robert: Hi, Tina.

Tina : **Congratulation on your promotion as a Project Manager.**

Robert: **Thank you Tina. I worked very hard for this promotion.**

Tina : **You deserve it. My best wishes. Good luck with your new position.**

Robert: **It's very nice of you, Tina. Thank you so much.**

Tina : **Shan, do you know Robert has been promoted to the project manager?**

Shan : **Congratulation Robert.**

Robert: **I will treat you guys this weekend.**

Tina : See you. Bye.

(the bold typed expressions and sentences are the examples of expressions and sentences that are not understood by most of the students in SM-3T regencies).

Since teaching English at Junior or Senior High School in Indonesia is integrated. It means the teachers have to teach listening skill which needs listening materials. Most of English teachers believe that teaching listening skill should have listening materials whether audio or audio visual materials. So that whenever they have to teach listening, they need audio material. Having the above problems does not make the SM- 3T teachers ignoring or skipping teaching listening skill to their students. They tried harder to have listening materials. Related to what Tomlinson says about materials development, the teachers of SM 3-T actually have done the material development even though they did not feel satisfied with the result of their listening materials. They always keep in their mind that listening materials should have English native voice recorded on CDs or cassettes. Therefore there was a challenge for them in developing listening materials. The difficult challenge for them was how to get the appropriate listening material that related to the topic on the syllabus which is recorded in English native voice. In addition it was very difficult for them to get the spoken material. Even though they have prepared audio materials but they were not appropriate with the topic. To overcome that problem they used “Media Pembelajaran Listening” to create listening materials.

Media Pembelajaran Listening is a media created by Robianto (undated) to make audio materials in a simple way. The teacher just types the dialog or monolog in the space provided, chooses the kinds of script, the speakers, voice model, the speed and the background voice. Finally click ‘listen’. The audio material is ready. By using this “Media Pembelajaran Listening”, some of the teachers’ problems in finding the materials for teaching listening have been overcome. However this media also has some weaknesses. The maximum lines of the text are only ten lines with two speakers. If the teacher types the text incorrectly with ungrammatical sentences, this media cannot correct the mistakes.

If the sentence is too long, the media will produce the sentence with ‘strange’ intonation, and dialect, even though it sounds English. The ‘strange’ intonation will also occur when the text typed has the wrong punctuations because the media will produce the audio as it is typed. In addition, when the text typed has misspelling or ungrammatical sentences, there is no correction done by the media. Therefore it will produce the ungrammatical sentences. If the teachers are not aware of the mistakes, it means that they will teach the wrong ones.

The format of the Media Pembelajaran Listening



Adapted from Robianto (undated)

CONCLUSION

The teachers who teach at remote and underdeveloped regencies known as SM-3T have many problems and challenge in teaching English, especially in developing the material for teaching listening. Since the language skills (listening, speaking, reading and writing) have to be taught integrated the teachers need to prepare the listening materials because the books provided are not completed with listening materials such CD or cassettes. The teachers have to consider several things before creating or developing listening materials: (1) the teachers have

problems in developing the listening materials on native voices. (2) the students' abilities in listening are very low (the students have very limited vocabularies), (3) the facility for listening media which is not available. Even though the teachers have such problems in developing listening materials, but they have challenge as well. They do not skip or ignore teaching listening. They try hard to develop listening materials by recording the teachers' voices on their mobiles or by using "Media Pembelajaran Listening" in which they can develop listening materials on native voice even though it is not natural.

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Picture sources:

Robianto. Media Pembelajaran Listening. (Undated)

**PRE-MODIFIED TEXT AS COMPREHENSIBLE INPUT IN READING
COMPREHENSION**

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Abstract. The current study was conducted to confirm the impact of comprehensible input in enhancing learners reading comprehension. It was carried out through one shot pre-test and post-test study under quantitative approach. Two groups of participants are involved as experimental and control group. Each group consists of 15 EFL university students. Statistical analysis using t test was employed to discover the differences result from the treatment. The result proved that the experimental group given modified text outperformed the control group. It was validated through the t test analysis showing that the observed value 2.539 outscored the critical value 1.761. It confirmed the effect of comprehensible input in enhancing learners' reading comprehension.

1. Introduction

Input is an inevitable component of language acquisition process. It plays a crucial role as linguistic data to actualize acquisition. When learners receive input, they offer their developing linguistic system the data it needs to start the process of acquisition. It trigger as well as interact with the linguistic system acquired in the learners' development. Furthermore, Gass (1997: 1) once summarized that "the concept of input is perhaps the single most important concept of second language acquisition (SLA). It is trivial to point out that no individual can learn a second language (L2) without input of some sort".

The role of input comprehension has been of the prime importance in SLA theory and research territory. This has been motivated by the belief that a learner's exposure to the target language is not a sufficient and effective condition for an L2 acquisition. It has been a widespread conviction that input must be comprehended by the learner. An Empirical Study on the Effects of Comprehensible Input on Incidental English Vocabulary Recognition if it is to assist the acquisition process. Given the significance of input comprehension in language acquisition, current SLA research

has tried to identify what makes input comprehensible to the learner, and what contributions comprehensible input makes to language acquisition.

Long (1982: 341) initially suggested four ways to make input comprehensible by modifying oral or written input, providing linguistic and extralinguistic context, orienting the communication to the simple form, and modifying the interactional structure of the conversation. On the basis of this argumentation, Park (2002: 2-3) summarized three linguistic environments as the potential sources of comprehensible input for L2 acquisition: (1) *premodified input*—the linguistic environment where input has been modified in some way before the learner sees or hears it; (2) *interactionally modified input*—the linguistic environment where a native speaker (NS) or a more competent non-native speaker (NNS) interacts with an NNS, and where both parties modify and restructure the interaction to arrive at mutual understanding; and (3) *modified output*— the linguistic environment where a learner modifies his/her output to make it more targetlike and more comprehensible to the interlocutor.

2. Literature Review

Input elaboration retains difficult vocabulary items and complex syntactic structures beyond readers' acquired language proficiency, but it offers the interpretation of the both or the either. It attempts to increase text comprehensibility by way of providing definitions of difficult vocabulary items, paraphrasing sentences containing complex syntactic structures, and enriching semantic details. Kim (2003) stated that input modification in the direction of elaboration is preferred in SLA on the grounds that elaborated input retains the material that L2 learners need for developing their interlanguage and provides with natural discourse model. It has been noted that elaborated adjustments have the advantage of supplying learners with access to the linguistic items they haven't yet to acquire (Larsen-Freeman & Long, 1991).

Likewise, Parker and Chaudron (1987: 131-133) reviewed several related experimental studies and further concluded that elaborative modifications have a positive effect on L2 comprehension and acquisition. They also distinguished two types of elaborative modifications, those contributing to redundancy and those making the thematic structure explicit. Similarly, when Urano (2002: 5) investigated the effects of lexical simplification and elaboration on sentence comprehension and incidental vocabulary acquisition, the results confirmed that lexical elaboration is more favorable than lexical simplification in terms of both L2 reading comprehension and vocabulary acquisition.

More recently, Kong (2007) explored the effects of lexical simplification and elaboration on L2 Korean reading comprehension. The participants were assigned into the following five conditions: baseline, simplified, lexically elaborated, structurally

elaborated, and lexically and structurally elaborated. The results showed that both simplified and elaborated input promoted the participants' reading comprehension with no significant difference between the two. Nevertheless, other studies showed that not all forms of input elaboration benefit L2 comprehension since vocabulary elaboration might lead to learners' confusion about what an alternative is and what additional information is. Ellis (1995) cautioned that although elaborations might help SLA, over-elaborated input could be counter-productive. The research results of Brewer (2008), who studied the effects of lexical simplification and elaboration on English as an L2 readers' local-level perceived comprehension, also indicated that the lexical elaboration group obtained the lowest mean score compared with the lexical simplification group and the control group although no statistically significant difference was found among the mean score of the three groups. To a certain degree, it seems that the facilitative role of elaborated input on L2 comprehension and acquisition is not consistent all the way.

3. Methodology

This study is aimed to compare the learners' reading comprehension between experimental group in which learners are provided with pre-modified input and control group provided by the baseline text. Referring to the nature of the problem being investigated, the current research applied quantitative approach wherein it used one-shot pre-test and post-test design. Thirty students are involved in the experiment. They were split into experimental and control group. Each group consists of 15 students.

This study was divided into three major steps; pre-test, treatment and post-test. Pre-test was carried out using reading comprehension test consisting twenty questions. It was carried out to ensure that the experimental and control group were statistically homogenous in terms of reading comprehension. Therefore both control and experimental group were provided with the same text. It was administered a three days before the treatment and the posttest. The next steps were the treatment as well as the post-test. These steps were actually considered simultaneous. Unlike the pretest, the post test was administered quite differently; for experimental group, the text was pre-modified before the test. Certain vocabularies and expressions are elaborated in order to provide more comprehensible input for its readers. On the other hand, the control group was given the baseline text—a similar text which was not modified. The modification on the text was also considered as the treatment of the study. the students were asked to complete the tests in 50 minutes.

4. Results

a. Pretest

The students' reading comprehension scores from both groups obtained from pre-test were analyzed and compared using statistical calculation. The result showed that the scores from both groups do not differ significantly. The data can be seen from table 1

Table 1: Statistical data of students' reading comprehension score (pretest data)

Group	Means	SD	DF	t _{observed}
Control	69.3	8.21	14	0.203
Experimental	70.1	11.32	14	

Table 1 describes the initial comprehensions of both groups. Using $\alpha = .05$ as the significance level, the critical value of $t_{(.05)14}$ is 1.761. By comparing the observed value and the critical value of t distribution wherein the observed value is less than critical value, it was revealed that there is no difference between control and experimental group in reading comprehension score

It suggested that basically students in both experimental and control group are in the same level of comprehension. This initial stage was then used as the starting point to confirm the effectiveness of comprehensible input, in this case pre-modified input in enhancing learners' reading comprehension.

b. Posttest

The post-test were administered in order to see the difference between experimental and control group. In doing so, testing hypothesis over two independent means was deemed appropriate in finding out whether or not the experimental group outperformed the control group in terms of reading comprehension. The data analysis from t test was presented in table 2.

Table 2: Statistical data of students' reading comprehension score (posttest data)

Group	Means	SD	DF	t _{observed}
Control	67.9	7.49	14	2.539
Experimental	75	7.89	14	

Table 2 portrays the result of statistical computation of students comprehension score. The result showed that as a result of the use of pre-modified text in the experimental group there exist significant difference between control and experimental group in terms of their reading comprehension score. It is confirmed through the observed value 2.539 that outsourced the critical value $t_{(.05)14} = 1.761$. Referring to the fact that

one-tailed test was employed in the study; the current study verified that the experimental group score outperformed the control group. Therefore, the current study concluded that the use of pre-modified text as comprehensible input has significant effect toward student reading comprehension improvement.

5. Conclusion

The current study has now come to its conclusion stating that comprehensible input contribute to comprehension significantly. It was revealed that students comprehend the text better when it has been pre-modified. The modification encourages learners understanding toward the text. It confirms the comprehensible input do affect language learning process. Therefore, it is suggested that teachers and educators need to consider this aspect in planning the instruction. During this phase, teachers and educators need to adapt and develop appropriate learning materials to be applied in the classroom. Materials modification may be carried out to ensure that learning takes place; learners are provided with more comprehensible input in acquiring their second or foreign language. It is in line with the finding of the current study confirming the students with pre-modified text outscored those with baseline text. However, further confirmation and investigation are required to understand the problem more deeply and comprehensively.

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**Boosting Students' Motivation In Writing Through A Meaningful
And Fun Task:
A Descriptive Writing Bulletin**

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Abstract. Raising the awareness of the existence of audience or readers to students might become one of the key words in keeping the students remain motivated during writing class. For a common writing activity in class is that teacher simply asks the students to write a text and let them expect nothing but good grade after the class. It is likely to direct the students to think that writing is just another course that they have to attend during school days. As a result, both teacher and student might feel frustrated during the teaching learning process since the class runs wearisomely due to its meaningless activity. For this reason, this paper features on how a student' writing bulletin helps liven up the writing instruction while at the same time give the students a meaningful task to do. By suggesting a bulletin to write, students excitedly think that their writings will be printed and read by others. It is for sure attract their attention as they might be nervous to know that they are going to publish their writing for public. Yet, this reason as well becomes the biggest motivation to write well and show up their writing ability. Choosing appropriate topic will be another help for teacher to draw the students' attention in completing the task. To conclude, the paper will present some underlying theories that support this idea and details of how the strategy works.

Keywords: *writing instruction, meaningful task, descriptive text, student' bulletin.*

Background

As one of the skills that every language learner needs to learn, writing gives certain burden to EFL learners as not only they have to generate ideas but also express it into foreign language. Whereas, writing in their own language is not an easy matter either. Beside that, with limited language proficiency, the problem is getting worse. The task is highly challenging to do and it gives more pressure for the students. In line with this, Richard and Renandya (2002) state that writing is difficult because it requires the writer to work hard in delivering their intention to the readers by using the language and the convention that the readers know and familiar with. In addition, EFL students according to Mohamed and Zouaoui (2014) have to master three things that make writing is getting harder to learn. They are; the concepts and content of English, the language and the culture. These triple challenges lead to the phenomena of reluctant writer.

Asadifard and Koosha (2013:1572) call writing reluctance as a voluntary disengagement of writer in writing. In this case, the writer deliberately chooses

not to write although to some extent they can write due to writing anxiety they feel during the process. In their study which concerned about the students and teachers' perception on the writing reluctance, it was found that the topic choice is one of the factors that reduce the motivation of the students to write passionately. Besides, as many as 70% of 60 students believe that they reluctantly write because the instructor is the only audience that read their work and 50% of 12 teachers who become the respondents of this study agreed with it. Readership or audience in writing is important since it guides the writer in shaping the way how the ideas are delivered. By knowing the readers, the writers could calculate what kind of information that will be needed or relevant for the audience. Students tend to consider that they write mostly for their instructor or their classmates only.

In addition, among the five knowledge domains of writing expertise according to Beaufort (2004), rhetorical knowledge is one of them. It covers the knowledge of immediate rhetorical situation: the need of specific audience and specific purpose for a single text. That is to say that having audience in mind is one thing that every writer needs to have before composing the writing in order to meet the purpose of the writing. Besides, by imagining the audience will make the writer are more careful in choosing the diction and how to organize the ideas. Therefore, it is reasonable if students seem to take the audience factor lightly when the only audience they consider is their teacher and classmate as they think they can give direct clarification to them when they face difficulty in understanding the content of the writing. Consequently, they do not put much effort to think whether their writing is informative enough or needed by them as they believe that the instructor has better knowledge that he/she can figure out their message well. All in all, writing for them is likely a matter of finishing a task and pass the course.

This trend should raise a concern for every writing instructor. Passing the course should not only become the mere motivation for EFL students, especially when the learning objective is to make the students able to use the language as a means of communication. It means that the instructor must be able to attract students' attention to actively participate in the class by giving a meaningful and fun task to do. By taking care of some possible factors that hinder the students in enjoying the class and two approaches in writing as the basis of creating this activity, this paper will briefly discuss about how writing bulletin might help both teacher and students deal with a dull writing class.

Product Orientation

There are some different approaches in teaching writing; product and process orientation. Product oriented approach was known as the first approach that is quite popular to be presented in early stage of writing due to its characteristic which is modelling.

Product orientation which has its typical steps from pre-writing then drafting and the last correcting focuses on the final product which should be a

copy of the modelled text that is provided by the teacher (Nunan, 1999). It shows that students only have single chance to finish their writing without having the chance to received feedback and revise their writing after they submit their final draft to the teacher as it is a linear process. Moreover, this approach suggests that student writer are not allowed to create a different model of text and must follow all the highlighted features that have been given by the teacher. Mirhosseini (2009: 41) said that “A basic characteristic of this approach was a focus on a strongly worded, well-structured and neatly styled product”. In line with it Passhand & Haghi (2013: 76) say this approach ultimately stresses on the grammatical awareness.

To conclude, by using this approach students have no freedom to create their own writing and lose their creativity as what important in this approach is that mainly about the linguistic accuracy but not context and self expression. Yet, the modelling step in this process is acknowledged to be the advantage of this approach as students might get feedback from the model they immitate.

Process Orientation

As the opposing approach, this process oriented approach focuses on the cyclical approach which means that students go through a cycle that requires them to go back and forth starting from drafting, editing, reviwing and revising/rewriting. As it is mentioned by Steel (2004) as cited (in Hasan & Akhan, 2010: 79) that there are eight stages in process approach. They are brainstorming, planning, mind mapping, first drafting, peer feedback, editing, final draft, and teacher’s feedback/evaluation.

Those stages indicate that this approach gives the chance for students to produce the best result. By getting feedback from others will give students some time to reflect on what they have written and see what missing and eliminate unnecessary ideas in order to produce better composition. Mirhosseini (2009: 41) emphasized that those stages somehow help the students reduce the fear of making error in form and style but more focus on the communicative aspect and expression. A good writing must be readable which in this case, it should be communicative and comprehensible enough for the reader to read.

The hightlight of this approach is to make the writers have more freedom in writing and train them to be a proficient writer and personally engaged in the process of writing.

Writing Bulletin as a Meaningful and Fun Writing Activity: Why and How?

There are some reasons why this activity happens to be the solution of monotonous writing class and worth trying. By combining the product and process oriented approach, this activity may offer more benefits for both the teacher and students.

First, what is meant by bulletin in this activity is a a collection of brief description of certain objects that has a function to inform. By taking this

operational definition, students are going to report or describe some places which are located in the neighbouring area of Jember University. By using the principle of product oriented approach, teacher give some models of flyer, brochures and article in magazine that students can immitate in the way of how the ideas are organized or making use of useful expressions and structure in those texts.

According to Boye from the Teaching & Learning Development Center of Texas Tech University, students need to know the goal of the assignment. In this case, knowing the objective of the assignment will help them brainstorm interesting ideas, topic and target the audience. Personally involved in the task will make the students put more effort to finish the assignment and do their best, especially when they know that their writing will be written by other students in this case their juniors. In this case, the students have reason to write as there are real purpose and audience which according to Raimes (1985) cited in Mirhosseini (2009: 41) are the lack of product oriented approach.

By having real audience in this case the new freshmen of English department, the students are able to predict what information that relevant to them and how the ideas should be expressed. Besides, this task help the learners realize that the task is produced not only because they are learning how to write well as they are in writing class but also to show that it is written due to the need of the audience who need the information.

This project has some steps which can be modified to the need of the class.

Steps:

First, for the pre writing activity let the students brainstorm the topic they want to write. If the brainstorming does not lead anywhere, teacher might suggest some topics that may be interesting for the students. Interesting topics usually deal with their daily life or something that becomes the trend setter of the moment. In this paper, the instructor offered a topic that relates to students' life. It is about the places that students usually go either for academic or non academic purposes. 16 Places that you can't miss in our neighbourhood: the survival bulletin for freshmen. The idea of the bulletin is to ask the students to describe a place that they think it will be needed or interesting to tell especially for the freshmen who come from out of town and know nothing about their new neighbourhood.

Next, students are free choose which place that might attract or essential for new students who have to live in a strange place and know nothing where to get or find some useful stuff for them. Teacher might also give suggestion to the students about kinds of places or how to limit the objects that should be described by them. As the fasilitator, the instruction need to make sure that everyone has decided their topic to write and start drafting or outlining the paragraphs. The students are allowed to ask or work with the other students in gathering the ideas including asking for suggestion from the teacher if it is necessary.

Then, give the students a week of data collecting and taking pictures of the place they want to report. This step is likely the most favorite step that the students enjoy as they do a site visit. By visiting the place by themselves they

might get better description and more fluent in describing the place. Besides, having outdoor activity will refresh the atmosphere of the class when they return and report the result.

In the next meeting, ask the students to swap their work with their classmates for peer review. It will train them to be more critical to their own as well as someone else's work as they can see and compare their writing to other's. They can measure the drawback and the strong point of each other work and fix the composition based on that.

The last, submit the final draft to the teacher. In this step, teacher may send the work back to the students if the work still needs improvement. Having done all the steps, the teacher will deal with the last step which is publishing the work and distribute it to the targetted audience.

Conclusion

This activity might work best when there is a certain event that will attract audience to read the students' writing besides the classmates. For example, for school magazine, wall magazine, school special event flyer such as open house, school anniversary, etc. Therefore, the teacher should be able to creatively find or create audience for the writing class. It may take some time to apply this project as it will be too hard for students to finish it in one try. Besides, the core of the activity is to make the students aware of the existing audience. In other words, the students excitedly write their composition as know that their piece will be broadly read.

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Developing a Short Communicative Course in English: Materials Development for Preparing Students to a Field Trip Abroad

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Abstract. The materials are developed for a group of students from Yogyakarta to prepare for their five day excursion in an English speaking country. The use of authentic materials for language input is considered to be beneficial for the learners in order to build sufficient schemata for target language use and to make them familiar with target culture. The topic of the lesson covered in the unit is market life. Using an integrated communicative approach which includes four macro skills and functional grammar focus, two types of tasks are developed: a listening task, as the source of comprehensible input and authentic materials, and “oral fluency practices” (Ur, 1996) which consist of several tasks such as : the repetition of the model sentence in presentation stage, reading aloud in the practice stage, and role play in the production stage. All of the materials fulfill what Brown (2007) describes as the role of material in communicative approach: they are authentic, task-based and facilitate language use.

Keywords: *authentic materials, short communicative course, task-based language teaching*

1. Introduction

Communicative language teaching (CLT) which gives language teachers eclecticism (Brown, 2007) started emerging in 1980. In the same way as communicative approach has been a legacy in language teaching (Coyle in Cross, 2005), active learning has also become a special concern in teaching English as a foreign language. As a consequence, the materials developed in classrooms using this approach should facilitate learners actively to use the target language. The material in this paper is developed for a group of students from Yogyakarta to prepare for their five day excursion in an English speaking country. All of the materials fulfill what Brown (2007) describes as the role of material in communicative approach: they are authentic, task-based and facilitate language use.

2. Literature Review

Communicative language teaching (CLT) is an approach that has been very popular among language teachers since it started emerging in 1980. This

approach gives language teachers eclecticism of what its preceding methods have offered in language teaching (Brown, 2007). This advantage, however; often creates such problem as inconsistency in teaching practice. Cross (2005) argues that even though the eclecticism of communicative approach has moved teachers beyond method, it should not move them beyond principles. One of the principles in communicative approach is related to the roles of materials. Brown (2001) points out that the materials in communicative language teaching should be authentic and task-based which facilitate language use.

Lesson planning is the most important element in language teaching. An enriching learning experience can be achieved if the activities and tasks are sequenced conscientiously in coherent structure. In addition, teachers should make sure that each activity and task scaffolds the students' second language development. As Harmer (2001) states lesson planning helps teachers to identify the aims of learning and anticipate potential problems. Therefore, he argues, pre planning activities such as identifying the students' characteristic and their aims in taking the course are also important.

Furthermore, Brown (2007) also suggests that since the purpose of CLT is to make the students improve their language development at certain level of communicative competence, the grammatical structure is better implemented in certain functional category. Functional approach in language syllabus is gained through the work of Halliday (1973) in linguistics which is later developed and implemented in notional-functional syllabus (Wilkins, 1976) and functional syllabus (Van Ek& Alexander, 1975) in language teaching (Brown, 2007, p. 247). This framework sequences the lessons in a text book based on communicative function of the language. Melbourne Graduate School of Education implements this functional approach in stating the topic and setting the lesson outcome in its TESOL lesson planproforma. The TEFL lesson plan format presented adapts some parts of the proforma. Therefore, in each lesson, the students' language ability development is well-defined by relatingthe functional language use with certain syntax/ structure and vocabulary (see the details at the lesson outcome part in the lesson plan). Rather than teaching grammar by using structural approach, this lesson plan proposes functional grammar approach.

In the same way as communicative approach has been a legacy in language teaching (Coyle in Cross, 2005), active learning has also become a special concerned in teaching English as a foreign language. The most common problem found among students in English as a foreign language (EFL) context is their reluctance to talk in the target language because they are afraid to make mistakes. For teenagers, this reluctance even worsens because some teenage students like to laugh at their peers' mistake in pronouncing the target language words. As a consequence, in most EFL class, teacher talking time (TTT) is more than student talking time (STT), which is not an ideal condition of a language class. Harmer (2001) highlights that students are the people who need to practice; therefore, "a good teacher maximises STT and minimizes TTT"(p.4). As a

consequence, it is the teachers' duty to manage classroom activities and tasks that motivate the students to speak more. In fact, current research in the field of second language acquisition (SLA) gives supporting evidences that it is not only teacher-student interactions that contribute to the students' language development, but also student-student interactions. Thus, in planning the lesson, teachers should also consider what types of interaction are created from certain activities/ tasks. A good teacher will allocate balance time to what Harmer (2001) mentions as teacher-whole class interaction (T →C) , teacher-individual student interaction (T→S), student-student interaction (S → S), and even for more advanced classes promote the interaction among pairs of students (SS → SS) and group work (GG). In this lesson plan, the types of interaction are identified so that the teacher can allocate more time on STT especially in the practice and production stage.

In adapting materials, Tomlinson and Masuhara (2004) highlight the importance of sequencing the activities and assuring that only one principle is applied in one activity. They give further explanation on two contradictory learning principles: deep processing which focuses on meaning and linguistic features of the input which focuses on form. In an effective lesson plan, teachers cannot implement these two contradictory principles in one task/ activity. In this lesson plan, for example, the meaning- focused principle is applied in the presentation stage by relating the pictures and the sentences in the power point slides. The students' voluntary attention is drawn from the repetition and practice of the model sentences and dialogues. On the other hand, form-focused principle is applied in the practice stage by doing grammar-based exercises (resource 3).

Lastly, this lesson plan also relates the instruction, tasks and activities with the assessment framework. Assessment framework is also an essential element of a lesson plan because a well-planned assessment will increase the teacher's awareness to observe each student's second language development.

3. The lesson plan: Market Life

This lesson has been designed for a group student from Yogyakarta, Indonesia to prepare for their five-day excursion to Melbourne, Australia. Taking into account the "three circles model" of world Englishes (Kachru, 1985, as cited in Kirkpatrick, 2007), Indonesia is included in "expanding circle" countries where English is used in an EFL context. Since English is not widely used in their daily communication, the use of authentic materials such as audio material with native speaker conversation will give them sufficient input in the target language.

Related to the macro skills (i.e., listening and speaking), there are two types of tasks used in the lesson: a listening task and "oral fluency practice" (Ur, 1996. P.120). The listening task is appropriate for the target group because the task provides "comprehensible input" (Krashen, 1982 cited in Lightbown&Spada, 2006), which contains linguistic features at a level that is a little bit beyond the students' current knowledge (i+1). Therefore, the task facilitates students'

development in vocabulary, sentence structure, and expressions related to the language functions of topic. Moreover, the students can assess their comprehension by doing the “figure it out” exercise. Carter & Nunan (2001) mention the importance of creating a task which will give the opportunity to the students to “activate their knowledge” (p.11) and combine the listening task with other types of task. In this case, the listening task is combined with a fill-in the blanks exercise related to the content and the grammar of the listening task. Because it is a formative assessment, the feedback is given by discussing the correct answers together. The feedback will internalize the students’ knowledge and become the source for the students to create a dialogue for the role-play. Another reason why the task is appropriate is because the task is authentic. The listening task has fulfilled what Morley (1984), as cited in Carter & Nunan (2001), mentions as “situation-functional listening practice” and what Ur (1996) describes as “real-life listening situations”. An authentic task will give the students a listening opportunity which is quite natural and close to real experience. It covers the language function that is the aim of the lesson and meets the needs of the students

Oral fluency practices include several tasks such as: the repetition of the model sentence in the presentation stage, reading aloud in the practice stage, and role-play in the production stage. Repeating the model sentences is an appropriate task for beginner students because it gives them the chance to practice their pronunciation while internalising the grammar rules and new vocabulary. It also makes the students feel confident to speak. Teenagers are usually reluctant to speak because they do not want their friends make a comment about their grammatical mistakes, which quite commonly happens in an EFL class. Providing a model reduces the possibility of making grammatical mistakes. In the practice stage, reading aloud also gives the opportunity to practice their micro skills.

Finally in the production stage, the role play will give them the opportunity to perform collaborative work with their friends. As Swain (1985) responses to Krashen’s comprehensible input hypothesis, successful language acquisition is not only about receptive abilities but also about second language learners’ productive ability (Lightbown & Spada, 2006, p. 197). By doing role play, they can practice the language function and use their creativity to create a conversation related to the topic. Moreover, interaction with more knowledgeable peers will help less capable students in acquiring the new language input (Vygotsky as cited in Lightbown and Spada, 2006). To assess their performance, the teacher will use the scale of oral testing criteria (Ur, 1996, p.135). The feedback of the teacher will be the source for the students about what aspect of accuracy and fluency they have to develop.

4. Teaching English as a Foreign Language (TEFL) Lesson Plan Format

Date:	Time:	Lesson length	50 minutes
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Lesson topic	Buying vegetables and fruits in a traditional market
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***LESSON OUTCOMES:**

By the end of this lesson students will be able to ...

Function(s)		Structure/Syntax (and/or)	Vocabulary/Lexicon
Express need	using	I'd like some tomatoes, please Do you have any onions?	Some, any
Ask for the price		How much are these?	This, these, that, those One, ones.
Offer help		May I help you? Anything else?	
Reacting for an offer		Yes, please. No thanks.	
Macroskill(s) focus		speaking and listening	
Content knowledge	Interacting with a shopkeeper.		
Sociocultural understandings	Offering help and expressing need politely		
Learning skills	Making mental connection on the classroom material and the students' experience Using the target language to achieve communicative purpose		

LINKS TO OTHER LESSONS

Previous lesson	Work on how to ask for offer, and react for a help in a classroom setting.
Upcoming lesson	Shopping at a deli

ASSESSMENT

Formative assessment: fill-in the blanks exercise related to the content and the grammar of the listening task. (reading and writing skills)
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Summative assessment: the performance based on scale of oral testing criteria (resource 6)

RESOURCES

1. Recorded dialogue of native speakers buying and selling vegetables and fruit in a traditional market, ‘Anything else?, p. 82-84. Warshawsky, D., & Costinett, S. (1982) ‘Spectrum 2’ New York: regaant Publishing Company.
 2. Content related fill-in the blanks exercise, own material.
 3. ‘Close up’ grammar focused exercise, p.88 ‘Spectrum 2’.
 4. Queen Victoria Market pictures, google search.
 5. Vocabulary with pictures handout, ‘The New Oxford Picture Dictionary’ (copy attached)
- * TEFL Lesson Plan Format is adapted from Melbourne Graduate School of Education (2012).
TESOL Lesson Plan Proforma. Melbourne: The University of Melbourne.

PROCEDURE

Stage	Teacher activity	Student activity	Interaction/ media
<u>Presentation</u> Warming up (3’)	<u>Asking</u> : “How are you? Did you have a good time at school?”	<u>Responding</u>	T → C
Introducing and activating new knowledge (2’)	<u>Pointing out the aim</u> : “Now, we are talking about going shopping to a traditional market. What do you usually buy in a traditional market? (while checking students’ vocabulary related to the topic)	<u>Responding to</u> the questions	T → C Power point slides

Modeling sentences and dialogues (10')	<p><u>Introducing a traditional market in Melbourne:</u> Victoria Market (while viewing the pictures) “Now , we are visiting Vic Mart (showing pictures). It is the most famous traditional market in Melbourne, established in 1850. Here you can buy fruit, vegetables, (showing pictures).” “How do you interact with the shopkeepers?” <u>Viewing the slide of the model sentences with pictures</u> <u>These</u> apples <u>are</u> fresh, but <u>this one</u> is rotten. <u>These</u> grapes look terrible, but <u>those ones</u> look nice. They are fresh and ripe.</p>	<u>Practicing the model sentences and dialogues</u>	T→S S→S Power point slides
	<p>I want to buy <u>some</u> bananas I don't want to buy <u>any</u> bananas Do you want to buy <u>some</u> / <u>any</u> bananas?</p> <p><u>Practicing the model sentences</u> Customer :“How much are <u>these</u> onions?” Clerk:” <u>They</u> are 3 dollars”</p> <p>Buyer: “I'd like a pound of tomatoes, please. “ Seller: “Anything else?” Buyer: “No, thanks.”</p> <p>Customer : How much are <u>the</u> strawberries? Shop assistant: <u>These</u>? Customer: No, the small <u>ones</u> Shop assistant: <u>They</u> are one dollar a box. Do you want <u>some</u> grapes? I have <u>some</u> beautiful</p>	<u>Practicing the model dialogues</u>	S→S Power point slides

	<p><u>grapes.</u></p> <p>Customer: No, thanks. <u>I don't need any.</u></p>		
<u>Pratice (15')</u>	<p><u>Pre- Listening</u></p> <p>Explaining: “Please listen to the three conversations happening in a traditional market (resource 1) while doing the exercise (resource 2)”</p>	<p><u>Pre- Listening</u></p> <p>Listen to the teachers' explanation</p>	T → C
	<p><u>While-Listening</u></p> <p>Playing the audio material (resource 1)</p>	<p><u>While-listening</u></p> <p>Doing content-related exercise (resource 2)</p> <p>listening task</p>	<p>S,S,S</p> <p>Audio material</p> <p>Content-related task</p>

	<p><u>Post-Listening</u> Conducting classroom discussion about the answer of the exercise.</p>	<p><u>Post- Listening</u> Do grammar-based exercise (resource 3) After finishing the exercise, read aloud the answer and discuss the answer</p>	<p>S ↔ S T → S Grammar-based task</p>
<p><u>Production</u> (20')</p>	<p>Explaining the role play and deliver the Vic Mart pictures (resource 4) and vocabulary handout (resource 5) to scaffold students with the role-play. Taking the summative assessment using the performance based on scale of oral testing criteria Giving the students' feedback about their role play</p>	<p>Working in pairs. Performing role-play about buying fruit or vegetables in Vic Mart.</p>	<p>T → C S ↔ S Picture and vocabulary supporting material</p>

EXTENSION WORK

Writing their experience on going shopping in a traditional market.

EVALUATION

Look at the accuracy of grammar in writing to check their linguistic competence and their vocabulary bank.

Compare their written and spoken performance to diagnose their progress in communicative skills.

5. Conclusion

In summary, the eclecticism of Communicative approach should not make EFL teachers neglect its principles. Moreover, the spirit of active learning in TEFL also gives a call for EFL teachers to decrease TTT and increase STT. As a consequence, conscientious and coherent lesson plan is a compulsory requirement to ensure best practice in CLT. Overall, the materials used in both listening tasks and oral fluency practices in the presented lesson plan have fulfilled the roles of materials in which Brown (2001) describes as the roles of materials in communicative approach: they are authentic and task-based which facilitate language use. Therefore, the approaches used to create the lesson plan presented can be a reference to be implemented in other CLT courses.

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OPTIMIZING THE USE OF INTERNET BASED MATERIALS TO IMPROVE STUDENTS' WRITING SKILL IN DEVELOPING IDEAS

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Abstract. The objectives of the research are: (1) to identify whether and to what extent the use of IBM improve students' skill in developing ideas; and (2) to describe the strengths and the weaknesses of IBM. CAR was carried out at SMPN 2 Metro. The improvement in writing: 1) The number of appropriate paragraphs in describing something is all describing the topic. 2) The number of appropriate sentences in describing something was all representing main idea in the paragraphs. 3) Students had knowledge able substantive, development of idea or topic relevant to assign topic. 4) Students were fluent expression, ideas clearly stated/support, well organized, logical sequencing, cohesive and correct the generic structure of descriptive text such as orientation, conflict and resolution. 5) Students were sophisticated range, effective word or diction choice and usage word from mastery, appropriate register. The strengths of IBM: 1) Teaching and learning were more effective; 2) The students were interested in the lesson especially in writing; 3) The students' writing ideas were well developed; 4) The students did the task given by the teacher; 5) The students' knowledge was improved. The weaknesses of IBM: 1) The students were not controlled when they used internet; 2) The students frequently opened another sites for teaching and learning process; 3) Students needed a long time to access the materials from the internet; 4) The time management related to the classroom situation; 5) Teaching and learning process became crowded.

Keywords: *developing ideas, internet-based materials, strength and weaknesses of internet-based material, writing*

1. Introduction

Writing is a process that helps the students to develop their ideas and logical thinking. J. B. Heaton (1975: 138) states that writing skill is not only talks about grammars and vocabularies but also of conceptual and judgment elements. The recent national standard of education in Indonesia is based on the Government Regulation No. 19/2005. It has the purpose ensuring the development of education in Indonesia by stating the minimum standard for every level of education. The content is about the standard process, content, graduate competence, teacher, and materials for education, cost and evaluation. In other words, that type of school should adapt and/or adopt an education standard in the country or abroad which

has a high quality and has been approved internationally. SMP N 2 Metro is one of the schools which has the standard, especially in English lesson. The passing grade of English lesson in this school is stated at 7,2. Actually, many students fail to meet the standards in this school. The students were not good enough in writing skill and need to be improved.

There are some writing skills that students have to acquire in order to be able to were, (1) developing idea; (2) making grammatically correct sentences; (3) using appropriate diction; (4) writing sentences; (5) arranging the text cohesively. In this research, the eight grade students of SMPN 2 Metro encounter difficulties in writing mastery. The main problem faced by the students in writing a text is the difficulty of developing ideas in the written form. This problem is clearly indicated in their works, as: (1) the number of paragraphs in piece of writing is shorter; (2) the number of sentences are not adequate to support main idea in each paragraph; (3) difficulties to write sentences relevance to the main idea in the same paragraph; (4) difficulties to unify each of paragraphs relevance to the title. In addition, they also encounter difficulty to: (5) write the paragraphs with grammatically correct sentences; (6) use appropriate diction; (7) write paragraphs with correct punctuation and spelling.

Based on the situation and condition that distract the learning process in reaching the target, the researcher offers a solution to solve the problems above by optimizing the facilities in the school and the use of internet in the classroom. The internet is a rich source of information and activity that can be used to very good effect in the classroom (Pritchard: 2007). Kasanga, (1996: 76) states that teaching writing by internet materials is one method used to increase language use and acquisition of foreign language. The development with a tight control towards the internet materials becomes the indicator whether the students are able to be more creative in developing their ideas in the form of descriptive text.

Some problems of this research dealing with the research are drawn as follows:

1. Can the use of internet-based materials improve students' writing skill in developing ideas to write descriptive text? If yes, to what extend is its improvement?
2. What are the strengths and weaknesses of internet-based materials in this research?

The objectives of the research are stated as follows:

1. To identify whether and to what extend the use of internet-based materials improve students' skill in developing ideas to write descriptive text.
2. To describe the strengths and weaknesses of internet-based materials in this research.

2. Literature Review

2.1 Writing

There are some definitions of writing proposed by some experts. Based on Peha (1995: 3), states that there are six elements in good writing such as: (1) Ideas that are interesting and important. Ideas are the heart of your piece-what you're writing about and the information you choose to write about it; (2) Organization that is logical and effective. Organization refers to the order of your ideas and the way you move from one idea to the next; (3) Voice that is individual and appropriate. Voice is how your writing feels to someone when they read it. Is it formal or casual? Is it friendly and inviting or reserved and standoffish? Voice is the expression of your individual personality through words; (4) Word Choice that is specific and memorable. Good writing uses just the right words to say just the right things; (5) Sentence Fluency that is smooth and expressive. Fluent sentences are easy to understand and fun to read with expression. (6) Conventions that are correct and communicative. Conventions are the ways we all agree to use punctuation, spelling, grammar, and other things that make writing consistent and easy to read.

From the some definitions above, it can be concluded that writing is a process period of thinking of creating an initial draft to express ideas, feeling, and thoughts using knowledge of structure and vocabulary to combine the writer's idea as a means of communication. It is a complex process and activities to arrange and produce written form in which the writer uses certain convention of variables of linguistic aspects (such as content, organization, vocabulary, language use, and mechanic) in order to express the idea, thought, opinion, and feeling.

2.2 Developing Writing Ideas

It is necessary for the students to know the techniques for generating ideas before they start writing. In pre writing stage, the students are required to find out what topic that they would write down so that they have something to say through paper. Ruggiero (1981:24-28) states about three techniques for generating ideas. Those are as follows:

- a. **The Brainstorming Approach**
Brainstorming was developed by an American industrialist, Alex Osborn. The theory was that one idea would stimulate another, and those two ideas a third, and so on, eventually producing a valuable insight or solution to a problem that might not otherwise have been expressed.
- b. **Imaginary-Dialogue Approach**
The imaginary-dialogue approach requires that one see the subject through someone else's eyes. Naturally, it is impossible to enter other people's perspectives totally.
- c. **The Background-Reading Approach**

The background reading approach consists of getting factual information to stimulate and direct the writer's thinking. This is what actually the students do in generating ideas in this research. The students would get the stimulus from what they watch in the video. They get a matter to think and then put their thinking into writing.

According to Vanessa Glass, there are some steps in developing writing ideas. It draws in below.

- a. Free Write - Simply, write down anything and everything that comes to mind, whether or not you have a topic picked out. Do not think about what you are writing. Just write.
- b. Brainstorm - Write down all of the ideas that come to mind. You do not have to be organized, as long as you write them down.
- c. Cluster - Take your topic and break it down. Make a cluster and branch ideas from that topic. Link the ideas together when there is a connection.
- d. Journals - Keep a recording of the things that happen during your day. Make a note of anything interesting that happens, questions you have, what you read, and your opinions.
- e. Ask Questions - Anything you do can produce questions. Write them down. Get the answers and determine if it is something you want to share with others.
- f. Make Lists - This is more direct than brainstorming. With lists, you simply have to write down related information to a general topic.

2.3 Teaching Writing Using Internet

Teaching writing by internet materials is one method used to increase language use and acquisition of foreign language (Kasanga, 1996: 76). For example, it was found that interaction in language helps learners to gain input in language learning process. Specifically, it increases a synchronous communication of English as a foreign language and forces them to use language in real communication situations. In other words, the internet motivates learners to use English in their daily lives and provides functional communicative experiences. Teaching by internet materials needs certain procedures to do in the classroom learning process.

1. Deciding the Limitation of the Sites

Since there are so many sites found in internet, the teacher needs to decide what kind of sites will be the source of the materials used to teach writing. The determined sites should have a close relationship with certain parts of writing descriptive text discussed in learning and teaching process. In this stage, the students are free to choose any related sites to support their knowledge about the discussed parts of descriptive genre. Then, to make the students more motivated, the topics for writing should also be current and not out of date. They can choose the materials from the internet based on their favorites.

2. Learning Process

The learning processes are divided into two major discussions dealing with the parts of descriptive text: introductory paragraph, and describing paragraph. Each discussion takes two or three sessions. In the beginning of the class, teacher provides the class with access to internet and opens the selected sites related to the parts of descriptive text. Together with the students, the teacher discusses important aspects in writing each part of the essay while showing various sites dealing with the topic of discussion. Then, the teacher asks the students to work in groups of three or four to discuss the matters and practice writing the intended paragraph, either introductory or describing one. The teacher controls and manages the discussion by going around and checking all students' understanding and work. The last step is that teacher asks each student to write a certain part of descriptive text. They may browse internet to find out the most current topics from the determined sites. Their writing should be supported by reasonable opinions they share during the analysis.

There are some strengths and weaknesses of internet-based materials when it is applied in the classroom.

- a. The strengths of internet-based materials:
 - 1) Teaching and learning is more effective.
 - 2) Teaching and learning is more effective when students evolve strategies to understand how they learn.
 - 3) Teaching and learning is more effective when they are an active process.
 - 4) Teaching and learning is more effective when skills are mastered and become automatic.
 - 5) Teaching and learning is more effective when seen as a development of emergent process.
 - 6) Teaching and learning is more effective when experienced and accessed in natural contexts using internet materials.

- b. The weaknesses of internet-based materials:

While the above-mentioned criticisms focus more on the design of exercises to be found in language software and on the Internet, other possible limitations include problems with the medium itself. Frizler (1995: 90) states that because the ability to express oneself in writing is a crucial aspect of using the Internet, some researchers propose that this puts students who lack interest or skill in writing at a disadvantage. She also points out that the quality of English found on the Internet is often non-conventional, and may actually hinder students in their progress toward communicating in person with native speakers of English. Another factor which affects the internet classroom is that of social interaction. While many students enjoy the creative and imaginatively social aspects of the internet, some students may prefer to be in a traditional classroom, watching and listening to a teacher and peers in

person. Allwright and Bailey (1990: 19) states that students with high anxiety towards the use of technology, or those with no prior computer experience may encounter problems.

3. Method

3.1 The Procedure of Action Research

Based on Kemmis and Taggart (in Hopkins, 1993: 48), the procedure of action research can be explained as follows:

a. Identifying Problems and Planning

The activities are:

- 1) Pre-observation toward the teaching writing class in SMPN 2 Metro.
- 2) Preparing the material, making lesson plan, and designing the steps in doing the action
- 3) Preparing list of students' name and scoring
- 4) Preparing teaching aids
- 5) Preparing sheets for classroom observation
- 6) Preparing test

b. Implementation the Action

The teacher applies the action of the teaching writing by using internet-based materials. In this step, the researcher implements the activities written in the lesson plan.

c. Observing

Observation is one of the instruments which are used in collecting the data. The writer as the researcher observes the students' activities while teaching and learning process occur. The result of the observation is recorded on observation sheets as the data. The English teacher as observer will give some input and suggestions to the researcher.

d. Reflecting

After carrying out the teaching process, the researcher recites the occurrence in classroom as the reflection of the action. The researcher evaluates the process and the result of the implementation of internet-based materials in English teaching.

4. Findings and Discussions

The situation before the research is presented briefly in table below:

Problem Indicators	Description
a. Students' writing skill	
1) The number of paragraphs in piece of writing was shorter.	1) Their paragraphs in the text were shorter; they rarely consulted to dictionary.
2) The number of sentences were not adequate to support main idea in each paragraph.	2) Their sentences were sometimes not well developed to support main idea in each paragraph.

3) Difficulties to write sentences relevance to the main idea in the same paragraph.	3) The use of conjunctions were ambiguous in some cases.
4) Difficulties to unify each of paragraphs relevance to the title.	4) Students rarely paid attention to unify each of paragraphs relevance to the title.
5) Difficulties to write paragraphs with grammatically correct sentences.	5) Students frequently made mistakes in writing grammatically correct sentences; once they made it, some details were forgotten, for example the article.
6) Difficulties to use appropriate diction.	6) They tended to use the literal translation of word and did not use it in the proper context.
7) Difficulties to write paragraphs with correct punctuation and spelling.	7) Students rarely paid attention to the punctuation and it led to misinterpretation.
b. Mean Score The students' mean score in pre test was 66.	The mean score was lower than the passing grade, which was 72.

The summary of the research procedure is presented in table below:

Pre research	The researcher conducted pre observation, interview, questionnaire, pre test to find the problems in writing.
Implementation	The research was carried out in three cycles.
Cycle 1	3 meetings: 1 st meeting: Introduction to internet 2 nd meeting: Browsing materials from the internet 3 rd meeting: Writing descriptive text
Cycle 2	2 meetings: 1 st meeting: Writing descriptive text 2 nd meeting: Browsing picture from internet then writing descriptive Text
Cycle 3	2 meetings: 1 st meeting: Writing descriptive text by using internet based materials 2 nd meeting: Watching movie taken from the internet
Overall Reflection	The students got improved their writing skill. It is indicated through the reduce intensity of the problem indicators in after research.

4.1 The improvement of students' writing skill in developing

The use of internet based materials had improved the students' writing skill. Referring to the result of the pre test and post test, the students mean score was improved 4%. However not all aspects of writing were constantly improved. The complete mean score was presented in the table below.

The Improvement of Students' Achievement

A PT SP C O V LU M T I

Pretest	9.8%	9.9%	12.2%	11.4%	11.9%	10.6%	3.5%	69%	
Posttest1	10%	9.9%	13.2%	12.2%	13%	11%	4%	73%	4%
Posttest2	11%	10%	14.4%	13.2%	14%	12.2%	4.5%	79%	6%
Posttest3	11.2%	10.2%	14.2%	13.5%	14.2%	12.5%	5%	81%	2%

A : Aspect C : Content LU : Language Use I : Improvement
 PT: Paragraphs in the text O : Organization M : Mechanic
 SP: Sentences in the paragraph V : Vocabulary T : Total

Based on the table it can be concluded that the students had a good achievement at the end of the research. Their score was increasing from cycle 1 to cycle 3. Furthermore, the number of the students who passed the test increased up to 100% in the post test 3. It was indicated for each elements of scoring. For each elements was increased up to 4% in post test 1, then it was increased up to 6% in post test 2 and it was increased up to 2% in post test 3.

4.2 The Strengths and the weaknesses of internet-based materials

The applying of internet-based materials in students' writing skill to develop their ideas had some strengths and the weaknesses. Those are some strengths and weaknesses of internet-based materials.

- a. The strengths of internet-based materials
 - 1) Teaching and learning were more effective.
 - 2) The students were interested in the lesson especially in writing.
 - 3) The students' writing ideas were well developed.
 - 4) The students did the task given by the teacher.
 - 5) The students' knowledge was improved.
- b. The weaknesses of internet based materials
 - 1) The students were not controlled when they used internet.
 - 2) The students frequently opened another sites for teaching and learning process (facebook).
 - 3) Students needed a long time to access the materials from the internet.
 - 4) The time management related to the classroom situation (internet connection).
 - 5) Teaching and learning process became crowded.

Furthermore, the classroom situation before the action, there were some positive progresses. The students were firstly more interested in minding their own business in the class. But then, they became aware of what the lesson is about and paid more attention to the lesson. The use of internet based materials could rise students' interest on writing class. They had responded differently on the statement: *Dengan menggunakan materi dari internet selama pelajaran di kelas, saya dapat mengembangkan ide menulis (Pre Questionnaire)*. Compared to the question on Post Questionnaire whether they were interested in writing class, the result showed that the number of students who like it had increased. Moreover, the use of computer could finally be controlled and directed to focus on learning process. They even enjoyed the activity of writing descriptive text.

5. Findings and Discussions

5.1 Internet based materials is able to improve students' writing skill in developing ideas

The implementation of internet based materials in teaching and learning process had improved students writing skill in developing ideas. The focuses of the research involved seventh aspects of writing skill: paragraphs in the text, sentences in the paragraph, content, organization, vocabulary, language use, and mechanics. The findings showed that those aspects had a higher final achievement after the research.

The improvement of students writing skill in developing ideas is shown in the findings that number of appropriate paragraphs in describing something is all describing the topic and number of appropriate sentences in describing something is all representing main idea in the paragraphs.

The students got improvement in their vocabulary mastery, language used and acquisition. Through browsing the materials from the internet, they got new and many words on it. The findings is supported by Kasanga (1996: 76) who claims that teaching writing by internet materials is one method used to increase language use and acquisition of foreign language.

5.2 The strength and weaknesses of internet based materials in the research

Considering the research findings, there were some strengths and weaknesses of internet based materials in teaching and learning process. The strengths of internet based materials in this research were:

- a. Teaching and learning were more effective.
- b. The students were interested in the lesson especially in writing.
- c. The students' writing ideas were well developed.
- d. The students did the task given by the teacher.
- e. The students' knowledge was improved.

The findings is supported by Kasanga (1996: 76) who states that it was found that interaction in language helps learners to gain input in language learning process. Specifically, it increases a synchronous communication of English as a foreign language and forces them to use language in real communication situations. In other words, the internet motivates learners to use English in their daily lives and provides functional communicative experiences.

While the weaknesses of internet based materials in this research as the research findings were:

- a. The students were not controlled when they used internet.
- b. The students frequently opened another sites for teaching and learning process (facebook).
- c. Students needed a long time to access the materials from the internet.
- d. The time management related to the classroom situation (internet connection).
- e. Teaching and learning process became crowded.

The findings is supported by Frizler (1995: 90) who states that because the ability to express oneself in writing is a crucial aspect of using the Internet, some researchers propose that this puts students who lack interest or skill in writing at a disadvantage. She also points out that the quality of English found on the Internet is often non-conventional, and may actually hinder students in their progress toward communicating in person with native speakers of English. Another factor which affects the internet classroom is that of social interaction.

6. Conclusion

The final discussion in the previous chapter can be drawn into two conclusions. Firstly, the use of internet based materials to teach writing can improve students' writing ideas. It is taken into account that the students had positive progress in writing skill as mentioned in the research findings. The improvement on developing, arranging, and connecting of ideas had allowed the students in writing descriptive text. The number of paragraphs in the text and the number of sentences in the paragraph were developed well. The better word choice and correct grammar were also performed in their writing.

Supporting the statement, the students had higher mean score in the final post test (post test 3), which was 81.00. This score was above the school passing grade which was settled at 72.00. The mean score had gradually improved since the second and the first post test. The students got 79.00 in post test 2 and 73.00 in post test 1. The result of pre test was 69.00.

The second conclusion is that the strengths and the weaknesses of internet based materials during the teaching and learning process. Referring to the research findings, the strengths of internet based materials were: Teaching and learning were more effective. The students were interested in the lesson especially in writing. The students' writing ideas were well developed. The students did the task given by the teacher. The students' knowledge was improved. Meanwhile, the weaknesses of internet based materials during the teaching and learning process were: The students were not controlled when they used internet. The students frequently opened another sites for teaching and learning process (facebook). Students needed a long time to access the materials from the internet. The time management related to the classroom situation (internet connection). Teaching and learning process became crowded.

Furthermore, the implementation of internet based materials in writing class also improves the situation during the teaching and learning process. The students interested in the lesson which mostly done online. The students' attention was fully transferred to the explanation and instruction, even they could corrected the slip happened. The classroom interaction was set informally. Students' interest on computer was supported so that finally they could finish the task.

Finally, internet based materials can effectively be used in writing. Having a range of advantages that allows internet based materials facilitates the learning process, and it can be improved the students writing skill. However, internet based materials had the strengths and the weaknesses during the teaching and learning process.

The implementation of internet based materials effects the teaching and learning process. Through the use of internet based materials, the teaching and learning process will be more interesting. In addition, the application of internet based materials should be completed with the appropriate teaching methods to achieve the goal. In this research, the implementation of internet based materials was combined with the discussion and PPP (Presentation, Practice and Production) method.

The appropriate media could encourage and motivate the students to be actively involved in the lesson. Moreover, the positive effects of it can motivate the students to use media in the class, and develop the students' ideas in writing especially descriptive text.

The use of internet based materials was not only restricted to write descriptive text, but also can be utilized to write other text types and held discussion forums. In conclusion, it can be applied that internet based materials can be used as an alternative media in language teaching process especially for teaching writing.

Referring to conclusion and implication above, there would be some suggestions dealing with the teaching of writing.

1. For teachers
The teacher should provide attractive media and appropriate teaching method. The teacher could use internet based materials in collaborative learning other than previous method mentioned.
2. For students
The students should be paid more attention in using internet based materials. They should be focused on the materials given by the teacher, so that the teaching and learning process will be effectively and the students' ideas in writing will be developed well.
3. For institutions
The institution should encourage and support the English teacher to improve the quality of their teaching. It can be done through providing facilities that enables access to new materials and media of teaching and learning.

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Fostering Teacher Strategies to Overcome Speaking Anxiety in EFL Classroom

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Abstract. This paper highlights on the students' anxiety and how teacher can help them. Language learning is one of the most threatening school subjects. Therefore, students' anxiety always happens from time to time. Anxiety means the subjective feeling of tension, apprehension, nervousness, and worry associated with arousal of the autonomic nervous system (Norward). It is like a feeling of dread, fear, apprehension, often with no clear justification. Students' anxiety in speaking are: 1) student is asked to respond to a question in class, a student focuses on answering question and evaluating social implication; 2) Students fear of self-exposure, students are afraid of revealing or being spotlighted in front of others; 3) the cyclical relation between anxiety and task performance suggest that as students experience more failure, their anxiety level may increase even more. Based on the problems, a teacher must have some strategies to overcome speaking anxiety such as having a positive response; having HOT, WARM, COLD correction to students' performance; giving clear instructions and activities; creating a good atmosphere.

Keywords: *strategies, anxiety, EFL*

Introduction

Some students face some problems in learning English as foreign language. The differences between their first language to the foreign language make them finding difficulties. English has four skills. They are listening, reading, speaking, and writing. In speaking, students have to express the ideas by having some utterances. At the same time, teacher use target language in classroom. It means a teacher giving instructions, and directions, modeling target language, and providing feedback on students performances (Richard, 2005). The problems arise when students don't have enough vocabulary to speak. Therefore students feel difficult to speak. A very bad experience can be faced when others students laugh a friend in delivering his English in a class. Sometimes, it is supported by a teacher who forces them to speak without using a good strategy. Therefore students become reluctant to speak in EFL classroom.

Steinberg (2001: 178-179) stated that in natural situation such as second language community involve family, play, or the workplace. It is in different case with classroom situation. The paradigm case will be a young child going to live in

another country and learning that country's language, not by any explicit teaching, but by interacting with playmates. Anxiety is not here, since they get natural domain. Contrast to a classroom situation is isolated from other social life. An anxiety is here where a teacher and some students are in the situation and place, having serious topic to discuss. The nature of classroom, everything is planned, little is spontaneous. Here arises hot correction since a teacher doesn't want to hear mistakes from students' performance.

Speaking anxiety is a bad manifestation from EFL classroom. It is a kind of symptom showing in variation forms, such as trembling, blushing, and sweating to feeling out of breath, dizziness as well as frightening to faint at the moment of speaking (Samuelson, 2011). Students' anxiety in speaking are: 1) student is asked to respond to a question in class, a student focuses on answering question and evaluating social implication; 2) Students fear of self-exposure, students are afraid of revealing or being spotlighted in front of others; 3) the cyclical relation between anxiety and task performance suggest that as students experience more failure, their anxiety level may increase even more.

Overview on Speaking Anxiety and Teaching Strategies

Speaking anxiety

Sometimes, a teacher doesn't realize that speaking anxiety is a form of social context. It is explained by Samuelson that speaking anxiety as difficulty to speak in a group or before a group. These difficulties happen in some cases such as speeches, oral presentation, answering question or simple preparation among others (2011). Speaking anxiety is not easy case. Speaking anxiety is like a subjective feeling of tension, apprehension, nervousness, and worry which are associated with arousal of the automatic nervous system (Hortwitz, 1986: 125). The bigger manifestation of speaking anxiety causes a reluctant in speaking. then, a very bas impact is a phobia. Speaking anxiety in communication apprehension or oral communication anxiety is a stage fright. Ricard and Renandya (2002: 206) claimed that an anxiety provoking is speaking a foreign language, especially in front of native speaker. An extreme anxiety happens when an EFL learner loosing words in unexpected situation. It creates failure. For a learner is very cautious about making error in what he/she says, for making error in public, which can be a clear moment of losing face. A losing face is the explanation for inability to speak without hesitation.

Reluctant to speak

In Cutrone (2009) research, there are some reasons why Japanese EFL learners reluctant to speak. He found 6 reasonable reasons, such as:

1. Inexperience and cultural inhibitions in dealing with Western teaching methods

A paradigm in Japan, Japanese think that quietness, obedience, and passively as a good traits for learner to posses. The teacher doesn't think about social component in teaching English in EFL classroom. a Western- style in teaching emphasize on performing individual, challenging for teacher, and expressing opinion. These case happen in Indonesia, when some learners try to be passive learner or teacher center.

2. Interaction domain
Some anxiety arises in EFL classroom in Japan because most of interaction in a class uses a ritual domain. Cutronee explained a ritual domain is a class having conventional rules, formalities, and highly guarded behavior.
3. Teacher's demeanor and attitude
Teacher response towards learner in EFL classroom, such as showing negative or disappointed reaction to learners' performance can also cause language anxiety.
4. Shyness
Shyness is difficult trait to measure since it exists in various level. Shyness claimed as impediment in oral performance EFL class.
5. Evaluation paradigm
Society places a great emphasis on the evaluation program. Doyon (2000) stated that some learners' reluctance to speak and sometimes, they give defensive reaction to error correction.

Language anxiety from personal to procedural

Donyei and Murphy (2003) point out that anxiety has debilitated effect on language learning process. they classified anxiety as trait, state or situation specific anxiety is feature that occurs in language learning situations, especially in classroom. a significant negative relationship was found between second language speaking anxiety and oral performance. Woodrow (2006) contributed the major stressor indentified by the participant was interacting with native speakers and speaking in front of the class. Interaction with non-native speakers was not considered a stressor by most of the sample students. Some correlates of language anxiety by L.Oxford and Woodrow (2001, 2006) are:

- a. Self-esteem is a self judgment of worth or value, based on feelings of efficacy.
- b. Tolerance of Ambiguity is the acceptance of confusing situations.
- c. Risk-taking is more useful for language learners to take opinion such as guessing meanings based on background knowledge and speaking up despite the possibility of making occasional mistakes.
- d. Competitiveness can lead a language anxiety. This happens when language learners compare themselves to others.
- e. Social Anxiety includes speech anxiety, shyness, stage fright, embarrassment, social-evaluative anxiety and communication apprehension.
- f. Test anxiety can be a part of social anxiety, particularly in an evaluative situation where the student is asked to communicate in target language.

Teaching stages

Beginning with paradigm from Albert Einstein (Vie Foundation,2013) that as a teacher, he/she never teach students but he/she may provide a situation in which they can learn. Therefore, as a teacher only needs to provide some activities which is proper to develop students' competence. Some stages in TESOL (Teaching English as a Foreign Language to Speakers of Other Languages) are opening (brain storming). In this stage, different activities provided to get student' interest. Second stage, ice-breaker is to lead students activity or introduce the basic element of the lessons. The nature of Ice- breaker is fun, simple, time-effective, physically active, motivating and refreshing and relaxing. Third stage is, Lead-in. the aim is checking students prior knowledge. The forth stage is presentation. The most important thing in this stage, a teacher must give more to S-T-T (Student Talking Time) than T-T-T (Teacher Talking Time). The next is Controlled practice. In it a teacher use Hot correction. It means he/she revise students' mistakes directly. The aim of it is to focus on accuracy, which means that the teacher needs to make sure that the learners will not use and repeat the wrong target language structure or pronunciation. Semi controlled practiced stage, a teacher needs to foster the natural use of the TL, to develop students' accuracy to fluency, and to foster a sense of autonomy for students. Warm correction is allowed in this stage. The last stage is free practice a teacher needs to focus on fluency, and to encourage full autonomy for learners in using TL. Cold correction is applied. A teacher doesn't need to bother students' activity. Here is an example of some activities in EFL classroom:

No	Stage	Activity
1.	Opening <i>Aim : Raising Students' interest in the lesson</i>	<p>Teacher</p> <p>Teacher writes learning intention and success criteria</p> <p>Teacher greats the students</p> <ol style="list-style-type: none"> 1) Teacher provides some cards 2) Teacher asks students to stand up 3) Teacher asks students to take a card 4) T ask students to find his/her friend who has the same content on the cards <p>Student(s):</p> <p>Students do the instruction</p>
2.	Ice breaking <i>Aim: Learning using TPR to get students'</i>	<p>My IB is like the opening</p>

engagement

3. Lead- In **Teacher**
 Aim: *checking students' understanding* Teacher checks students understanding
- 1) Teacher asks students to stick the cards on the board
 - 2) Teacher asks them to read
- Student(s):**
 Students stick the cards on the board, they read and guess what they are going to learn
4. Presentation **Teacher:**
 Aim: *Introducing some expression from formal to less formal* Teacher exemplify compliments and responses from the formal & less formal
- 1) Teacher asks students to read
 - 2) Teacher categorizes the expression by asking Ss to guess
 - 3) Teacher differentiates the expression based on formal and less formal
 - 4) Teacher asks students to add the expression.
- | | Compliments | Responses |
|-------------|---------------------------------------|--------------------------|
| More formal | I would like to compliment you on.... | Thank you. It's nice you |
| | I would like to complement you on | to say so. |
| | | Yours is |
| | I just love your... | nice thanks |
| Less formal | That's nice | |

Student(s):

Students read the expression on the board.

Students pay attention to teacher's explanation by answering teacher's question.

Student add an expression of compliment

5. Controlled Practice

Aim: Giving students opportunity to say and practice

Teacher:

Teacher asks students to fill the dialogue

- 1) Teacher provides dialogues
- 2) Teacher divides students into 6 groups
- 3) Teacher asks students to fill the blank
- 4) Teacher ask students to read the dialogue

Student(s):

Students work in pair.

Students fill the dialogue with the compliments and responses.

Students read the dialogue.

6. Semi-Controlled

Aim: provoking students' autonomy by giving opportunity to them to make their own sentences

Teacher:

Teacher asks students to make their own sentences

- 1) Teacher provides 6 pictures
- 2) Teacher divides students into two lines (2 group)
- 3) Teacher gives pictures to the right line
- 4) Teacher asks the left side to give compliment
- 5) Teacher asks students to change the partner
- 6) Teacher asks them to change the picture

Student(s):

Students do base on teacher's instruction.

Students give compliments.

Students respond the compliments.

Students change the partner.

Students change the picture.

7. Free Practice
Aim: *Focusing on Students' confidence and fluency by giving opportunity to them to speak up more*
- Teacher:**
Teacher brings wedding photo to build wedding atmosphere
- 1) Teacher asks a students to act as a groom
 - 2) Teacher asks a student to act as a bride
 - 3) Teacher asks students to attend to the party
- Student(s):**
Students do teacher's instruction
8. Feedback
Aim: *getting input and improving the process, content and context*
- Teacher:**
Teacher asks about process, content, and context
- 1) Teacher asks students about the activity that they like (process)
 - 2) Teacher asks a student to come forward
 - 3) Teacher asks other students to give compliment (content)
 - 4) Teacher asks students to make a dialogue (individual assessment)
 - 5) Teacher asks students where they can use it
- Student(s):**
Students answer teacher's question.
Students' do teacher instruction.

Teaching strategies in classroom

Teacher (L.Oxford, 1999) can do some activities for reducing language anxiety:

1. A teacher can help students understand that language anxiety can be solved. It is not a lasting problem.
2. A teacher can boost students' self esteem and self confidence
3. A teacher can encourage students to tolerate in ambiguity.
4. A teacher can reduce a competition in EFL classroom
5. A teacher can express a very clear goal and help students develop strategies to meet the goal
6. A teacher can tolerate when students express their language competence with less than perfect performance
7. A teacher design various activities in EFL such as using music, and games
8. A teacher can give rewards to students and help them to support language use
9. A teacher provides activities that address varied learning styles and strategies in the classroom.

10. A teacher enables to recognize symptoms of anxiety and identify anxiety-maintaining beliefs.
11. A teacher can help students practice positive self encouragement and cognitive of negative or irrational ideas.

Based on some previous explanation, the writer focuses on how a teacher can tolerate students' competence with less perfect performance. He/she can't judge students since they make some mistakes. Mistakes always happen in language learning. The most important thing, a teacher must help students in improving their performance. A teacher can give 'hot', 'warm' and cold feedback (Vie foundation, 2012) to them. Another important point is a teacher can design some activities. How to make students feel comfort is so important. A teacher must think about what kinds of activities he/she will use in classroom. Varied activities are given to overcome anxiety and boredom. In EFL classroom, a teacher may have music and game to support the learning process. Some games can be used for reviewing activity and a music can be used for opening. A relaxed classroom builds here. Providing activities concerning on learning styles and strategies. One to other students have different learning style. Three big learning styles are visual-spatial learners, auditory-sequential learners and kinesthetic learners (Vicki, 2013). A teacher must accommodate the need of students by providing activities which relate to their learning style.

Pedagogical implication

Some pedagogical implications from over viewing language anxiety in EFL classroom are:

1. Understanding language anxiety
Hadziosmanovic (2012) is set in the frame of the language learning situations, and therefore it one of categories of specific anxiety reactions. Speaking anxiety often interferes with language learning. As a result, anxious students might fail to focus on the actual task since they are usually more worried about avoiding making mistakes.
2. Promoting teacher strategies showing in teaching stages
A big role from a teacher helps students in overcoming students' anxiety such as empowering teaching stages or activities. A teacher design some activities in accommodating learners in learning style
3. Giving a positive feedback by delivering Hot, warm and cold corrections
Feedback is so important in learning. A Teacher can use hot, warm and cold correction in helping students to overcome anxiety (Vie foundation, 2012). A negative feedback might lose learners' confidence.

Conclusion

Sum up from previous discussion, anxiety is so natural. It can happen in any situations. It also occurs in EFL classroom. A language anxiety forms in a various

way. Some symptoms show such as trembling, blushing, and sweating to feeling out. In trying to overcome learners' anxiety, a teacher can provide, design activities having varied learning styles and strategies, using music and games. In this case, a teacher tries to accommodate learners' learning style. Therefore it promotes classroom activity into real life activity. A teacher gives a good feedback by giving a proper correction such as hot, warm, and cold corrections. Therefore anxiety is gone and confidence keeps in learners' mind and attitude.

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Student-Centered Approach in Writing Class

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Abstract. Writing class, commonly, keeps the lecturer spends much time to give detail feedback for each work. At the same time the students will have free conversation with others while waiting for the result. It makes the learning process run ineffectively. Student-centered approach used to solve the problem. It serves some various activities to create a conducive atmosphere during learning process, because it is possible for the lecturer and the students to play their role appropriately. Through this approach, the students will get more knowledge and improve their writing ability because they get better understanding from groups and whole class discussions and sufficient feedback for their writings.

Keywords: *autonomous learning, classroom management, student-centered approach*

1. Introduction

As knowing broadly, student-centered is one of the approaches can be applied in delivering instruction in classes. This typically approach allows students to have more space to express their ideas. They might share their thought and enrich their knowledge simultaneously since, commonly, in student-centered class they sit in a big circle or small group, instead of sitting in a form of row which face the lecturer. They are facilitated to be more active and, of course, be the center of the learning process.

Since there are many tasks which should be reviewed, the lecturer will be very busy giving sufficient feedback for each work. She has to check some components; like the content, grammar, diction, and punctuation marks; in her students' works. It takes time, no matter how fast she can review those works. On the other hand, the class duration is only 100 minutes, and it will not be effective when she just spends much time only for giving feedback. It is dilemma for the lecturer when she wants to give detail feedback for each work, so that her students' writing skill improves, but in contrast, she just has limited time.

Therefore, a suitable approach should be applied to solve the problem, giving detail feedback for each work and having enough time to discuss the result. Then, the student-centered approach is chosen to improve students' writing skill.

2. Student-Centered Approach

According to Jones (2007: 1), students are encouraged to build “can-do” attitude through the application of student-centered approach in the class. Applying student-centered approach in a writing class does not mean the lecturer lets the students to write anything they want or do everything they want to do with their writing without his supervision. Through this approach, he becomes the facilitator of the class. He helps the students to comprehend the material, so that they will have better understanding when they apply it in their writing. He also encourages them through positive comments. Moreover, Jones states that the lecturer still has the responsibility to lead them work independently, supervise their writing process, and give feedback afterward (2007: 25).

In student-centered class, both the lecturer and the students play important roles. The lecturer, as facilitator, encourages the students to do every task confidently, while the students work together as a team. Jones (2007: 2-3) states that sometimes the students working alone, in pairs, or in groups when they prepare their works and do peer- and self-review; and in certain situation they need to be led by the lecturer to get some feedback, correction of the mistakes they have made, and answers of their questions.

This approach is suitable to be applied in writing class and serves big advantage because it will trigger the students to be as creative as they can through their writings. According to Jones (2007: 34) the students just do ordinary tasks when they have to write and submit their work to the lecturer, because he only reads them as tasks, in contrast, they will spend time to write interesting works to please their friends through peer-review session.

According to Jones (2007) there are some points to be considered in student-centered approach, yet only two points, autonomous learning and classroom management, are taken to be the focus of this study.

a. Autonomous Learning

It is called autonomous learning because the lecturer gives more opportunity to the students to participate actively during the learning process. Jones (2007:2) states that the focus of this approach is the students who work together, in pairs, in groups, and as a whole class.

There are 3 main activities during the learning process, working alone, working together in pairs or groups, and teacher-led (Jones, 2007: 2-3). In working alone activity, the students may prepare ideas or take some notes or outline their thoughts. Sometimes they have to do some tasks to be accomplished individually. In this phase, they are not allowed to share their ideas or ask their friends' opinion. When they are in doubt or difficulty, they may ask the lecturer. In a

writing class, they do self-review individually after they get peer-review of their works. Next is working together in pairs or groups. In this phase, they may discuss some topics or materials. They have chances to share their thought, ideas, or experiences. They also can swap their work and have peer-review of them. Usually they will get some marks to be considered from other students. The last is teacher-led. Though during the learning process the students become the priority in the class, but the lecturer has big role indeed because he is the facilitator who helps and guide the students. In the beginning of the class, especially when a new material will be discussed, he gives some brief explanation. When the students are in pairs or group discussion, he may walk around supervise them and help them with little advice or stimulate them to explore their thoughts. At the end of the class or after the students finish their peer- or self- review, he will recheck the review, give some feedback, offer suggestions, and discuss the general result of their achievement. It is possible that during the learning process in mixed-ability classes there will be some students who need more help than the others, of course it is part of the lecturer role to encourage them and, may be, give more attention so that they will have such enthusiasm to follow join the class and contribute actively.

b. Classroom Management

Deals with classroom management, Jones (2007: 4-12) explains some points to be focused on, large and small classes, mixed-ability classes, different ages, monolingual classes, pairs or groups or whole class, seating, different personalities, best friends and relative strangers, noisy classes, and timing.

There is no exact number to classify whether a class is called large class or small class, but Jones (2007: 4) states that an ideal student-centered language class has 12 students. The number of the students can be divided into 6 pairs, or 4 groups of 3, or 3 groups of 4, or 2 groups of 6. Jones recommends that a lecturer apply student-centered approach when they have large class. Moreover, Jones (2007: 4-5) suggests that the lecturer pay more attention to the order of group presentation, so no group will be left out; it is better for him not to be the part of the group; and answers their questions as he moves from group to group.

It is very common that every class has mixed-ability students. Therefore, Jones (2007: 5) recommends that the lecturer arrange pairs and groups differently for different kinds of activities, so that better students will not get bored and the weaker ones will not feel intimidated. Though at first the lecturer may have difficulties to arrange the pairs or groups, but he will have knowledge and recognize his students' ability later on.

Younger students may need to be supervised more, so that they will not do something useless, while older ones may be too careful and lack of confidence to

explore their thought, so that they face difficulties to accomplish the tasks. It is important for the lecturer to explain how the student-centered approach will be applied during the learning process and what kind of advantages they will get from it (Jones, 2007: 6).

In monolingual class, learning language, especially second language, is more challenging for the students. They might feel enthusiastic or, otherwise, they feel depressed during the learning process. Thus, Jones (2007: 6) suggests that the lecturer remind the students to have sufficient preparation for every task and practice more because it is possible that class meeting is the only opportunity for them to use the second language.

Arranging the students into pairs or groups will take some effort since the lecturer must organize the class well. He can arrange them to work in pairs first, discuss their thoughts with the partners, and then share them in a group. Furthermore, after group discussion, the lecturer takes place the discussion by giving feedback and answering the questions.

Ideally there are enough swivel chairs for the students in the class, so that they can move their position from pairs into groups or class discussion freely. In contrast, most of the classes have ordinary chairs and inadequate space, so the students are asked to move to form pair or group discussion without move all the chairs. Since usually the students tend to sit in the same position, Jones (2007: 8) recommends that the lecturer rearrange the students regularly and thinks creatively about seating arrangements to make the students feel comfortable during the learning process.

Dealing with different personalities of the students, it is necessary that the lecturer pair weak students with a variety of partners so that they can expand their creativity and make dominant ones as team leaders, then do team leader-turn taking so that every student have same experience (Jones, 2007: 9).

Commonly, students have their own best friends or favorite partners. It triggers them to always work in pairs or groups with certain friends. To avoid it, it is important that the lecturer reseats the students regularly and encourage them to be tolerant because they are the same in learning process (Jones, 2007: 10).

In certain situation, having students discuss actively is an achievement, but sometimes it unnecessary for them to create such noise. Jones (2007: 11) serves an idea for the lecturer to seat the students close, then automatically they will discuss or talk softly.

Timing becomes the last point to be managed in student-centered class, yet the lecturer should be more flexible in setting time limit. A time limit should be informed to the students, so that they know how to take their time and try to do their best in every task (Jones, 2007: 11). Furthermore, time limit will help the lecturer to monitor his time so he will not be distracted while working with the students (Williamson, 2008: 26).

There are four points of class management which is applied in this article, large and small classes, mixed-ability classes, seating, and timing. They are chosen because they can be applied in writing class.

3. Discussions

a. Autonomous Learning in Writing Class

In every meeting the lecturer gives some explanation deals with the material. Usually the students ask some preliminary questions. After they have clear understanding and know what they have to do, then they get into the first phase, working alone. On this phase, they do their writing tasks individually. In some tasks, they write paragraphs based on the topic given, but some tasks have free topic. During the writing process, the lecturer moves around and checks whether the students have difficulties or not. Commonly, some students need to be stimulated to explore their ideas. Some students are too worried of making mistakes. Those students need to be encouraged that once they make a mistake, next time they will move forward.

On the next phase, working together, the students work in pairs and in groups. Both in pairs or in groups consist of two kinds of activities, pairs or groups discussion and peer-review.

When the class starts to discuss new topic or material, usually the lecturer asks the students to work in pairs or groups. They try to comprehend the material. Afterwards, one of the groups will try to explain it to the class. Commonly, other groups will have questions or they share their different understanding about the material. When the group, which presents its discussion, cannot answer the questions or deliver the answers unsuccessfully, other groups will help to answer or complete the previous answer. Though they are divided into several groups, but when class discussion starts they will work hand in hand to shape better understanding about the material discussed. At the end of the presentation, the lecturer takes her turn to serve feedback or emphasize the main point of the material.

Another activity is peer-review. In this activity, the students swap their writings; sometimes they swap their works in their groups or friends next to them. They

only use some marks, like circle, underline, or a thick, to mark the errors in their friends' writings. They do not put any comment or give correction because giving comments or feedback is the lecturer's part. Since each work has already checked in peer-review, then the lecturer only spends short time to give detail feedback. As a consequence, the students get more knowledge in writing. When the works back to which they belong to, each student will recheck it. They may ask the lecturer when they are in doubt or have other opinion about the review result. This process leads them to learn more about their own strengths and weaknesses in writing.

b. Writing Class Management

The writing class consists of 20 students who have various ability levels. Usually, they are divided into 4 groups. Since there are only 4 groups, so every group can participate actively in the presentation session. For the first two discussions, the lecturer lets the students arrange their group because she wants them feel comfortable during the discussion, but for the next discussions the lecturer decides each group members. Fortunately, the classroom is large enough for 20 students, so in every time when they have to work in groups, they can move their chairs and find the best corner to run the discussion effectively.

It is a conducive writing class because most of the students are active and eager to learn. One of the students is a critical and uneasy to be pleased by ordinary explanation. It is an advantage for the class having a class member like him, because when he asks or argues, some students will in race give brief explanation. At the same time, it can be used to help some students who do not understand the material yet to have better understanding about it. The lecturer, again, only guides them so that their whole class discussion still on the track and do not become wider.

The lecturer always reminds the students about the time limit every time the students do individual tasks, pairs' or groups' discussions, and peer- and self-reviews. By setting the time limit, she can manage the time well without being busy with the feedback. Moreover, it is also useful to avoid the rest of the class making noise without doing anything when she checks the works one by one.

4. Conclusion

The class needs student-centered approach because the meeting is only 100 minutes and held once a week. Since no more extra time, then the lecturer needs to find best approach to make the learning process runs effectively, which is meant she can facilitate the students to enrich their knowledge in writing.

This approach allows students to be active in every discussion. They can present their understanding and share their thoughts or argumentation to the class. They

can check their friends' works through peer-review and correct their own works through self-review. They recognize their strengths and weaknesses in writing.

Through this approach, the lecturer can deliver the material efficiently, leads the students to have better understanding about it, and gives detail feedback which is needed by the students to improve their writing ability.

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**MORPHOLOGICAL ANALYSIS STRATEGY:
A STRATEGY USED TO ENHANCE THE STUDENTS'
VOCABULARY ACQUISITION AND READING
COMPREHENSION**

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Abstract. This study aims to investigate the use of morphological analysis strategy in enhancing the students' vocabulary acquisition and reading comprehension. The subject of this study was the second semester of English Department in Universitas Muhammadiyah Parepare with the total of sample was 28 students. This study was pre-experimental research with pretest-posttest design. The result of this study indicates that: (1) in teaching vocabulary through vocabulary analysis strategy, there is significant difference between the mean score of pretest (58.57) and mean score of posttest (84.28). Besides, the result of t-test calculation shows that the t-test value (7.75) is higher than t-table value (2.052) at level of significance 0.05 from $df = 27$. (2) In teaching reading comprehension through morphological analysis strategy, there is also significant difference between the mean score of pretest (54.64) and mean score of posttest (80.51). In addition, the result of t-test calculation shows that t-test value (9.75) is higher than t-table value (2.052) at level of significance 0.05 from $df = 27$. Thus, the students' vocabulary acquisition and reading comprehension significantly improve after they are taught by applying the morphological analysis strategy.

Keywords: *morpheme, morphology, morphological analysis strategy, teaching reading comprehension, vocabulary instruction*

1. Introduction

Since building vocabulary is included as one of the objectives in teaching reading comprehension in English department of Universitas Muhammadiyah Parepare, the arranged curriculum of reading subject targets the students' vocabulary acquisition for each level of reading comprehension subjects, namely 1500 new words for reading comprehension 1, 3000 new words for reading comprehension 2, and 4500 new words for reading comprehension 4. As stated by Ediger (1999) that developing a rich vocabulary in the four skills of language is important in all curricular area especially in the curriculum of reading subject. This, of course, is not easy work to be done by a teacher.

The students' engagement and motivation are essential elements that must be built by the teacher, so the teacher needs to think regarding an appropriate strategy and media or method used in order to improve the student vocabulary acquisition. The strategy or media chosen, of course, must be able to encourage the students' interest and motivation in learning vocabulary referring to the reading comprehension. Thus, this means that the students' ability in comprehending a reading text is really determined by the students' vocabulary knowledge or size.

A number of studies have shown that the vocabulary size of the English Language Learners (ELLs) is a strong predictor for success in listening, speaking, reading, and writing. A research result concluded by Kirby and Bowers (2012) shows that vocabulary knowledge is an important aspect of cognitive development. It contributes to success in word reading and reading comprehension and thus has implications for learning in all subjects. The analysis results of scientific studies conclude that readers' vocabulary is strongly related to their understanding of the text (The National Reading Panel (NRP); National Institute Health and Human Development, 2000). The NRP enlightens that the students have greater comprehension than those who do not receive vocabulary instruction, when they are taught key words before reading a text.

However, it is important to realize that morphology instruction taught at second semester in UMPAR aims to provide the students an ability or understanding in analyzing the internal structure of word and the process of how the words formed and how many words can be produced. For example, the word *use* can be added various morphemes such as *user*, *useful*, *usefully*, and *usefulness*. All of them have different meanings. Therefore, the students' understanding gained from this subject should be able to be referred to vocabulary acquisition and reading comprehension. According to Kiefer, Micheal J., and Lesaux, Nonie K. (2007) that in language and reading, morphology refers to the study of the structure of words, particularly the smallest units of meaning in words. When the writer taught morphology to the students, there was one thing encouraging the writer to investigate the effect of morphology instruction to teaching vocabulary, listening and reading comprehension, instead of speaking and writing. Then, this way is known as *morphological analysis strategy*. This strategy is used to improve the students' ability in mastering the vocabulary and the reading comprehension.

2. Literature Review

2.1. The Knowledge of Morphology and Morpheme

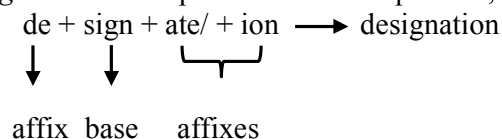
Morphology is scientific study of linguistics providing an understanding the processes of how the words are created and how many words are produced or formed. According to Booij Geert (2005), morphology is the study of internal structure of words, deals with forms of lexemes (inflection), and with the ways in which lexemes formed (word-formation). New words are made on the basis of patterns of form-meaning correspondence between existing words. McCarthy,

Andrew Carstairs (2002) stated that the area of grammar concerned with the structure of words and with relationships between words involving the morphemes that compose them technically. Kirby and Bowers (2012) stated that morphology is an important component of word knowledge which describes how words are composed of meaningful parts. Meanwhile, the minimal linguistic unit with a lexical or grammatical meaning is called morpheme (Booij Geert, 2005). Plag Indo (2002) defined morpheme as the smallest meaningful units of word. Kirby and Bowers (2012) explained that a morpheme is the smallest meaningful unit of language and some words consist of only one morpheme (e.g., *sign*, *design*, *resign*, *signature* and *designation*).

2.2. Morphological Analysis Strategy

In *English*, a new word can be formed by adding a prefix or a suffix to a base word. This word forming process, in linguistics, is called *morphological* process. According to Graves (2004) the learners need to learn strategies to unlock word meaning in order to develop the needed vocabulary knowledge. Bellomo (2009) defined that morphological, structural or analysis as the process of breaking down morphologically complex words into their constituent morphemes (word meaning parts). In addition, he stated that building vocabulary strategy program based on morphological analysis that includes word parts that are stable in form and transparent in meaning and ideally, selected morpheme should transfer to multiple words that will allow the student to obtain much mileage from this strategy.

The understanding that English words can be divided into different kinds of morphemes such as roots, base, stem and affixes (*prefix and suffix*) bases on our taught that the ability in analyzing the internal structure of word can become a strategy in teaching vocabulary, called *morphological analysis strategy*. Mohammed Fallata (2012) expressed one of seven the best strategies offered by the researchers which can be used by the teacher to improve the students' vocabulary is by analyzing the structure of the new vocabulary including affixes of derivations and inflections, compound words, and contractions to define their meanings. Kirby and Bowers (2012) illustrate the process of analyzing the morphological structure of words by taking example word *designation*. The word *designation* is composed of four morphemes, as shown below:



2.3. Vocabulary Instruction through Morphological Analysis Strategy

Vocabulary instruction by using morphological analysis strategy was designed to give the learners understanding regarding morpheme including derivational and inflectional morphemes in order to improve their vocabulary treasures. The learners learn to analyze the internal structure of words and to use context clue to find the meaning, as describes by Kirby and Bowers (2009) and Baumann et al. (2002) that vocabulary growth is the breadth of knowledge (how many words the learners know?) and depth of knowledge (how well the learners know the words that they do know?)

Graves (2006) proposed that a comprehensive vocabulary program would include activities to serve several functions, namely (1) to provide students with rich and varied language experience”, (2) to teach a relatively small number of well-selected individual words directly, (3) to teach word learning strategies, including morphology, dictionary skills, and the use of context clues, and (4) to foster “word consciousness, “that is, students’ awareness of and interest alongside other strategies for word learning. While, Carlo, et al. in Kieffer, Michel J, and Lesaux, Nonie K. (2007) suggested three principles that underline an effective vocabulary program for these learners including: (1) new words should be taught in meaningful contexts, (2) words should be encountered in a variety of contexts, (3) word knowledge involves depth of meaning as well as spelling, pronunciation, morphology, and syntax.

Along with the rapid development of ICT, a lot of programs that can be found on internet to help the teacher in teaching vocabulary in order to create an interesting learning atmosphere. By using NLP service, a free English Morphological Parsing service which can help the students to generate a word according to its morphological properties, as shown below:

The screenshot shows the NLP Service website interface. At the top, there is a navigation bar with 'Contact Me' and 'Search' buttons. Below the navigation bar, the main heading reads 'Free English Morphological Parsing Service' and 'An English Morphological Parser'. The central area contains a text input field with 'misunderstanding' and a 'Parse It' button. To the left, there is a 'Terminology' section with definitions for inflection, suffix, prefix, stem, and root. To the right, there is an explanation of how new words are formed in English and a list of morphologically related words for 'misunderstanding': understanding, understandable, and understandings. At the bottom, there is a breadcrumb trail: 'Home > Free NLP Online Services > Morphological parsing'.

2.4. Teaching Vocabulary with Morphological Analysis Strategy to Improve Reading Comprehension

According to Hickey, Pamela J., and Lewis T. (2013), the ability to analyze word parts when reading may support the ability to correctly pronounce an unknown word, to understand the meaning of an unknown word, or to do. Kiefer, Micheal J., and Lesaux, Nonie K. (2007) found that student with greater understanding of morphology also have higher reading comprehension scores when holding constant their word reading fluency. They added that understanding morphology may help students broaden their vocabularies, and vocabulary growth may improve students' understanding of morphology. Therefore, According to Stanovich in Kieffer, Micheal J. and Lesaux, Nonie K. (2007) that vocabulary and reading comprehension have a reciprocal relationship – as greater vocabulary leads to greater comprehension, better comprehension also leads to learning more vocabulary words – and this relationship has major implications for the teaching of reading (Rupley, Logan, & Nichols in Kiefer, Micheal J., and Lesaux, Nonie K., 2007). Thus, vocabulary instruction can directly increase the students' comprehension of the content of reading text.

3. Method

This study is a pre-experimental research with pretest and posttest design consisting of two phases, namely (1) Vocabulary development with Morphological analysis strategy and (2) teaching vocabulary through morphological analysis strategy to improve the students' reading comprehension. Participants were the students of English Department in Universitas Muhammadiyah Parepare who were at the second semester in academic year 2013-2014. The total of sample used was 28 students.

4. Finding and Discussion

4.1. Findings 1: Teaching Vocabulary through Morphological Analysis Strategy

The obtained findings of pre-test showed that none of the student was in very good classification, 8 (28.58%) students were in good classification, 3 (10.71%) students were in fair classification, 10 (35.71%) students were in poor classification, and 7 (25%) students were in very poor classification. Mean score of the student was 58.57. Meanwhile, the obtained data of post-test showed that of the 28 students there were 14 (50%) students were in very good classification, 9 (32.14%) students were in good classification, 4 (14.28%) students were in fair classification, 1 (3.58%) student was in poor classification, and none of the students was in very poor classification. Mean score of the student was 84.28.

Based on the previous data, we can see that before teaching the English vocabulary through morphological analysis strategy the students' achievement was in poor classification. While after giving treatment, the students' achievement is good classification. It means that there was significant difference between before and after the students were taught vocabulary through morphological

analysis strategy the second semester of English Department in Universitas Muhammadiyah Parepare

In hypothesis testing, the researcher used t-test formula. The level of significance is set at $\alpha = 0.05$

The level of significance at t-test and t-table

N	Level of Significance	t-test value	t-table value
28	0.05	7.75	2.052

The table above shows that the t-test value (7.75) was higher than the t-table (2.052). From the analysis, null hypothesis was rejected and alternative hypothesis was accepted. It means that there was a significant difference between the students' pre-test score and post-test score. Thus, it can be concluded that the students' vocabulary acquisition can significantly improve after they are taught vocabulary through morphological analysis strategy.

4.2. Findings 2: Teaching Reading Comprehension through Morphological Analysis Strategy

The result of reading test obtained in the pretest showed that most of the students' scores were in fairly good classification. Of 28 students, there were 2 (7.14%) were in good classification, 10 (35.71%) were in fair classification, 8 (28.57%) were poor classification, 8 (28.57%) were in very poor classification. The students' mean score was 54.64. Whilst the result of posttest indicated that most of the students were in good classification. Of 28 students, there were 6 (21.42%) were in very good classification, 16 (57.14%) were in good classification, 6 (21.42%) were in fair classification, and none of the students got was in poor and very classification. The students' mean score was 80.51. These results indicate the significant difference between before and after the students were taught reading comprehension through morphological analysis strategy.

In hypothesis testing, the researcher used t-test formula. The level of significance is set at $\alpha = 0.05$.

The level of significance at t-test and t-table

N	Level of Significance	t-test value	t-table value
28	0.05	9.242	2.052

The table above shows that the t-test value (9.242) was higher than the t-table (2.052). From the analysis, null hypothesis was rejected and alternative hypothesis was accepted. It means that there was a significant difference between the students' pre-test score and post-test score. Thus, it can be concluded that the students' reading comprehension significantly improve after they are taught reading comprehension through morphological analysis strategy.

4.3. Discussion

For finding result 1, the description of data collected through vocabulary test shows that the students' scores were categorized as poor classification, because before giving the students treatment by applying morphological analysis strategy to increase the students' vocabulary acquisition, their score are low where most of the students (35.71%) got poor classification with the mean score 58.57. After giving them the treatment by applying morphological analysis strategy to increase the students' vocabulary acquisition, their vocabulary acquisition has increased with mean score (84,28) and is categorized as good classification where most of the students (50%) got very good classification. It means that the total score between the result of pretest and posttest was different.

Based on the previous explanation, can be seen that the students in posttest (mean = 84.28) is better than score in pretest (mean = 58.57). After applying the t-test formula, the result of computation of t-test was 7.75. If it is consulted with the t-table value 2.052 with the degree of freedom (df) = 28 - 1 = 27 and level of significant $\alpha = 0.05$, this means that t-test value (7.75) is higher than t-table value (2.052) were significantly different. It means that the students' vocabulary improve significantly through morphological analysis strategy.

For finding result 2, the data analysis result of the research proves that the use of morphological analysis strategy in teaching reading comprehension can enhance the students' ability in comprehending reading text. This statement is proved by the students' score before and after given treatment which was significantly different. In pretest, the students' mean score of reading comprehension was 54.64 and categorized at poor classification. Meanwhile, the students' reading comprehension has improvement after implementing morphological analysis strategy in learning reading comprehension with the students' mean score was 80.51 and categorized at good classification.

Besides, the result of t-test calculation shows that t-test value (9.242) is higher than t-table value (2.045) at level of significant 0.05 with df = 27. This means that the use of morphological analysis strategy enhances the students' ability in comprehending reading text.

5. Conclusion

In conclusion, morphology providing the students' ability in analyzing the process of how words are formed and how many words are produced expresses an appropriate strategy in teaching vocabulary and reading comprehension. The results of the study indicates that the use of morphological analysis strategy can enhance the students' vocabulary acquisition and their comprehension in reading text. Thus, the understanding of morpheme is important to be taught to the students referred to vocabulary acquisition and reading comprehension.

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**21st CENTURY LEARNING DESIGN
PROJECT BASED LEARNING : SCHOOL CAMPAIGN FOR
BETTER FUTURE**

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Abstract. The world has changed and things around us are noticeably changing. The changes are touching many aspects of the human life. The environment is becoming less stable, the world is becoming interconnected and the countries seem to be borderless. The unlimited development of technology is altering the pattern of our relationship to information. This global change really demands qualified human resources so that they are able to live on and keep the pace to the rapid change.

Preparing qualified human resources cannot be separated from the role of education. Due to the high speed change in this 21st century, an educational institution then needs to provide the students advanced skills (21st century skills) so that they are able to face their future, to succeed in the globalized, knowledge based world of today. In doing so, there is a need to create a learning design that equip the students the 21st century skills that influence the way of thinking, the way of working, tools of working and also skills to survive in the real world. The learning design should reflect some dimensions of 21st Century Learning: collaboration, knowledge construction, self-regulation, real world problem solving and innovation, use of ICT for learning and skilled communication. Each dimension represents an important skill for student to develop.

Project Based Learning is one of learning models that really matches to the 21st century learning paradigm. This paper is going to present project based learning: school campaign for better future that has been conducted as the best practice. The students were engaged in projects to create campaign to struggle the real problem happen in the society. The campaign were in the form of visual products by creating brochure or poster, audio product by using song smith and audio visual product by applying photostory program. In doing so, they had to work collaboratively and think critically about the selected issue. They had to find valid data through some observation, interview, analysis and the other critical thinking. They were also trained to communicate actively. They should work with the technology. The ICT use was absolutely required in the project. They regulated themselves in doing the project and finally they presented their products to the real audience and the products were expected to bring benefits for the real society/audience.

Keywords: *21st century learning design, 21st century skills, collaboration, innovation, knowledge construction, project based learning, real world problem solving, self regulation, skilled communication, use of ICT for learning.*

1. Introduction

Since the 21st century the world has entered the knowledge based era. It has been changed and things around us are noticeably changing. The changes are touching many aspects of the human life. The environment is becoming less stable, the world is becoming interconnected and the countries seem to be borderless. The unlimited development of technology is altering the pattern of our relationship to information. This global change really demands qualified human resources. It means that the human resources should have advanced skills that cover ways of thinking, ways of working, tools of working and skills for living in the world to live on and keep the pace to the rapid change. Kang, Kim, Kim & You (2012) noted that there was a change of academic standard during the development of information and communication technology (ICT) and the growth of global economy. Then, this different academic standard forces educational institution to prepare the students.

ICT really supports today's communication so that people can communicate effectively and work collaboratively without the limitation of space and time. The global economy growth requires strict competition in every aspect of human life. So, learning activity should be designed well to equip the students some skills needed in the real world today. Rotherdam & Willingham (2009) said that the students success depend on the 21st century skills, so that students are expected to possess these skills through learning process occurred at school.

Therefore, there is a need to create a learning design that equip the students the 21st century skills that influence the way of thinking, the way of working, tools of working and also skills to survive in the real world. The learning design should reflect some dimensions of 21st Century Learning: collaboration, knowledge construction, self-regulation, real world problem solving and innovation, use of ICT for learning and skilled communication. Each dimension represents an important skill for student to develop. Project Based Learning is a learning model that represents 21st century learning. It is student centered, engaging, authentic and also process oriented. The expected skills can be well integrated in this learning model.

2. Literature Review.

a. 21st Century Learning Paradigm

The term 21st century skills is generally used to refer to certain core competencies such as collaboration, digital literacy, critical thinking and problem solving that advocates believe schools need to teach to help students thrive in today's world. Then what do we mean by 21st century learning?

Berry (2010) stated that 21st century learning means that students master content while producing, synthesizing and evaluating information from a wide variety of subjects and sources with an understanding of and respect for diverse cultures. They demonstrate three Cs: creativity, communication and collaboration,

digital literacy as well as civic responsibility. Virtual tools and open source software create borderless learning territories for students of all ages, anytime, anywhere.

Wessling (2012) viewed that 21st century learning embodies an approach to teaching that marries content to skill. It offers an opportunity to synergize the margins of the content vs skills debate and bring it into a framework that dispels these dichotomies.

Beers (2012) emphasized that 21st century learning should facilitate the students to possess 21st century skills. This learning paradigm focuses on the ability of the students to develop critical thinking, relate the knowledge obtained to the real world, work with ICT and collaborate.

b. Framework for 21st Century Learning

To help practitioners integrate skills into the teaching of core academic subjects, the Partnership has developed a unified, collective vision for learning known as the Framework for 21st Century Learning. This Framework describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies. Every 21st century skills implementation requires the development of core academic subject knowledge and understanding among all students. Those who can think critically and communicate effectively must build on a base of core academic subject knowledge.

Within the context of core knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration.

When a school or district builds on this foundation, combining the entire Framework with the necessary support systems—standards, assessments, curriculum and instruction, professional development and learning environments—students are more engaged in the learning process and graduate better prepared to thrive in today's global economy.

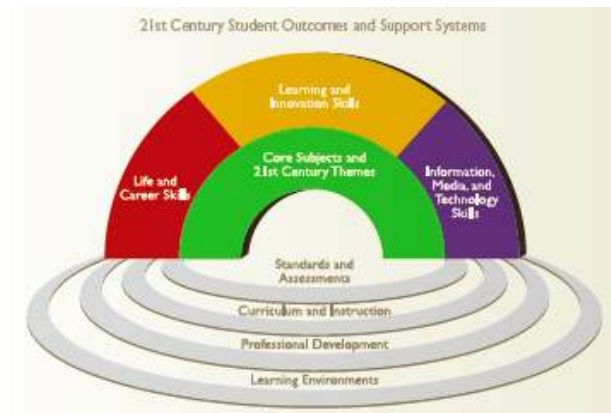


FIGURE 1 FRAMEWORK FOR 21ST CENTURY LEARNING

ATC21S (assessment and teaching for 21st century skills) concluded four main aspects of 21st century skills:

- a. **Ways of thinking.** Creativity, critical thinking, problem-solving, decision-making and learning
- b. **Ways of working.** Communication and collaboration
- c. **Tools for working.** Information and communications technology (ICT) and information literacy
- d. **Skills for living in the world.** Citizenship, life and career, and personal and social responsibility

Mastery of core subjects and 21st century themes is essential to student success. Core subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics. In addition, schools must promote an understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects:

- a. Global Awareness
- b. Financial, Economic, Business and Entrepreneurial Literacy
- c. Civic Literacy
- d. Health Literacy
- e. Environmental Literacy

c. 21st Century Learning Strategy

According to Beers (2012) there are several criteria of learning that can be considered as effective 21st century learning:

- a. Varied learning activity
The learning opportunity and activity should not be monotonous. The learning method must be matched to the competency that will be achieved. The mastery of a competence can be done through several methods that accommodate many kinds of learning styles such as auditory, visual and

kinesthetic as well. Therefore, the students will obtain balance learning opportunity.

- b. Use of ICT to achieve learning goals
The utilization of technology (ICT) facilitates the students to keep in pace with the rapid change and obtain many kinds of learning sources and media. Varied learning sources and media will make the students possible to explore many kinds of materials based on their own interest and learning styles.
- c. Project/problem based learning
Project or Problem based learning connect the students to the real problems that happen in the daily life. This learning is started from the invented problems and should be ended with the strategies offered to overcome the problems. The students study the materials in a structured way. In project based learning the students produce certain products as the outcomes of learning. And in producing the outcomes they should do investigation or inquiry learning.
- d. Cross curricular connections
Cross curricular connection or integrated curriculum makes the student possible to connect different subjects and learning competency. By doing this, the students will experience meaningful learning and they will finally understand the benefits of learning a certain subject and apply that in the real world. This learning should be supported by collaborative learning environment.

2.4. 21st Century Learning Design Rubric

Models of learning that better prepare learners for life and work in the 21st Century can be called as 21st Century Learning Design. Educators globally are working to design these new models. As it is stated in Microsoft Partner in Learning, there are 21st century learning design rubrics to help educators identify and understand the opportunities that learning activities give students to build 21st century skills. These rubrics were developed and tested internationally for the Innovative Teaching and Learning Research project. This guide describes six rubrics of 21st century learning, each of which represents an important skill for students for develop:

a. Collaboration

This rubric examines whether students are working with others on the learning activity, and the quality of that collaboration. At higher levels of the rubric students have shared responsibility for their work, and the learning activity is designed in a way that requires students to make substantive decisions together. These features help students learn the important collaboration skills of negotiation, conflict resolution, agreement on what must be done, distribution of tasks, listening to the ideas of others, and integration of ideas into a coherent whole. The strongest learning activities are designed so that student work is interdependent, requiring all students to contribute in order for the team to succeed.

b. Knowledge construction

Knowledge construction activities require students to generate ideas and understandings that are *new to them*. Students can do this through interpretation, analysis, synthesis, or evaluation. In stronger activities, knowledge construction is the main requirement of the learning activity. The strongest activities require students to apply the knowledge they constructed in a different context, helping them to deepen their understanding further, and to connect information and ideas from two or more academic disciplines (for example, integrating learning from both science and literature).

c. Self-Regulation

Learning activities that give students the opportunity to acquire self-regulation skills must last long enough for students to have the opportunity to plan their work over time, and offer visibility into clear learning goals and success criteria that students can use to plan and monitor their own work. Educators can foster self-regulation skills by giving students working in groups responsibility for deciding who will do what and on what schedule. In the most successful learning activities, students receive feedback that is supportive of students' progress toward clear learning goals, and they have the opportunity to act on that feedback to improve their work before it is considered final.

d. Real-world problem-solving and innovation

This rubric examines whether students' work involves problem-solving, and uses data or situations from the real world. The strongest learning activities for this rubric:

- 1) ask students to complete tasks for which they do NOT already know a response or solution
- 2) require students to work on solving real problems
- 3) represent innovation by requiring students to implement their ideas, designs or solutions for audiences outside the classroom.

e. The use of ICT for learning

While ICT is becoming increasingly common in classrooms and learning environments, it is often used to present or consume information rather than to fundamentally transform learning experiences. This ITL rubric examines *how* students use ICT— and whether it is used in more powerful ways to construct knowledge or to design knowledge-based products.

In this rubric, the term “ICT” encompasses the full range of available digital tools, both hardware (computers and related electronic devices such as tablets and notebooks, e-readers, smart phones, personal digital assistants, camcorders, graphing calculators, and electronic whiteboards) and software (including everything from an Internet browser and multimedia development tools to engineering applications, social media, and collaborative editing platforms).

f. Skilled communication

This rubric examines whether students are asked to produce extended or multi-modal communication, and whether the communication must be substantiated, with a logical

explanation or examples or evidence that supports a central thesis. At higher levels of the rubric, students must craft their communication for a particular audience. 21st century communication can take many different forms. For example, as part of a learning activity students may have a discussion with a peer over Skype. In this rubric, we don't focus on informal classroom talk, whether face-to-face or electronic. Instead, we focus on activities that require students to articulate their ideas in a permanent form: a presentation, a podcast, a written document, an email, etc. A performance (for example, a skit or oral debate) would also be considered in this rubric.

2.5 Project Based Learning

According to BIE (Buck Institute for Education) project based learning is a teaching method in which students gain knowledge and skills by working for extended period of time to investigate and respond to a complex question, problem or challenge. Essential elements of PBL include:

- a. Significant Content
At its core the project is focused on teaching students important knowledge and skills, derived from standards and key concepts at the heart of academic subjects.
- b. 21st century competencies
Students build competencies valuable for today's world such as problem solving, critical thinking, collaboration, communication and creativity/innovation which are explicitly taught and assessed.
- c. In depth inquiry
Students are engaged in an extended rigorous process of asking questions, using resources and developing answers.
- d. Driving Question
Project work is focused by an open-ended question that students understand and find intriguing, which captures their task or frames their exploration.
- e. Need to Know
Students see the need to gain knowledge, understand concepts, and apply skills in order to answer the driving questions and create project products, beginning with an entry event that generate interest and curiosity.
- f. Voice and Choice
Students are allowed to make some choices about the products to be created, how they work and how they use their time, guided by teacher and depending on age level and PBL experience.

- g. Critique and Revision
The project include processes for students to give and receive feedback on the quality of their work, leading them to make revisions or conduct further inquiry.
- h. Public Audience
Students presents their work to other people beyond their classmates and teacher.

3. Discussion

The main root of this writing is to present learning activity that represents the characteristics of 21st century learning. In this case the learning model used is project based learning. The project based learning was conducted by combining the national curriculum and the rubrics in the 21st Century Learning Design.

This project was conducted in SMA Negeri 2 Playen, Gunungkidul Regency, Yogyakarta Special Province. It was applied in XI graders that belonged to science classes (XI IPA1, XI IPA2 and XI IPA3). There were 21 students in each class then they made groups of three in doing the project.

In the national curriculum, there were two based competencies that expect the students to be able to express meaning in the form of functional text and also exposition text. The students were expected to produce writing in the form of poster, leaflet or brochure for the functional text and they also had to result expository writing. The communicative purpose of an expository text is to convince or persuade the readers about certain issue stated in text. With this function, we tried to combine the content of the core subjects with the themes that represent the themes in the 21st century learning. The selected themes were Global awareness, health literacy and environmental literacy.

Having decided the theme, then we set the PBL. The students were given the task to do project in group. They were expected to investigate and examine real problem that happened in the society. They had full authority to decide which problem they would work with. They had to collaborate, communicate, construct knowledge, apply ICT in doing the project. The final outcomes will be expository writings that were packaged in multi modal products. They had to make bochure by utilizing microsoft office publisher, exposition text (campaign) in the audio visual form by utilizing Microsoft photostory 3 for windows and they also had to make audio campaign by creating songs using Microsoft songsmith.

The students decided the topic that they are going to discuss. The selected topics are :

XI IPA 1	XI IPA 2	XI IPA 3
1. Silicone Injection	1. Hazing (Hard	1. Mark orientation
2. Vandalism	School Orientation)	among the students
3. Corruption	2. Karst Mining in	2. Internet Booth

4. Early Marriage	Gunungkidul	Phenomena
5. Children and Gadget	Regency	3. Students Cheating
6. Child Sex Abuse	3. Early marriage	4. Mobile Phone during the lesson
7. Poverty in Gunungkidul	4. Preservative Food (Bakso Borax)	5. Traditional Game
Regency	5. Teenager Suicide	6. Under age motor rider
	6. Synthetic Color for Food	7. Under age prostitute (Cabe-cabean)
	7. Free Sex	

Each selected topic was accompanied by driving questions such as : What phenomena that interest you? Why do you think that the problem is crucial? What are the evidences of the problem? (Provide valid supporting evidences) What will the ideal condition be? What solutions can you offer to solve the problem?

The driving questions were used as the base of the exploration and the process of constructing knowledge. Students were engaged in an extended rigorous process of asking questions, using resources and developing answers. They surfed the internet, the conducted observation and interview to competent part, they find information from many sources. They should explore the content as well as the the language features that they are going to use for example the terms/vocabulary, the structure and also the language style so that their presentation would be understandable and acceptable.

To get clear description about the learning activity the following is the outline of the project and also the reflection of the project based learning done by using 21st century learning design rubrics.

a. Project Based Learning Outline

School Campaign For Better Future

Objectives:

- Students will learn about some crucial aspects in creating campaign for certain issue
- Students will learn how to use technology as the tools of working
- Students will learn to solve the real world problem
- Students will learn the way of working such as to work in team/collaborate and also develop good communication skills
- Students will learn some words and language features (in English)
- Students will learn to create product that can bring benefit for the real life other than students.

Materials:

- Equipment: PC, Tablet, Mobile phone, video camera, .

- Software: *Bing Maps, Microsoft Office, Microsoft Powerpoint, Photostory 3 for windows, Autocollage, Microsoft office Publisher, Songsmith*

Standards:

- Citizenship
- Global awareness
- Health Literacy
- Digital and Media Literacy
- Environmental Science
- ESL
- Social Studies
- Technology and ICT
- 21st Century Skills

LESSON OUTLINE

Make a Plan (day 1-3)

- Review the previous lesson. The former class discussed about functional texts. Then direct students attention to focus on brochure/leaflet sample.
- Lead the class into a discussion, suppose they are government official or social community who concern about social issue in the society
- Give leading question : What should you do if you want to invite them to join some steps you offer to solve the social problems?
- Outline the project and make sure that all the students know the goals and the impact of the project for them
- Grouping
- Assign the students to create their own planning to accomplish the projects (time schedule and role distribution)
- Teacher presented the success criteria (assesment) so that they are well aware of their responsibility and able to regulate themselves to take the best endeavour

Day 4

- Build awareness, what should be included in an effective campaign
- Relate the knowledge they got from other subjects to ESL
- Students make some list of required information to produce acceptable ad
- Students share their responsibility to generate idea and obtaining information.
- Arrange interview guideline (What point should be asked)

Day 5 – 15

Constructing Knowledge

1. Collecting Datas
2. Finding information from the real objects
3. Finding information from Internet (Bing)
4. Sharing a question in social media to invite opinion/testimony/expectation from many people even from those who stay far away
5. Conducting observation in the real life
6. Conducting interview, local people, competent part, or government official that handle the issue.
7. Exploring the facts from the society
8. Taking photo, recording
9. Learn more information from many sources or media
10. Reviewing more sample videos of campaign
11. Interpret, analyze, synthesize and evaluate the information

Day 16-17

Learn how to use the tools of working (technology applied) to present the gained knowledge

- a. Photo story for windows and Autocollage
- b. Microsoft Power point
- c. Microsoft office Publisher
- d. Songsmith

Day 18-22

Continuing to work in a group, to result three products required.

Day 23-25

Presenting/communicating the product to the class and the real audience to obtain feedback

Day 26- 28

Revising, Evaluating and submitting the final product

b. Reflection of 21st Century Learning Design Rubrics on PBL

No	Rubric	Activity
1.	Collaboration	Students had to work in groups of three to do all the tasks, Within the small groups they discussed the issue together and are mutually responsible for the outcomes. They prepared the content, made a plan by making matrix/work schedule and decided how to present the product. There was also task distribution within the group so that the role of each students was essential for the team success.

Each student took a role in small group (group of three). They had to work separately in searching their part and they also had to come together to make conclusion based on each finding. Each individual has his/her own responsibility but his/her existence is equally important for the team success.

2. **Knowledge Construction:** Students try to generate ideas and understanding that new to them, in making/creating campaign they connect their learning from social studies (sociology, geography), science (chemistry, biology), Sport and Physical Education and language (Indonesian and English as a Second Language). Students spend most of their time and effort in constructing knowledge by doing observation, conducting interview and finding information from many sources. With the information obtained they develop the campaign and in the other context they can write a letter to public or write article in newspaper column.
3. **Real world Problem Solving and Innovation.** Students are faced to authentic situation that is experienced by the real people. The selected topics are the real problems that happen around them. The students are required to do some tasks that represents problem solving activities: they investigate, observe, design some steps to complete the tasks, they utilize the potential around them, design product and evaluate their work.
Innovation
The project done also brings benefits for people other than the students. Students present their work to the government or related department/intitution. And whenever they have got feed back and revise they also present their work to the public (in the school board) and uploaded their work.
4. **Use of ICT for Learning** Students use the ICT directly to complete the task. They use some digital tools such as camera, cam corders, mobile phone, tablet, notebook, Internet, Microsoft application (Photo story, Office Publisher, Power point, autocollage and songsmith) and social media. The ICT really promoted the project.
Students also used the ICT to construct knowledge, they search the information from

internet (Bing) and also updated information from the social media. They also did observation in the field and took photo using their digital camera, they conduct interview and record all information obtained. They also used their cell phone to explore more information.

ICT is required in this project The Students used social media (facebook)to invite some opinion from the public about the recent issue they worked with. By doing this, they can obtain many opinion, input or testimony from many people even from those who stay in another area.

Students also created ICT products that can be used by others. They created simple audiovisual campaign by using photostory and make it available on the internet, the outside audience can enjoy that.

They also designed brochure/leaflet using microsoft office publisher that can be viewed by the authentic audience. At last, they created their campaign song to invite people to do or not todo the action based on the chosen issue. They created the song by using song smith.

5. **Self Regulation**

The project done is long term. It should be completed within one month. And They have already got the learning goals and the success criteria in advance. They can control their own progress, know what to do and well aware of their responsibility. To regulate their work, they plan their own work, they create matrix for the schedule and also task distribution. When they have resulted the first draft, they are given opportunity to present their product to the class and also to the related Department. From that presentation, they got feedback. And From tose feedbacks they made some revision and made the final draft.

6. **Skilled Communication**

Student produced communication that present connected ideas. They produce video (photostory) that comes in the sequence of idea. They arranged the pictures and related their ideas. It was not just a single thought. They also create multi modal communication. It ncludes more than one type of communication. They create the campaign in the form of video (audio visual), in the form of visual (leaflet/brochure) and also in the audio form by creating song. In making the campaign students provide some evidences to support their description, they obtained the factual information

from the real objects also supported by picture and recording. Finally in this activity students design the communication for particular audience. By holding communication with competent part uch asrelated Department or institution in Gunungkidul regency, the message can be easily conveyed. This audience understand well about the matter so the effective communication can be ocured. There was shared knowledge and communication can be shaped appropriately.

4 Conclusion

The development of the world today requires better quality of the human resources. It demands people who possess 21st century skills so that they can compete in the globalized world. School as an educational institution need to prepare the students well so that they can survive in the real life. In doing so, the school has to provide meaningful learning experience that can train the students to apply the skills needed the real world or the workplace. One of the ways to provide meaningful learning experience is by designing the learning activity.

Project Based Learning is a model of learning that can give the students authentic experience. With the touch of 21st century learning, the PBL can really offer wide range real experiences for the students so that they can apply their experiences obtained in the real conduct later. Students felt satisfied with their learning because they could find the answers of their curiosity. They also could practice the important skills such as communicate, collaborate, work with technology and also develop critical thinking.

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Pre-Service Teachers' Self-Reflections in Micro Teaching Class

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Abstract. This research was conducted in a Micro Teaching class which is offered for semester 6th students of the English Language Education Study Program of Sanata Dharma University. This research aims at investigating the preservice-teachers' self evaluation as part of their teaching reflections. Long time ago, Dewey (1916) already stated that teachers should take time to reflect on their observations, knowledge, and experience so that they can effectively nurture each child's learning and, according to Bartlett (1990), a reflective teacher involves moving beyond a primary concern with instructional techniques and “how to” questions and asking “what” and “why” questions that regard instructions and managerial techniques not as ends in themselves, but as part of broader educational purposes. In line with those two experts, reflections are considered important in my Micro Teaching class in which students are supposed to write weekly reflections qualitatively and quantitatively about their experiences in their class. This research might contribute insights to those who concern with preservice teachers' training.

Keywords: *micro teaching, pre-service teachers, self-reflections*

1. Introduction

In all teaching and learning processes, assessment is one essential component that should exist. Assessment refers to the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving learning and development (Palomba & Banta, 1999). Micro Teaching class is included in these processes.

Assessment can refer to feedback as well. According to Lewis (2003), there are three sources of feedback. First, feedback which is given by teachers to students is called teacher feedback. The second source is from peers. Some experts considered that peer feedback is considered the most effective feedback compared to the others. the third one is self correction. It is the students themselves who correct their own works. Feedback can be given in the form of oral and/or written.

In my Micro Teaching class, there were several forms of assessment done and two of which are self-evaluation and personal reflection. These kinds of assessment are meant to train the students to be reflective teachers. Self-evaluation is an evaluation sheet which consists of 3 main parts: (1) preparation, (2) general teaching competence, and (3) basic teaching skills.

This self-evaluation is filled in every time the pre-service teachers finish their teaching, while personal reflection is written to record their weekly experiences and feelings during their processes in Micro Teaching class.

Having this process, in this article, I would like to share what the pre-service teachers think about their teaching experience.

2. Literature Review

Literature review covers several related theories, namely (1) general areas of teacher competence, (2) what is reflection?, (3) types of reflections, and (4) Ignatian Pedagogy.

2.1. General Areas of Teacher Competence

Smith (as cited by Cooper, 2011) states that a well-educated teacher should be prepared in four areas of teacher competence to be effective in bringing about intended learning outcomes. They are:

2.1.1. Command of theoretical knowledge about learning and human behavior

According to Smith, educational recipes and standardized procedures were formally and informally passed on to new teachers to help them survive in classrooms. While this practice still exists, many scientific concepts from psychology, anthropology, sociology, linguistics, cognitive sciences, and related disciplines are now available to help teachers interpret the complex reality of their classrooms. These make up the theoretical knowledge of teaching. Those teachers who lack the theoretical background and understanding provided by such scientifically derived concepts can only interpret the events of their classrooms according to popularly held beliefs or common sense. Although common sense often serves us well, there is ample evidence that teachers who habitually rely on it will too often misinterpret the events in their classrooms.

2.1.2. Display attitudes that foster learning genuine human relationships

An attitude is a predisposition to act in a positive or negative way toward persons, ideas, or events. Virtually all educators are convinced that teacher attitudes are an important dimension in the teaching process. Attitudes have a direct effect on our behavior; they determine how we view ourselves and interact with others.

2.1.3. Command of knowledge in the subject matter to be taught

Command of the subject matter to be taught is an obvious necessity for any teacher. But taking courses in biology or history or mathematics is not sufficient. A teacher's subject-matter preparation really has two aspects: (1) a study of the

subject matter itself and (2) a judicious selection of the material that can be transmitted successfully to the student.

2.1.4. Repertoire of teaching skills that facilitate student learning.

The fourth area of competence required of effective teachers is possession of a repertoire of teaching skills, which are the specific sets of identifiable behaviors needed to perform teaching functions.

2.1.5. Personal practical knowledge

Personal practical knowledge is the set of understandings teachers have of the practical circumstances in which they work. These understandings include teachers' beliefs, insights, and habits that enable them to do their jobs in schools. This personal practical knowledge tends to be time bound and situation specific, personally compelling, and oriented toward action. For years, researchers deniers have of the practical circumstances in which they work.

2.2. What is reflection?

According to Richards, reflection or "critical reflection", refers to an activity or process in which an experience is recalled, considered, and evaluated, usually in relation to a broader purpose. (taken from http://www.tttjournal.co.uk/uploads/File/back_articles/Towards_Reflective_Teaching.pdf retrieved on June 30, 2014). It is a response to past experience and involves conscious recall and examination of the experience as a basis for evaluation and decision-making and as a source for planning and action. Another expert, Bartlett (1990) as cited by Richards, points out that becoming a reflective teacher involves moving beyond a primary concern with instructional techniques and "how to" questions and asking "what" and "why" questions that regard instructions and managerial techniques not as ends in themselves, but as part of broader educational purposes.

2.3. Types of reflections

In this part, several types of reflections are introduced:

2.3.1. Peer Observation

In his article, Richards states that, "Peer observation can provide opportunities for teachers to view each other's teaching in order to expose them to different teaching styles and to provide opportunities for critical reflection on their own teaching." The teachers identified a variety of different aspects of their lessons for their partners to observe and collect information on. These included organization of the lesson, teacher's time management, students' performance on tasks, time-on-task, teacher questions and student responses, student performance during pair

work, classroom interaction, class performance during a new teaching activity, and students' use of the first language or English during group work.

2.3.2. Written accounts of experiences

Another useful way of engaging in the reflective process is through the use of written accounts of experiences.

2.3.3. Self-Reports

Self-reporting involves completing an inventory or check list in which the teacher indicates which teaching practices were used within a lesson or within a specified time period and how often they were employed (Pak, 1985). The inventory may be completed individually or in group sessions. Self-reporting allows teachers to make a regular assessment of what they are doing in the classroom. They can check to see to what extent their assumptions about their own teaching are reflected in their actual teaching practices. For example a teacher could use self-reporting to find out the kinds of teaching activities being regularly used, whether all of the programme's goals are being addressed, the degree to which personal goals for a class are being met, and the kinds of activities which seem to work well or not to work well.

2.3.4. Journal Writing

Journal writing aims to provide a record of the significant learning experiences that have taken place, to help the participant come into touch and keep in touch with the self-development process that is taking place for them, to provide the participants with an opportunity to express, in a personal and dynamic way, their self-development, to foster a creative interaction.(Powell, 1985, Bailey, 1990 as cited by Richards)

2.3.5. Collaborative Diary Keeping

Journal writing can be done by a group of teachers. They can explore the value of collaborative diary-keeping as a way of developing a critically reflective view of their teaching

2.3.6. Recording Lessons

For many aspects of teaching, audio or video recording of lessons can also provide a basis for reflection. Many significant classroom events may not have been observed by the teacher, let alone remembered, hence the need to supplement diaries or self-reports with recordings of actual lessons.

2.4. Ignatian Pedagogy Paradigm

As written in Ignatian Pedagogy: a Practical Approach (accessed in https://www.rockhurst.edu/media/filer_private/uploads/ignatian_pedagogy_a_practical_approach.pdf), Ignatian Pedagogy is inspired by spiritual experiences but it is very human and universal. It refers to eclectic teaching methods which are inspired by the spiritual experiences of St. Ignatius. It is not merely meant for Jesuit schools, colleges, and universities, but it can be applied in every educational service as well since it is profoundly human and consequently universal.

There are five steps involved in Ignatian Pedagogy:

2.4.1. Context

It refers to context of learning that supports the learning process. It is about personal care of the student by the teacher and an environment for learning.

2.4.2. Experience

Experience is a key element in education. It does not only involve intellectual, but also affective. Ignatian pedagogy aims to ensure that the student will have a full learning experience of mind, heart and hand.

2.4.3. Reflection

This is the KEY to the Ignatian pedagogical paradigm. Reflection is the process whereby the student makes the learning experience his/her own, gets to the meaning of the learning experience for self and for others.

2.4.4. Action

Action is not mere activity. It is rather the student's attitudes, priorities, commitments, habits, values, ideals, internal human growth flowing out into actions for others.

2.4.5. Evaluation

This is an evaluation of the student's growth in the acceptance of the school's aims and objectives for the student.

3. Method

This study employed a survey method with a questionnaire and reflection books as the main research instruments. This study was conducted in the English Language Education Study Program of Sanata during the even semester of 2013/2014 academic year in which 19 students of Micro Teaching participated as the respondents.

The questionnaire was in a form of a self-evaluation sheet which was filled in after the preservice-teachers did their teaching in Micro Teaching class. The questionnaire consisted of 3 main parts: (a) preparation related to lesson plans, (b) general teaching competence which includes material mastery, appearance, class management, confidence, pronunciation, basic grammar accuracy, speaking fluency, and (c) basic teaching skills involving set induction, set closure, delivery and stimulus variation skills, questioning and reinforcement skills, teaching strategies.

The second instrument analyzed in this study was preservice-teachers' reflection books. Reflection books contained pre-service teachers' reflections during their processes in Micro Teaching class. Their reflections were written at home and submitted weekly after the class. They were free to write all their experiences, feelings, lessons they underwent in the class.

4. Findings and Discussion

4.1. Questionnaire Results

The questionnaire which was in the form of self-evaluation after teaching. It was done twice: after their mid-term performance and after their final performance. In this questionnaire, the pre-service teachers should score themselves between 1 – 5 (very poor – very good). The following is the result of their first self-evaluation:

Respondents	Aspects # (scales 1 – 5)													Mean
	1	2	3	4	5	6	7	8	9	10	11	12	13	
1	5	5	4	5	5	4	4	5	3	3	3	4	2	4.00
2	4	3	5	4	5	4	4	4	4	5	3	4	4	4.08
3	5	4	5	3	4	4	4	5	5	5	4	4	5	4.38
4	4	4	5	4	5	5	4	4	4	4	4	4	4	4.23
5	4	2	5	3	5	2	3	4	4	5	4	2	2	3.46
6	4	4	4	3	4	4	4	3	4	4	4	4	4	3.85
7	4	5	4	4	5	5	4	5	5	3	4	4	4	4.31
8	3	3	3	3	4	3	3	3	3	4	4	4	4	3.38
9	3	5	4	3	3	5	5	4	4	4	3	3	3	3.77
10	5	4	5	4	3	3	3	4	4	4	5	5	4	4.08
11	5	4	4	4	3	3	3	4	5	5	4	4	4	4.00
12	4	4	5	4	5	3	3	3	4	4	3	3	4	3.77
13	5	4	4	3	5	3	3	4	4	4	4	4	4	3.92
14	4	4	4	3	4	4	3	4	4	4		4		3.82
15	3	4	3	4	4	4	4	4	4	3	3	4	4	3.69
16	5		5	4	5	4	3	4	4	3	4	3	3	3.92

Respondents	Aspects # (scales 1 – 5)													Mean
	1	2	3	4	5	6	7	8	9	10	11	12	13	
17	5	4	5	4	4	3	3	3	5	4	4	3	4	3.92
18	5	4	4	4	4	3	3	4	5	5	4	4	4	4.08
Mean	4.28	3.94	4.33	3.67	4.28	3.67	3.50	3.94	4.17	4.06	3.76	3.72	3.71	

Table 1: Pre-service teachers' self-evaluation 1

Notes:

Aspect 1 : lesson plan
 Aspect 2 : material mastery
 Aspect 3 : appearance
 Aspect 4 : class management
 Aspect 5 : confidence
 Aspect 6 : pronunciation
 Aspect 7 : basic grammar accuracy

Aspect 8 : speaking fluency
 Aspect 9 : set induction
 Aspect 10 : set closure
 Aspect 11 : delivery and stimulus variation skills
 Aspect 12 : questioning and reinforcement skills
 Aspect 13 : teaching strategies

Table 1 shows that the pre-service teachers scored themselves good with the score range between 3.38 – 4.38 out of 5. It means that they have confidence about their teaching. Meanwhile, the data of the mean score for each aspect show that the lowest score (3.50) is on aspect number 7, which is basic grammar accuracy. It means that the pre-service teachers were aware that their grammar accuracy needed to be improved. The second lowest scores were on aspect number 4 and 6, i.e. class management and pronunciation. The highest score (4.33) was placed on aspect number 3 (appearance) and the second highest scores (4.28) were on aspect number 1 (lesson plan) and 5 (confidence).

Respondents	Aspects #													Mean
	1	2	3	4	5	6	7	8	9	10	11	12	13	
1	4	4	5	4	5	4	4	4	4	5	4	4	4	4.23
2	4	4	5	4	5	4	4	4	4	5	4	4	4	4.23
3	4	4	5	3	3	4	4	4	4	4	4	3	4	3.85
4	3	5	5	4	4	4	4	4	4	4	3	3	3	3.85
5	4	5	3	4	4	4	4	4	4	5	5	5	5	4.31
6	5	4	5	3	5	4	4	4	4	4	5	3	4	4.15
7		3	4	3	4	4	4	4	4	3	3	3	4	3.58
8	4	4	4	4	3	4	3	4	4	4	3	4	3	3.69
9	4	5	5	4	3	4	5	4	4	4	4	4	4	4.15
10	4	4	5	4	4	4	3	4	5	3	4	4	4	4.00
11	5	5	4	4	5	4	4	4	5	4	4	5	4	4.38
12	5	5	5	4	4	3	3	4	4	4	4	3	4	4.00
13		4	4	4	5	4	4	5	3	2	4	3	4	3.83
14	3	5	5	4	5	4	4	5	3	2	4	3	4	3.92

Respondents	Aspects #													Mean
	1	2	3	4	5	6	7	8	9	10	11	12	13	
15	4	4	4	3	5	4	4	4	4	3	4	4	3	3.85
16	4	4	5	3	4	3	3	4	4	4	4	3	4	3.77
17	5	5	4	4	5	4	4	5	5	5	5	5	4	4.62
Mean	4.13	4.35	4.53	3.71	4.29	3.88	3.82	4.18	4.06	3.82	4.00	3.71	3.88	

Table 2: Pre-service teachers' self-evaluation 2

Notes:

- Aspect 1 : lesson plan
- Aspect 2 : material mastery
- Aspect 3 : appearance
- Aspect 4 : class management
- Aspect 5 : confidence
- Aspect 6 : pronunciation
- Aspect 7 : basic grammar accuracy
- Aspect 8 : speaking fluency
- Aspect 9 : set induction
- Aspect 10 : set closure
- Aspect 11 : delivery and stimulus variation skills
- Aspect 12 : questioning and reinforcement skills
- Aspect 13 : teaching strategies

The results of the second self-evaluation tend to be a bit higher than the first one. Table 2 shows that the pre-service teachers scored themselves good as well with the range between 3.58 – 4.62. Seen from the teaching aspects, there were 2 aspects obtaining the lowest score (3.71), namely class management and set induction. The second lowest score was on teaching aspect 10, i.e. set closure. Meanwhile, the highest score was 4.53. It was for aspect number 3, i.e. appearance and the next highest scores were for material mastery (4.35) and confidence (4.29). Here, the pre-service teachers had more confidence in these three teaching aspects.

From the results of the questionnaire, classroom management consistently, both in the first and second self-evaluations, appeared to be one of the most challenging aspects for the pre-service teachers since this aspect was always scored low. This brings an idea that the pre-service teachers were aware that they still need to pay attention more on the classroom management skills. Interestingly, there is also a consistency of the teaching aspects that are scored high, namely appearance and confidence. What is meant by appearance is anything related to the pre-service teachers' physical appearance, while confidence can be seen from the way they perform. In this case, the pre-service teachers thought that they had performed well.

4.1. Pre-service teachers' reflections

The pre-service teachers were also assigned to write their reflections about their teaching. The first example is about what the respondent thought about her preparation and confidence. “ I had prepared the material well.” Further, she said that “...I was full of confidence.” She wrote these as her reflection of what went well about her teaching.

Another student wrote about her weakness in managing the class:
“ Class management is my biggest weakness. I still can’t manage a big group of people well. I tried to improve it but I still cannot do it better.” Although she realized that she failed to manage her class, she made an effort to improve it.

These examples show that the pre-service teachers were able to evaluate not only their weakness, but also their strength. This way might bring them to be able to give an objective evaluation.

5. Conclusion

Teaching involves several aspects that always need to be learned and trained and that involves internal and external factors. Internal factors contribute a big influence to the teaching skill development. It needs great self-awareness to always improve oneself by looking back what has happened and experienced, seeing what has gone well and what needs improvement. Self- evaluation and reflections can become a way to be reflective teachers.

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Utilizing Authentic Materials for Advancing Learners' Communicative Competence

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Abstract. Successful EFL learners can be recognized not only from the level of their English proficiency but also from their communicative competence. In that way, they are able to perform correct and appropriate forms of the target language. This communicative competence, as asserted by Alptekin, is pivotal for EFL learners to take part in the target culture (2002). Therefore, teachers are called for helping the learners build up their level of communicative competence. One way of doing it is by making use of authentic materials for EFL classroom activities. This presentation will highlight how a variety of authentic materials can be used in productive and receptive modes in order to advance EFL learners' communicative competence. Engaging classroom activities will be used to illustrate how the above notions can be implemented.

Keywords: *Authentic material and Communicative competence*

This paper was actually prompted from my English learning experience in junior and senior high school. At that time, I learned Grammar a lot and was exposed to various kinds of Grammar exercises. No wonder then, my grammar was very good and I was very satisfied with that. However, there was a moment when I met many delegates from international countries for an international youth conference. There, I need to convey many things in English in order to get involved with the event and the people. For example, for describing beautiful places in Indonesia; for opening, closing, and handling questions during my session, and even for asking and giving direction in the conference venue. From this experience, I realized that mastering grammar is not yet enough for being a successful English learner/user. More to that, we also need to master such language functions above to communicate in a real-life situation.

My experience above, in fact, has already become a particular concern for some educators since the 1970s. Larsen-Freeman noted that educators in that era, such as Wilkins (1976) and Widdowson (1978), observed that many learners could master grammar rules very well but not able to use them to communicate in real-life situations. In response to such a phenomenon, Hymes (1971) urged "Being able to communicate required more than linguistic competence; it required communicative competence" (2000). Communicative competence is the ability to speak competently which requires not only mastering the grammatical rules of a language, but also knowing what to say to whom in what conditions and how to say it (Hymes, 1972, 1974). Furthermore, Hymes urged, "There are rules of use without which the rules of grammar would be useless." (as cited in Scarcella,

Andersen, and Krashen, 1990: xi). In short, in order to be able to communicate in the target language environment, EFL learners need to master not only grammar but also some other communication skills. By so doing, they will gain a higher level of communicative competence.

To achieve a reasonable level of communicative competence, there is a need to cultivate students' skills for the real world. This can be done by trying to create this world in the classroom (Guariento and Morley: 2001: 347). One way of doing this is by using authentic materials. For example, brochures, newspaper headlines and articles, cooking recipes, pictures, etc. Such authentic materials are believed to be able to develop learners' language competence. As urged by The aim of this paper is to highlight how a variety of authentic materials can be used in order to advance EFL learners' communicative competence. Engaging classroom activities will be used to illustrate how the above notions can be implemented.

AUTHENTIC MATERIAL

Authentic materials are believed to promote several advantages. Larimer, Schleicher, and DaCosta believe that they can enhance learning through the choice of particular interest, increase variety and spontaneity in classes, allow students to expose a wide range of vocabulary and structures, and make the most of students' prior cultural and schematic knowledge to compare target situations and genres with those of their own culture (1999: v).

Philips and Shettlesworth, 1978, Clarke, 1989, Peacock, 1997, as cited in Kilickaya, (2004), argued that authentic materials have good points for teaching and learning since they promote positive effect on learner motivation, provide genuine cultural information, provide exposure to real language, relate more closely to learners' needs, and promote a more creative approach to teaching.

Yet some people may disagree with the believed values above considering that authentic materials often have difficult language, unnecessary vocabulary, and compound language structures. In addition, those can give another problem for the teacher in lower-level classes (Richards: 2001). However, the difficulty still can be overcome by simplification, for example. As Widdowson believes that simplification can take place, within the conventions of a given language field, while maintaining authenticity in the sense of learner response (as cited in Guariento and Morley: 2001)

COMMUNICATIVE COMPETENCE

Communicative competence minimally involves four areas of knowledge and skills. The first area is grammatical competence. It reflects "knowledge of the linguistic code itself and includes knowledge of "vocabulary and rules of word formation, pronunciation, spelling, and sentence formation." The second area is The third area is discourse competence. It involves mastery of how to combine grammatical form and meanings to achieve a unified written text in different

genres such as narrative, argumentative essay, scientific report or business letter. The fourth area is strategic competence. It refers to the mastery of the communication strategy that may be called into action either to increase the effectiveness of communication or to compensate for breakdowns in communication due to limiting factors in actual communication or to insufficient competence in one or more of the other components of communicative competence (as cited in Scarcella, Andersen, and Krashen, 1990).

AUTHENTIC MATERIALS TO ENHANCE EFL LEARNERS' COMMUNICATIVE COMPETENCE

Below is the illustration on how authentic materials (cartoon strip, magazine, an amateur video, and movie) can be utilized for advancing EFL learners' communicative competence. i.e., grammatical, sociolinguistic, discourse, and strategic competence.

Authentic Materials for Advancing EFL Learners' Grammatial Competence.

Authentic material : Cartoon strip

Topic : Adverb

Objective : students are able to identify Adverbs in a sentence and able to use it in a context of real-life situation

EFL Level : elementary-advance



<https://www.google.co.id/search?safe=off&biw=1366&bih=667&tbm=isch&sa=1&q=cartoon+stri p+adverb&oq>

Teaching Procedures:

- a. Use the cartoon strips above to introduce Adverb by describing its functions (e.g. to modify Verb, Adjective, and the other Verb). The first strip illustrates the use of adverbs (quickly, high, and quietly) to modify Verbs (run, jump, and sit). The second strip indicates the use of adverb (really) to modify Adjective (cool).
- b. For elementary level students, use a kind of cartoon strip one and delete the adverb. Then ask the students to complete the verb with the appropriate adverb as illustrated in the picture. For example, run (quickly)
- c. For intermediate level students, use the following cartoons to identify Adverbs. The first one is *Totally* and *really* (Adverb) modify *fine* and *hungry* (Adjective).

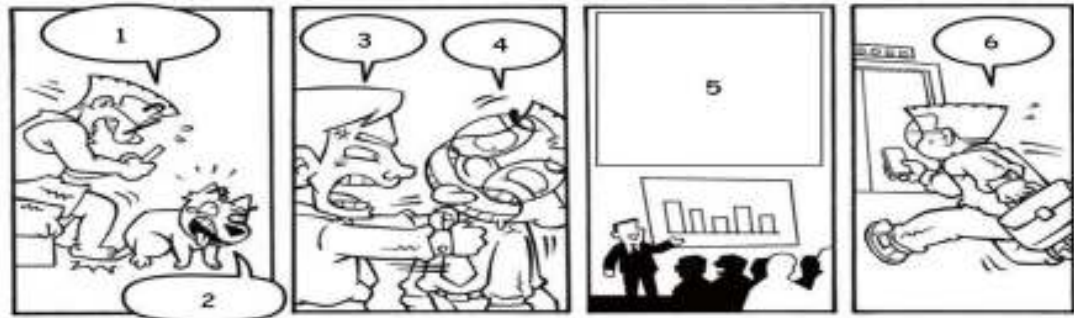


<https://www.google.co.id/search?safe=off&biw=1366&bih=667&tbm=isch&sa=1&q=cartoon+strip+adverb&oq>

- d. After having been exposed to exercises, allow the learner to produce a single sentence with Adverb by using a guided Adverb as in the picture below:



For students in higher academic level, allow them to produce dialogues in which every sentence should consist of Adverb.



Source:

www.google.co.id/search?safe=off&biw=1366&bih=667&tbm=isch&sa=1&q=cartoon+strip+with+out+caption&oq

Authentic Materials for Advancing EFL Learners’ Sociolinguistic Competence.

Authentic material : Advice column in “Woman’s Day” Magazine

Topic : Asking for Advise

Objective : The students are able to use appropriate language expressions for asking for advice

EFL Level : elementary-intermediate



Source: Woman’s Day, November 28, 1994

Teaching Procedures:

- a. Distribute the advice column taken from “woman’s Day” Magazine to the students.
- b. Ask the students to read the text.

Each letter in the text contains an expression used to ask for advise. For the class activity, the expression in each letter is omitted and replaced with blanks.

- c. The students are then asked to fill in the blank with the appropriate expression in the following table. For example:

Letter	Problems	Expressions for asking for advise
Letter 1	Cleaning the tiles	a. What do you suggest?
Letter 2	Removing the smell from some old scent parfume	b. Could you please print the solution again?
Letter 3	Removing the sticky area on the surface of a pine table	c. What should I use?

- d. Explaining the language expressions used for asking for advice.
e. Asking the students to create a problem.
f. Asking them to tell the problem to their friend and ask for advice using the language expressions explained before.

Authentic Materials for Advancing EFL Learners' Discourse Competence

Authentic material : amateur video

Topic : Procedure text

Objective : The students understand the generic structure of a procedure text and able to write a procedure text using the generic structure in order to achieve a well organized text.

EFL Level : upper intermediate-advance



Teaching procedures:

- a. Play the video of making up the bed in a Thai sleeper train as illustrated in the three pictures above (the video is the author's taken in a Thai sleeper train).
- b. Ask the students to watch the video and take note the procedures of making up the bed in a Thai sleeper train.
- c. Discuss the procedures together.
- d. Ask the students to mention the action verbs used to describe the procedure.
- e. Ask the students to mention the adverbs used to describe the procedure
- f. Give the procedure text of making up the bed in a Thai sleeper train and explain the generic structure (using imperative, action verb, adverb such as first, second, then).
- g. Ask the students to write a procedure text on topics closely related to their life referring to the generic structure explained previously.

Authentic Materials for Advancing EFL Learners' Strategic Competence.

Authentic material : movie /TV series
Topic : Introducing People
Objective : students are able to identify the language expressions for opening, maintaining, and closing a conversation on introducing people and able to use the expressions in daily life conversation.
EFL Level : upper intermediate-advance



Teaching procedures:

- a. Play three scenes of introducing people taken from “Friends” TV series.
- b. Distribute the exercise. The exercise is filling in the blanks with the language expressions used to introduce people as stated in the movie scene. For example:

Joey : *Hey, everybody**
 *I'd like you to meet** Janine

Ross : *Hi**

Joey : She is going to be my new roommate

Janine : *Hi**

Monica : *It's nice to meet you**, Janine.....

Janine : Lecroix

Joey : I don't know that. What a pretty last name.

Chandler : *So where are you from?**

Janine : Australia. I just moved here two weeks ago.

Joey : From the land down under? I don't know either.

Chandler : *So, what do you do**

Janine : *I'm a dancer**

Joey : you're a dancer?

she is a dancer

Janine : Well, I think I'll go unpack

() To be omitted in the exercise sheet and replaced with blanks.*

- c. Ask the students to fill in the blanks with the appropriate language expressions in the movie.
- d. Explain the expressions used to introduce someone and explain that knowing such expressions used in the beginning to the end of conversations can be useful to maintain communication and/or avoid communication breakdown.
- e. Ask the students to create their own role play on introducing a new friend.

CONCLUSION

Authentic materials can be utilized for English teaching and learning and more importantly for advancing EFL learners' communicative competence. For example, learners can learn Adverb and use it in a context, appropriate language expressions for asking for advice, learn to write a well-organized procedure text, and learn how to use language expressions for opening, maintaining, and closing a conversation when introducing a new friend. The point here is that authentic materials can be used not only as authentic texts but also authentic tasks in which the learners are exposed to the real-life situation of the use of English. By doing so, Authentic materials can achieve its purpose of enhancing learners' communicative competence.

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An Analysis on the Students' Trend in Writing Course

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Abstract. This research discusses about the students' tendency in writing course covering types of genres, aspect of lecturer, students' participation, the lecturer influence, and aspects of teaching of the lecturer. To disclose all of these issues, four items of questionnaire were spread over to the undergraduate students with several research questions; what type of genre are the students in favor of?, how do the students' rate the influence of the lecturer's ability in teaching?, how do the students rate their participation in taking writing course?, how do the students rate five aspects of the lecturer? This research is a qualitative research on the basis of analysis with questionnaire as instrument designed with Likert scale and rating scale technique (Sugiono, 2009). The total subject is 65 students who were enrolled at writing 4 of Muhammadiyah University of Metro Academic Year 2013 /2014. The result, in respect to the students' response, turned out that 41,53 % of them preferred to choosing descriptive genre, 56,92 % stated that the lecturer influenced the students, only 26,15 % of students felt that they participated very much in the learning, and 55,69 % rated that a technique in teaching writing was very important. The implication of this a case study research is that some aspects are still critical to include in teaching writing even though the subjects are undergraduate students.

Keywords: *writing course, tendency, descriptive genre, case study research*

1. Introduction

Writing which is the last productive skill that students have to achieve has become the most difficult one especially in EFL. According to Jordan (1999) citing a result of research by James, states that the learners of English find writing the most difficult thing they have got to do (p.91). Thus, writing is not as easy as other four skills. Brown (2001) proposes some questions leading to an end that writing is difficult to achieve event for those who are native speakers saying: "why is not everyone as an excellent writer?, what is it writing that blocks so many people, even in their own native language? Why don't people learn to write naturally as they learn to talk?" (p.334). In short, it is clear that writing is the most difficult one for both native and non-native speaker of English.

Further, about writing, has not stopped at this point because writing is a general term in writing itself. What kind of writing then? What kinds of genres are addressed in this context? The answer is that, in fact, writing has many genres.

Jordan (1999) lists several terms referring to academic writing such as process and procedure, descriptive, narrative, definitions, exemplification, classification, comparison and contrast, cause and effect, and discussion. However; what is meant by writing in the current research is actually writing four course in which both academic and non academic writing were taught. Thus, it is clear that the students' problem lie beyond those genres. So, it is worth- showing a further question: what types of genres do the students find it difficult to achieve? The answer is there in the research question.

Writing four course in this context is, in fact, a short essay writing which is a typical course at undergraduate level of English department of UM Metro. Its status is a required course and is a perpetuation of writing 1, writing 2, and writing 3. As a result, all undergraduate students of English Department at this campus took this course as they thought that this course was required course and would be an important point for them.

Despite the fact that all genres proposed by Smalley and Ruetten (1982), Jordan (1999) were clearly explained and supplied with interactive examples for each, the students who took this course found sufficient problem to solve. Yet everyone had different tendency and segment of problem regarding the explained genres. In fact, the process of giving example was begun with a drafting process in each genre, followed by composing thesis statement (henceforth, ThS), made topic sentence and concluding sentence in each body paragraph, and creating concluding paragraph as the last part of the essay. Further, it was back the first part that was to complete the ThS with hook and general statement preceded. Next was to enrich the body paragraph by supplying related supporting sentences for topic sentence and then breaking down each supporting sentence with three supporting details. This went on and on in each body paragraph. Finally the process ended with self editing, peer editing, and teacher editing. All of those processes happened to all explained genres with a slightly different in making drafting technique.

The problem in this research seems to stem from the a very vivid situation during the writing class since writing one to writing four with the following features. The students tent to choose certain genres when they were exposed to some provided genres such as descriptive, argumentative, opinion, discussion, and so forth. The factors made them choose definite genre and neglect other genres remain big question. Then, what the students thought about the role of the lecturer. Does a lecturer influence the students attitude and enthusiastic in doing writing? Further, how the students place themselves in sense of their participation in the writing class. Finally, among some aspects of the lecturer in sense of his or her roles in teaching, how the students list each aspect from the most to the least importance. All of these queries remains a conundrum and cannot be clarified until the questionnaire was analyzed.

1.1. Research Question

Having finished reviewing literatures and looking at what exactly happened in the class through analyzing questionnaires, the following research questions were addressed and formulated based on what arose in the problem background:

1. Which one of the following genres do the students like most during the test and explain why?
2. Is there any influence of the lecturer toward your attitude and enthusiastic in doing writing and why?
3. How do the students rate their participation in writing class?
4. How will the students list the provided aspects of lecturer from the most to the least?

All of these would be answered after the data analysis was done.

1.2. Research Objective

Upon all of those research questions, the researcher has set some research objectives from which some findings and lesson-learned can be gained.

Accordingly the research objectives are to find out:

1. Which one of the following genres the students like most during the test and explain why;
2. If there is any influence of the lecturer toward their attitude and enthusiastic in doing writing and why;
3. How the students rate their participation in writing class;
4. How the students will list the provided aspects of lecturer from the most to the least.

1.3. Research Scope

To avoid confusion, it is important that the research scopes are marked with the following constraints. This research genre is an analysis research that is carried out at UM Metro Academic Year 2013 /2014. The subject is the students of English Department cohort 2011 and the total respondents are 65 students: 10 males and 55 females. The object is the students' responses manifested in a questionnaire. They were enrolled at writing 4 course and voluntarily willing to be respondents.

1.4. Significance

This research is considered to be significant as it will explore some essential information that will be very useful for the following parties. Firstly, it is for the researcher and teachers. This research will be a good reputation and the findings may inform the needed information by both parties who will do any further research in relation with writing. Secondly, the significance is addressed to

the students, the subject of the research. This information may disclose the mystery of the common tendency in writing and the reason why they happen so. The last significance is addressed to English Department of UM Metro. The result of this research may upgrade the selling point of this institution and thus uplift its reputation among other Universities and may contribute to the global community related to research in writing. Hence, the importance of this research spreads over different parties and elements of academicians.

2. Literature Review

Writing, to some extent, has become the last skill and the most difficult one to learn for anyone who learns language for communication with its unique consequences. Writing has often been described as a demanding and sometimes troublesome dimension of academic life (Murray and Moore, 2006, p. 5). No guarantees that a native speaker who has a good skill in writing, unless the person has an intended concern on that. Moreover, essay writing which is a specific part of writing composition that the majority of students dislike compared to that of speaking (Turmudi, 2013), is considered to be the most difficult one among the four skills particularly for those who are non-native speakers of English or in what is so called foreign language learners (hence FLL). This claim is in line with that of Nepomuceno (2011) stating that:

“Among the four macro-skills of language, writing appears to be the most difficult. It is unlikely for learners to be enthusiastic and exciting to do writing tasks, which is usually “a desk” activity, as compared to speaking tasks which are normally asked to move around classroom. The fact that writing outputs are documented or recorded makes students think twice (or more) whenever asked to write.” (p. 93).

Another fact is that the tendency that writing seems to be the most difficult skills is probably provoked by the theory of Audio Lingual Method (ALM) stating that writing is the last skill of productive skills to achieve (Richard and Rodgers, 2001), (Larsen-Freeman, 2000). Similarly, in the second language writing Silva (1993) as cited in Weigle (2009) states:

“in a review of differences between first and second language writing found out that writing in second language tends to be ‘more constrained, more difficult, and less effective than writing in a first language: second-language writers plan less, revise for content less, and write less fluently and accurately than the first-language writers” (p.36).

The factors that may affect the students in developing their writing are complex. They vary from the topic to write, the students’ mood, technique in writing essay, genres of essay, writing instructional, and so forth. Broughton et al. (1980) proposed the nature of writing skill characterized with possible problems

the students will face if the goal of teaching is to make the students to produce fluent, accurate, and appropriate written English. The problems cover mechanical problem with script of English, accuracy, writing style, and developing (p.116). Consequently, “writing well in a second language would require more and higher cognitive skills to be able to write well” (Magno, 2009, p.5).

“Generally, the students’ writing problems seem to have stemmed from their poor command of the English language and lack of facilities in using English, it being a foreign language to most or all of them...”, (Mojica, 2010, p.32). In the current study, English is as a foreign language; therefore, it implies that more and higher skills are needed in order that a person reaches the utmost point mentioned by Magno above.

In particular, genres have become factors making the students think that writing is difficult. Besides, different people propose different terms of genres or types of text. Anderson and Anderson (1997) prefer to use text type instead of genres and they propose some terms such as poetic and dramatic texts, recount (for non-academic), explanation, and discussion (for academic writing). In book 2 of them, they list some terms such as narrative and response text, procedure text, information report, and exposition text (Anderson at al). In subsequent book part 3, Anderson and Anderson (1998) re-discuss the previous concept such explanation (p.15), information report (p.17), discussion (p.19), exposition (22), recount (p.24), factual description (p.26), procedure (p.28), and procedural recount (p.30). All of these terms make students more confuse to know the terms not to mention that they have been confused with each feature of those genres.

Unlike both of them, Turmudi (2014) has extracted and preferred to use genres instead of text types. He proposes some familiar genres following Smalley and Ruetten (1982) such as narrative, descriptive, expository, and argumentative. The four main umbrella, then, are broken-down into recount, spoof, anecdote, report, news item, cause and effect, opinion, comparison and contrast, hortatory exposition, analytical exposition, procedure and discussion (p. 3-18). These are the genres that the students have to know and are promoted to master as their basic concepts up to writing four course. All of the genres presented were listed in the English Department Curriculum of 2012 of UM Metro.

3. Method

The current paper bases its contents on analysis upon the students questionnaire at English Department of UM Metro Lampung which will be analyzed and taken into account. Thus, it is a qualitative research focusing on documented questionnaire (Syamsudin AR and Damaianti, 2011). It can also be said that the focus of the research is on a group of students who are coordinated in a single collection called a class. Hence, this focuses on a group of students among many groups of students manifested in classes (Gerring, 2007). Thus the

subject in this research can be considered as non-probability sampling focused on purposive sampling because at the same time the other writing classes existed; from writing one, writing two, to essay writing (Sugiono, 2009), and (Rossman and Rallis, 2003). All of these classes were interconnected and coordinated so that the given materials and level of difficulties were graded and tiered.

3.1. Participant

The participant or subject of this research was the fifth semester students who were enrolled at Writing 4 course at English Department of UM Metro Lampung Odd Semester of Academic Year 2013 /2014. There were 76 students who participated in the writing four course within 13 meetings theories and practices and 3 meetings as evaluations; quiz, mid-test and final test. Thirteen students were males and sixty three students were females. They were between 20 to 24 years old and they were in the fifth semester of eight semesters in total. They took this course as a continuation of writing three course and further they would be in essay writing class as the final writing course over 7 semester long. As the questionnaire was allotted; however, only 65 students were present and participated in responding questionnaire. It was indentified that ten students were males and the rest fifty five students were females. Further, the researcher was considered himself as a participant observation as he was involved in the process of teaching within 13 meetings and three times of tests.

3.2. Instrument

As this is a qualitative research the instrument is the researcher himself; however; co-instrument was also created in form of questionnaire as the only instrument designed with Likert scale and rating scale technique (Sugiono, 2009). In support of this instrument, however; the researcher was also a participant observer since the beginning of the process until the questionnaires were spread over. There are four questions formed with some provided answers (closed questions), however; each of them is provided with an open space to clarify why they choose a certain answer (open answer). Thus, the questionnaire is somewhat a blended-model; a close question in one side and open question as clarification in other side.

The questionnaire is aimed at gathering some critical points such as types of genres they prefer to choose, the role of lecturer toward their psychological statement, how they rate their own participation, and how they rate some lecturer's aspect experienced in the classroom.

The validity of the instrument was processed through a few steps of validation. The researcher did a face-validity and content validity, whereas the construct validity was done by other that was by a judgment from an expert within English department. Thus, the final product of the questionnaire was believed to be valid for students to answer. Full questionnaire can be seen at appendix 1

3.3. Data Collecting Procedure

As the program of writing course went on and reached thirteen meeting, a questionnaire was created and designed based on the target data desired. The course was begun on September 2013 and finished on January 2014. Further, in a special moment of the last meeting where feedback and suggestion were addressed, the students were requested to answer questionnaire and clarified its answer in a short explanation for every single question with focus on answering why. Sixty five students were present in the class and all of whom responded the questionnaire. When every student was done with the questionnaire, the students submitted the sheets to the lecturer afterward. In addition, the questionnaire was anonymous to avoid bias and subjective interpretation. The questionnaire design can be seen in appendix 1.

3.4. Data Analysis Procedure

Having finished gathering the questionnaires, the researcher did the following steps within one month of effective day.

1. All sheets of questionnaire were verified to make them valid;
2. The number of questionnaire sent out were confirmed to make sure if the number of sheets remained the same;
3. Every single questionnaire was calculated and all answers were put in a summary table of questionnaire;
4. Each question was calculated and made it in percentage;
5. Descriptive statistic was designed based on the percentage of each category;
6. Short explanations or reasons of each question was categorized and grouped;
7. Finally, interpretation is elaborated.

All of questionnaires were anonymous to make it objective. No identities aspects were explored but the answer of it was true.

4. Findings and Discussions

As the data was completely analyzed and each of four research question was answered, the researcher found out that the students' tendency in choosing can be described in the following figure.

4.1. Which of the following genres do the students like most during the test and why?

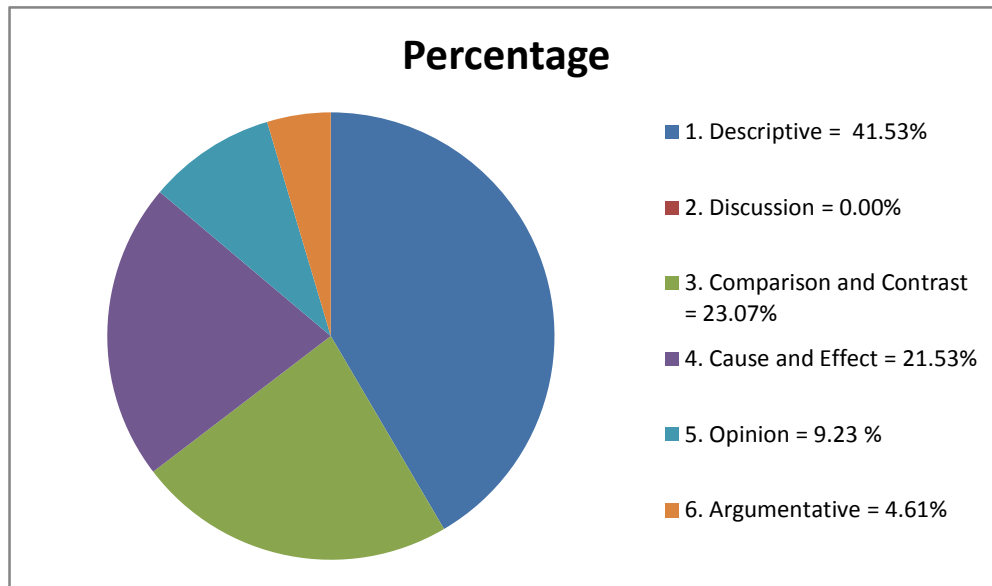


Figure 4.1 the map of the students' tendency in choosing genres

Figure 4.1 above shows us that 41.53 % of the students chose descriptive genre types. This number is equal with 27 respondents. This means that what students chose is familiar with their life as the allotted question of the test provided a familiar title in their life, for example "My Mother Physical Appearance." The researcher assumed that this genre would be the least choice compared to other genres. More over if the title was scenery of the nature. What made the students like less to this genre was due to the feature of descriptive in which "a *spatial organization*" is presented (Smalley and Ruetten, 1982 as cited in Turmudi, 2014.p.4). As the following example" There are two black dots on my mother face." In fact, this sentence was supposed to be "On my mother face are two black dots" (spatial organization). In contrast with the researcher's assumption; however, this genre placed the highest rank in the students' choice. Thus, it is due to the fact that everyone of the subject has a mother or a father, so the topic is familiar with them.

Unlike descriptive genre, comparison and contrast genre took the second place with 15 students were in favor of this or was equal with 23.07%. This genre was also out of the researcher prediction. It was assumed that this genre would be the second least one. Looking at glance to the type of example of this genre" Building D versus Building F", the researcher was aware of the fact that the students were very familiar with both of these buildings so that they placed their choice to this type of genre. Hence, the matter is not because of the genre but because of the students' familiarity with the contents of the test. This reason was

in line with the reason they allotted as they can be seen in the table of students' notes below.

The third rank was occupied by cause and effect genre. This genre was chosen by 14 students or equivalent 21.53 % of the total students. The same assumption occurred in this genre. In contrast to this occurrence referring to a normal situation, the students tend to avoid this genre as they thought that there was much confusion in this genre. Firstly, it is to determine which one is the cause and which one is the effect. Secondly, it is how many causes or how many effects are there to include in the text. Last, but not means the least, it is to make sure if the effects do not embody the next cause which will harvest chain cause and effect. Of all these confusions however; the students were considered to be fair in choosing this genre. In addition, the allotted title was "Good Effects of Having English Skill." Thus, this genre remained the third choice of the students.

Opinion genre took the fourth rank in the students' tendency. This fact made the researcher dangling because in a normal process, opinion was favorite genre. They argued that this genre was favorite because the flows of arguments lead to one way direction with no counter back to the addressed statement or no rebuttal at all. In the current research, in fact, the title was "Why I take Writing 4 Course." All students must have been familiar with this because all of them took writing course since writing one, writing two, writing three and writing four. This genre contributed to 9.23% or equivalent 6 students were in favor of this. In short, this fact was out of estimation.

The last rank was taken by argumentative genre. Only three students were in favor of this or equivalent with 4.61%. This was surprising the researcher because the title was very popular and was in a hot topic. The real title was "KKL Program: Banned or legalized? Almost all students put their consent on this issue because they were the target of the regulation. This means that they do not care if the content will affect their life or not but familiarity of the content is assumed to be the only reason. The rest genre that is discussion was out of the students' choice. Yet, if we see the title it will be possible that some of them will choose this genre. The title was "who are the True Heroes? It seems to be very interesting topic for students; however; none of them took it as their writing topic. In conclusion, all of the chosen genres and the percentage of every genre were contradictory with the researcher assumption before this research in respect to the daily process of writing class and his personal notes.

4.2. Is there any influence of the lecturer toward your attitude and enthusiastic in doing writing and why?

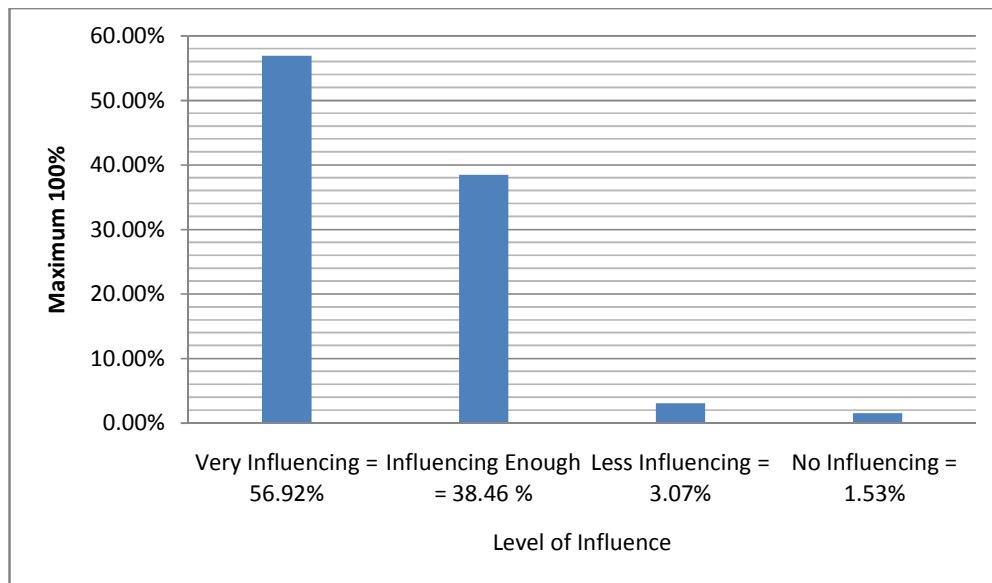


Figure 4.2. The influence of the lecturer toward the students' attitude and

Figure 4.1. Indicates that the majority of the students thought that the lecturer has great effect onto the students' attitude represented by 56,92 % or equivalent with 37 students. Some of their reasons are summarized in the following statements.

- Because a lecturer is the one who guides me to understand how to write well.
- Because without guide from lecturer, my writing will not get improved.
- Lecturer is very influential.
- Lecturer can motivate us to be diligent.
- Without lecturer, we will not get more knowledge in writing
- Explanation, references, and experience of a lecturer are influential factors.
- When I am writing, I remember of how the lecturer gave me an example.
- If the lecturer is enthusiastic, the students will be so.

All of those statements are common reasons that the students jot down to answer why.

The next category shows that 38, 46% of the students are in favor of "influential enough" which comprises of 25 students. They argued their reasons as presented in the following summary.

- Because spirit comes not only from myself but from lecturer.
- Lecturer may encourage me to be enthusiastic.
- Derive my skill.
- Lecturer is motivator for us.
- Influential enough.
- Lecturer makes us keen on writing.
- Lecturer always gives example prior to practicing.
- Even though I can read by myself, without guidance from the lecturer I cannot understand well.
- By assigning us to write makes we spirit.
- Lecturers have different method.
- Lecturer gives much information.

4.3. How do the students rate their participation in writing class?

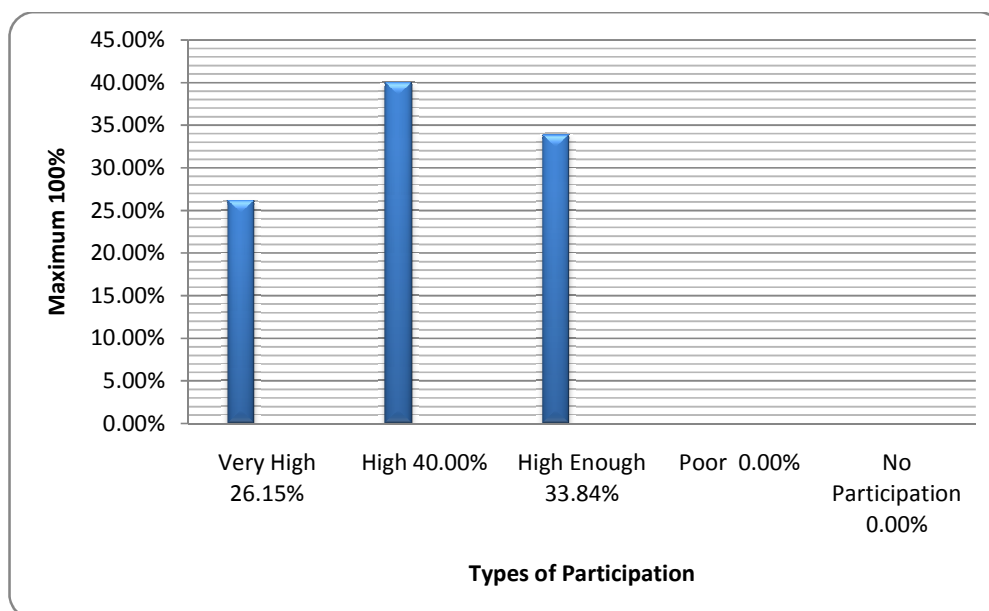


Figure 4.3. Level of the students' participation in writing process

Figure 4.3. turns out that the students put their participation in the position of “high” comprising of 40 % followed by “moderate” participation comprising of 33.84% and finally followed by “very high” participation comprising of 26.15 % in total. All of these categories will also be elaborated more by the summary of their reason as presented in the following table.

Very High	High	Moderate
I want to be a good writer. It is important for my future steps in developing writing. I want to get writing mastery. I like writing and want to be a writer. I have to do the best for what I have done in writing. I want to master everything just like my lecturer. I want to be successful in writing even though it has not reached the perfect sense. I want to measure my skill in writing by concentrating on all my skill. I want to be a perfect writer. I want to be the best among the bests. I want to do the best by doing at best. In free writing my skill is not good enough.	Because I still find difficulties in my writing. I write a text with my own idea, but I have limited vocabulary and do not want to consult with my friends. I wish that my writing product will be useful for everyone who reads it. By writing a lot I can develop vocabulary. I want to be able. Basically I like writing so that I have to get exercise in writing. Writing well will help me in writing thesis. I have tried at best even though my grammatical skill is poor. I like writing as it may improve my vocabulary. I want to write well. I think hard to get good writing product. Because every assignment needs high participation in doing so. I want to write well with good grammar. I like writing better than others.	I feel bored when I should write with good grammar. Laziness makes me poor in producing text and I like reading and listening better than writing. My vocabulary is poor, that is why I hate writing. Understanding writing is difficult enough for me. Because I am poor in writing. Writing skill needs good grammatical skill. I have tried to exercise a lot, but I failed. I write with recognized vocabulary. I am not enough interested in writing. My attempts are not maximum. I like writing but something I am lazy in doing so. Even though I am not so good in writing, I always try to do at best. My weakness is in grammar, in fact, grammar is fundamental in writing. I am poor at vocabulary.

At glance, all of those expressions are in support of why; however; it seems that their reasons are out of context. The complete data about their response upon this category can be seen in appendix 3.

4.4. How will the students list the provided aspects of lecturer from the most to the least?

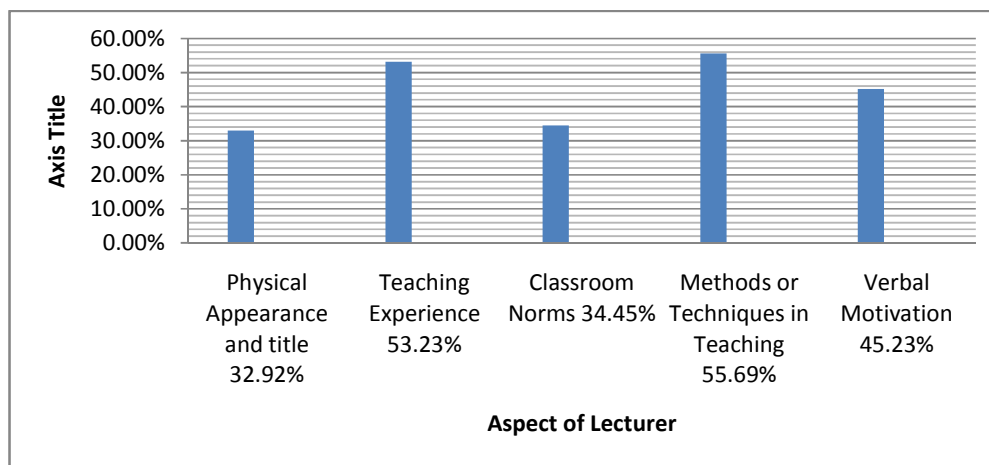


Figure 4.4. List of the most influencing factor of lecturer to the least one

Figure 4.4. presents the most detail answer of the lecturer’s aspect. The first highest one is presented by the aspect “method or technique in teaching” contributing up to 55.69%. Then it is followed by “teaching experience” with 53.23% in total. Further, it is occupied by “oral motivating strategies” comprising of 45.23%. The fourth place is taken by “the implementation of norms “with 34.45% in total, and finally “physical appearance and title” as the least one with only 32.92%. All of these can be understood well if they are supported by the reasons as provided in the following summary.

- | | |
|---|--|
| 1. Method /
Technique in
Teaching | Good method is believed to influence a lot toward students. Method promotes easier steps to write. Method is just like how the ways are passed by easily. Method and techniques are factors that make me learn and well motivated. |
| 2. Teaching
Experience | Teaching experience indicates the lecturer’s reputation and it can be shared to students. Experience shows us how the lecturer qualifies himself in learning.
Experience can only be told but cannot be transferred to students. Experience is true best teacher. |

3. Oral motivating strategies Motivation triggers my spirit to write more. If I am motivated, I will do whatever the lecturer requests and sometimes the product exceeds the target.
4. The Implementation of norms in the class
5. Title, and Physical Appearance Title is important and indicates well educated lecturer. Title is achieved by the lecturer with excellent struggle.

5. Conclusion

As the current research is to find out the student's tendency in writing four courses, the researcher has come to a conclusion that, in regard to this case, even though writing is the most difficult skills in the perspective of EFL learners, it has further potential difficulties for learners to acquire because, in fact, writing products end in various different genres. Further, its genre has different generic structures and language form on which learners encounter problem. Each genre has different level of difficulties.

Referring to the four research questions the conclusions appear in the following propositions: First, even though descriptive is the most chosen genre, it will be different if the title is something unfamiliar with the students. Second, the students think that lecturer is still considered to be influential for them with various level of influence. Third, despite the fact that the result of the students' writing product is average, the students feel that their participation in the classroom is relatively high. Finally, among the five posted aspects of the lecturer, method and technique in teaching takes the highest position in the students' perception. This result is slightly different with previous research by Turmudi (2014) in which teaching procedure took the second place out of four others in the perception of the students (p.13).

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GRAMMATICAL FUNCTION OF INDONESIAN FIRST LADY'S STATUS OF PHOTOGRAPH ON INSTAGRAM WITH FOCUS ON THE USE OF SUBJECT

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Abstract. The building of language construction can not be separated from linguistic structures. One of the structures is syntax. It deals with how to construct a sentence starting with words, phrases, sentences, and clauses. The use of sentence in language needs subject as the main point or theme to discuss. The most complex grammatical function in language is Subject. The occurrence of subject in English sentence is various. It can be as a subject in active or passive sentence. The grammatical subject and logical subject are the most common occurrence in English. The grammatical subject is the corresponding agreement in number with verb, never being preceded by a preposition “by”. The logical subject is meant that in either syntactic construction denotes as an agent by putting inside the “by” prepositional phrase at the end of the sentence.

This research is qualitative research with case study in grammatical Function of Indonesian First Lady's status photograph on Instagram with Focus on the use of Subject. The data are collected from the statuses under the photograph title on Mrs. Ani Yudhoyono' Instagram. The data then are classified into grammatical subject in active sentence, grammatical subject in non-finite clause, the logical subject in passive clause, and ellipsis of grammatical subject.

Keyword: *Grammatical Function, Grammatical Subject, Logical Subject*

1. Introduction

Language can be understood by others who know that language. This has meaning that the speakers have capacity to produce linguistic knowledge, signify certain meaning, and to understand or to interpret the sounds produced by others (Fromkin, 2009:4). One can be inferred from the linguistic knowledge is to know the sentence construction, how the sentence is built in which the term syntax is used.

Syntax is one of the structures of language means sentence construction that has rule to combine words into phrases, and phrases into sentences (Radford, 2003:1, Tallerman, 2001:1). Some use the term grammar to name the same as syntax, although most linguists follow the more recent practice. Syntax is the first thing in grammar, because the grammatical language sets all of its organizing principles: information about the speech sound system, how the word forms, how to recognize the language based on the context and so on (Barret, 1866:77). The

sentence pattern in language needs a subject to indicate the theme or the agent of the main point of the sentence. Subject is a grammatical term for the part of a clause or sentence which generally goes before the verb phrase in a sentence (Leech, 1991: 449). Subject can be various patterns; it can be as noun, noun phrase, or clause. The sentence “*Tono get the scholarship from Australia*” indicates that the subject of the sentence is single noun “Tono”. Whereas *my sister and his sister will visit me this afternoon* is a subject which has pattern as a noun phrase, and *the teacher who wears a uniform is an English teacher* shows that the subject is in relative clause.

The complex writing sentence can be found in such media like internet. The social media which have been widely raised this decade make some educated people use these to express their opinion. The minister of communication and technology, Sembiring (2014) stated that 107 million people in Indonesia are internet user. It placed Indonesia 79.7% as the top position among Philippines 78%, Malaysia 72%, and China 67% (<http://www.apjii.or.id/v2/read/page/halaman-data/9/statistik.html>). Instagram is now well-known media social for photograph. There are 670 million photographs uploaded on Instagram and 51.500 photographs for every single day. This media social has big influence to the publishers in Indonesia who love photography like our first lady Ani Yudonoyo. Mrs Yudoyono’s account has been chosen for this research because her social and educative background will make good syntactic structure in writing sentence under her photographs and her account is the top four position of the most popular Instagram in Indonesia (Andri, 2014. <http://id.techinasia.com/inilah-10-orang-indonesia-terpopuler-di-instagram/>). In line with this, Holmes (1995:12) explained that the higher someone’s status has, the more complex of grammaticality will be used. Furthermore, this research entitled *Grammatical Function of Indonesian First Lady's Status of Photograph on Instagram with Focus on the Use of Subject*.

2. Literature Review

2.1 Subject

Subject is one main point in a sentence. The subject is sometimes called the *naming part* of a [sentence](#) or [clause](#). The subject usually appears *before* the predicate to show (a) what the sentence is about, or (b) who or what performs the action (Nordquist, 2010). According to Miller (2002:88), subject is the most complex grammatical function to discuss. Furthermore, Tallerman, (2011:190) said that subjects have six typical cross-linguistic properties, they are:

1. Subjects are normally used to express the AGENT of the action, if there is an agent.
2. Subjects tend to appear first in the clause in unmarked (basic) constituent order. Recall that up to 90 percent of languages are either SOV or SVO, therefore subject-initial. But since that leaves 10 percent or more of the

world's languages that not subject-initial, we can't use this as a defining property.

3. Subjects are understood as the missing argument in IMPERATIVE constructions. An imperative is a command such as *Sit!* or *Eat up your greens!* Both intransitive and transitive verb have an understood (or in some languages, overt) second person subject pronoun ('you') in the imperative.
4. Subjects control REFLEXIVE NPs, that is, '-self' form such as the English *herself*, *themselves*, and also RECIPROCAL NPs such as *each other*.
5. Subjects often control the referential properties of an NP in another clause. For instance, when two clauses are conjoined, the subject of the second clause can be omitted because it is co-referential with the subject of the first clause.
6. Subjects are the most usual target for promotion from other position. For instance, the Passive construction promotes an NP from direct object position to subject position, turning *The students forgot her* into *She was forgotten* (by the students): the pronoun has the form *her* as an direct object, but *she* as a subject. Although not all languages have promotion processes, if a language has any promotion processes, then it will have ones that move some constituent into subject position.

2.2 Realization of the Subject

The subject can be identified by asking “*Who* or *What* carried out the action denoted by the verb” and “*who* or *what* is this about?” (Aarts, 2001:72). It can be practically done in a simple sentence *Ridho sings in the bathroom*. The sentence consists of the subject *Ridho*, because NP refers to the individual who is doing the singing, and because the sentence can be said to be about him. Aarts tells more about the occurrences of noun phrase which take place as a subject, they are:

a) NPs function as Subject

1. [_{NP} The Hedgehog] ate the cream cake.
2. [_{NP} A Rat] bit my toe.
3. [_{NP} This Shoe] hurts me.
4. [_{NP} Academics] never lie.

Those sentences above show that subjects are realized as NP. NP is the most common structure for a sentence that performs the action denoted by the verb (thus having the semantic role of agent (Sell, 2008:36).

b) PPs functioning as Subject

5. [_{PP} Under the stairs] was a safe area to be during the war.
6. [_{PP} Outside the fridge] is not a good place to keep milk.

7. [*PP* After Saturday] would be a good time to go away for a few days.
8. [*PP* Between eleven and midnight] suits me alright.

The restriction on PPs is applied as Subject in English. Firstly, they are usually phrases that specify a location, as (5) and (6), or time interval, as in (7) and (8). Secondly, the main verb of the sentence is often, though not exclusively (8), a form of the verb *be*.

c) AP functioning as Subject

9. [*AP* Restless] is what I would call him.

d) AdvP functioning as Subject

10. [*AdvP* Cautiously] is how I would suggest you do it.

The occurrence of PPs, APs or AdvPs as subjects is usually clausal subjects. Here are some examples of sentences with finite clauses as subject.

e) Finite clauses functioning as Subject

11. [*That he will go to Bali soon*] is obvious.
12. [*Because you come here*] doesn't mean that I am available.
13. [*What the terrorists said*] puzzled the police.
14. [*Why she consented*] remains a mystery.

The finite clauses that functioning as subject above are introduced by a conjunction *that* (11) and *because* (12), while in (13) – (14) are introduced by a *Wh-word*, i.e. a word that begins with the letter *wh.*, e.g. *who, what, where, why*, etc. then these clauses are called *Wh-clauses*.

f) Nonfinite clauses functioning as Subject

To-infinitive clauses functioning as Subject with a Subject of their

own:

15. [*for Judith to buy that house*] would spell disaster.
16. [*for us to understand that issues*] requires a major mental effort.
17. [*for Koko to go to College*] would be a good idea.
18. [*for Stephen to visit the artist museum*] would not be desirable.

Without a subject of their own:

19. [*To be a good teacher*] is more difficult than people think.
20. [*To see her*] is to love her.
21. [*To surrender our arms*] will seem cowardly.
22. [*To break down this fence*] could lead to a conflict with neighbors.

It implies that one can easily be inferred, when the subject clause has no subject of its own. The example in (19) the subject in the bracket clause is someone: for someone to be a good teacher is more difficult than people think.

Without a subject of their own, introduced by Wh-word

23. [*What to read during the holidays*] is the question all students are asking.
24. [*Where to ask for permission*] seems quite clear.

g) Bare infinitive clauses functioning as Subject

25. [Party the night away] is a nice thing to do.

-ing participle clauses functioning as Subject with a Subject of their own.

26. [*Jono breaking the rules*] is unacceptable.
27. [*The children crying over there*] wants to have a coke bottle.

Sentence (25) is an example of sentence that has a bare infinitive clause subject. The examples above are quite rare and used informally. The sentence in (26) and 27 is the subjects which formed in *-ing* participle clause.

Without a subject of their own

28. [*Going on holiday*] always creates tensions
29. [*Running a business*] is hard work.
30. [*Swimming in the lake*] will make you ill.
31. [*Refusing to help your mother*] is selfish.

As with the *to-* infinitive clauses, if there is no subject, it can be inferred from the context of from one's knowledge of the world. Another example of subject is Small Clause (SC). This clause is really rare. It has a subject of its own, as the following example shows:

Small Clause functioning as Subject

32. [*The Kitchen free of cockroaches*] is a welcome prospect.

2.3 Types of Subject

The most complex grammatical function is that of subject. Miller (2002:88) explained the types of subject based on syntactic analysis; they are grammatical subject, logical subject, and psychological subject.

a) Grammatical Subject

This subject is related to morphological elements such as, verbs, pronouns, and other sentential elements, and it is the closest NP that controls agreement (Radford

1984:363). The sentence “*The bats hunt prey at night*” indicates that the subject *bat* precedes the verb. The subject determines the verb in number, as becomes clear when it is made singular: *The bat hunts prey at night*.

b) Logical subject

This subject was introduced in syntax to help account for instances where the speakers feel unsure about the subject that they will use to control the information based on semantic properties (Koffi, 2005:21). The subject in sentence *the cat seizes the mouse* has interesting property; it refers to the agent in the situation. When the sentence is changed to passive form “*the mouse is seized by the cat*”, many analysts consider that *cat* plays do the same as Agent too, although it is inside the by prepositional phrase and at the end of the sentence. it meant that in either syntactic construction *cat* denotes the agent.

c) Psychological Subject

The third type of subject is called psychological subject in which the subject in the sentence *the bats hunt prey at the night* is the starting point of the message, then it shows the entities about which the speaker wished to say something, as the traditional formula puts it (Miller, 2002:89). Psychological subject does change the word order where the main topic will be discussed. The sentence “*the prey bats hunt at the night*” can be said the main topic of the sentence is “*the prey*”, so “*the prey*” acts as psychological subject.

3. Finding and Discussion

The finding data based on the lady’s status are being classified into grammatical subject in active sentence, grammatical subject in non-finite clause, the logical subject in passive clause, and ellipsis of grammatical subject.

3.1 Grammatical Subject in Active Sentence

- (1) **My grandson** is so stylish. (16 May 2015)
- (2) **Ucok Durian** is truly marvelous. (27 March 2014)
- (3) **I** have always enjoyed taking care of libraries. (4 March 2014)
- (4) **I** think **the drum** is bigger. (18 April 2014)
- (5) **The President and delegation** will visit the refugees of Mount Kelud in Kediri, Blitar and Malang. (16 February 2014)

The sentence (1) and (2) are the form of copula constructions which show that *My grandson* and *Ucok Durian* are the subject of the sentence. Then, the subject determines the verb in number. Sentence (3) and (4) used pronoun “*I*” as the subject of the sentence. “*I*” precedes the verb “*have*” and “*Think*”. It agrees the verb number. The phrase subject “*the drum*” is a picked out noun in a given sub clause and proceeds by the linking verb *is*. The last sentence (5), the subjects are

in compound “*the president and delegation*” who are the main topic of the sentence.

3.2 Grammatical Subject in Non-Finite Clause

- (6) *We have to clean up these dry leaves.* (9 June 2014)
- (7) *You wanted to help me pack.* (16 June 2014)
- (8) *The First Lady urged all parties to increase awareness towards autism.* (17 June 2014)
- (9) *Each of them possesses their own talents to be pursued.* (16 April 2014)

The other grammatical criteria can be seen in the sentences above. All those sentences contain infinitive phrases; *to clean up these dry leaves* (6), *to help me pack* (7), *to increase awareness towards autism* (8), *to be pursued* (9). The clause which has infinitive in it is called as non-finite clause. One of the properties being that it has understood subject; the subject “we”, “you”, “the first lady”, and “each of them” are the understood subjects. “We” is the subject of *clean up these dry leaves*. It implies that “we” is the person who is to clean these dry leaves. *You* is the person who helps me back, and similarly for *the first lady* and *each of them*.

The infinitive *clean*, *help*, *increase*, and *be* are dependent on the verb have, want, urge, possess. The grammatical subject of the main verb, We, You, the first lady, and each of them are said to control the understood subject of the infinitive.

3.3 The Logical subject in Passive Clause

- (10) *Kualanamu International Airport, officially opened by President SBY on 27th March 2014.* (28 March 2014).

the subject property in the sentence (10) refers to the logical subject. The agent of the sentence is “President SBY” while “*Kualanamu International Airport*” is the theme (or patient) of the semantic role in the sentence. The logical subject is the subject where it is preceded by the “*by prepositional phrase*” and to denote the agent of the sentence.

- (11) *Photograph was taken in 2007.* (6 June 2014)
- (12) *This picture is taken in front of the "Bentol" house of Istana Cipanas.* (22 May 2014)

The sentence (11) and (12) can be regarded as the passive clause with anonymous logical subject or without “*by prepositional phrase*” in it. “*Photograph*” (11) and “*This picture*” did not perform the action of the verb *to take*. The action was done to *photograph* and *this picture*. In this case, “*photograph*” and “*this picture*” are the recipient of the action. The subject (the doer) of the sentence who did the action is *general, unknown or obvious*.

3.4 Ellipsis of Grammatical Subject

(13) *The mother is a loyal companion to its calf who is 3-months old and still nursing.* (31 May 2014)

(14) *The Indonesian children are smart, have noble character, have minds of steel, are tough and excellent.* (2 May 2014)

Only grammatical subject can be ellipsed. The two sentences in (13) and (14) are the ellipsis of grammatical subject. *The mother*, in the sentence (13) and *The Indonesian children* (14) are the subjects that are ellipsed. The grammatical subject is pivotal, in the sense that is a grammatical subject which is omitted. The understood subject of the sentence (13) and (14) are controlled by the initial grammatical subject.

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Improving Communicative Competence through the Use of Language Functions in Role Playing

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Abstract. The main function of language is for communicating. Language will be meaningful if it is used or functioned as a mean of interaction. Among the four basic skills in language learning, speaking skills is considered to get the most priority. It is by speaking one can show his/her performance and competence in a language. For this reason, improving students' communicative competence is highly recommended.

This present study was based on an experimental research which took place at a college in Denpasar, Bali. The students at this college majored in hotel and tourism industry with specialized job description, such as housekeeping, waiter, cook, and bartender. For this reason, they need to acquire specific language entries, known as English for Specific purposes (ESP). The technique used to teach the language functions is role playing. Role play is commonly used in teaching speaking skill, but it takes too much time in the preparation. This article aims to give solution for time saving during the role playing. By providing language functions, such as greetings (*Good evening, welcome to our restaurant*), offering (*would you like to drink something before your meal?*), handling complaint (*I do apologise for the inconvenience*), etc. the students are expected to experience highly meaningful learning and improve their English speaking skills.

Keywords: *communicative competence, language functions, and role play.*

1. Introduction

When speaking a language, we are said to be competent if we could speak communicatively. The main function of language is for building interaction, it has multi functions to fit every needs, though. For example, directive sentence is used to give instructions as in "*Get me another book, please.*" Or an expressive sentence "*I feel relieved for having passed the test.*" is used to express the speaker's feeling at the time. The context of situation also plays an important role in deciding the language to be used. For example, in a restaurant, when a guest asks "*I'd like one Bloody Mary, please.*" the waiter will surely bring that kind of drink. To avoid miscommunication, it is important to make language learners understand of these various language functions.

Despite the current trends in language learning, i.e. Student-Centred Learning (SCL) and Communicative Language Teaching (CLT), many language teachers still prefer to apply conventional method by teaching grammar and sentence structure which is out of context. Even in the tourism school where this research was conducted, the teachers taught the students all the 16 tenses without relating to what the students majored. This makes the students feel frustrated for not being able to complete the task, i.e. creating sentences using all the tenses given.

In language learning, the goal of teaching speaking should improve students' communicative skills, so that the students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance (Kayi: 2006). This paper presents in brief the process of building communicative competence focusing on language functions in role playing. The aim of this paper is to give an alternative to help students improve their communicative competence.

2. Literature Review

Chaney (1998: 13) defined speaking as the process of building and sharing meanings through the use of verbal and non verbal symbols in a variety of context. Harmer (2007: 123) suggests three main purposes for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities - chances to practice real life speaking. Secondly, speaking tasks provide feedback for both teacher and students: how successful the students are and also what language problems they are experiencing. Finally, the more students have opportunities to activate the various elements of language they have stored in their brain, the more automatic their use of these elements become. This means that they will be able to use words and phrases fluently without very much conscious thought.

One technic that is commonly used to promote speaking activity is by role playing. Many teachers ask students to become involved in role plays where the students are asked to act as if they were in a real-life situation. The students are given particular roles – they are told who they are and often what they think about a certain subject. They have to speak and act from their new characters point of view. Role plays have a weakness, however: they need quite long time for their preparation. This paper is aimed to give solution for this matter. Introducing certain language functions and providing useful phrases will help the students in preparing their script and therefore save more time for the role plays.

A language function is a purpose you wish to achieve when you write or say something (Harmer, 2007: 76). By performing the function, you are performing an act of communication. If you say “I apologise”, you are performing the function of apologising. But functions are more often performed without using verbs like this. For example, we can apologise by saying ‘sorry’ or invite someone by saying ‘Would you like to come over for dinner ?’ If the students want to

express themselves in speaking or writing, they need to know how to perform these functions. A key feature of specific functional exponents is to know which are more or less appropriate in given situations (depending on who is being talked to, what the situation is and how determined or tentative the speaker wishes to be) (Harmer, 2007: 76)

Holmes (2001: 259) divided language functions based on sociolinguistic research. Those functions including:

1. Expressive utterances express the speaker's feelings, e.g. *I'm feeling great today.*
2. Directive utterances attempt to get someone to do something, e.g. *Clear the table.*
3. Referential utterances provide information, e.g. *At the third stroke it will be three o'clock precisely.*
4. Metalinguistic utterances comment on language itself, e.g. *'Hegemony' is not a common word.*
5. Poetic utterances focus on aesthetic features of language, e.g. a poem, an ear-catching motto, a rhyme.
6. Phatic utterances express solidarity and empathy with others, e.g. *Hi, how are you, lovely day isn't it !*

The first three functions are very fundamental functions of language because they derive from the basic components of any interaction – the speaker (expressive), the addressee (directive) and the message (referential). The phatic function is equally important since it conveys an affective or social message rather than a referential one. However, this paper is only limited to three functions, i.e. expressive, directive and referential because the students urgently require those functions for daily interaction.

3. Method

This paper is based on an experimental research conducted at a tourism school in Denpasar Bali. There were two groups consisted of 42 students who participated in the research. The data were collected through observation, interview, questionnaire, and tests. At the preliminary lesson the teacher conducted Diagnostic test to see the students' ability in speaking test. After some treatment, Achievement test was conducted to find out what the students achieved during the lesson.

4. Findings and Discussions

The experiment was conducted within two weeks (four meetings) to a controlled group (class A) and an uncontrolled group (class B). Both classes majored in Housekeeping department. Class A was given some treatment by introducing certain language functions prior role playing but Class B was not. At the beginning, both Class A & B were given pre-test or diagnostic test to see the

students' competence in speaking English. The result was that both classes took more than half an hour to prepare their script. The students were only presented a dialog about giving suggestion and then they were asked to create similar conversation in pairs. Here is one of the students' work.

Data 1

Staff : Good evening, sir. What can I do for you?

Guest : Good evening. I'd like some batik bags.

Staff : Why don't you go to Sukawati tomorrow morning? It's a local market.

Guest : Thanks, but I've been there.

Staff : Oh I see. Have you tried the local market of Ubud? They have a great offer.

Guest : Thank. I'll try that. How I can get there?

Staff : you can get there by taxi.

From data 1 it can be seen that the students did not really understand about how to use the language properly. They only imitated the given dialog with very little improvisation. Compare the students' work with the sample dialog below.

Staff : Excuse me, sir. I think you should bring this umbrella. It's going to rain.

Guest : That's a good idea.

Staff : Do you have any plan for tonight?

Guest : I don't know, I just want to go for a walk.

Staff : Why don't you go to *Sky Garden* tonight? There's a great live music every Friday nights.

Guest : Thanks, but I've been there twice.

Staff : Have you tried shopping at Kuta Festival? Sometimes they have great offers.

Guest : Sounds like a good idea. I'll try that.

At the second meeting, the students in class A were presented some phrases related to a language function 'giving suggestion', such as:

- What would you recommend?
- Do you have any idea about where to go?
- What is your suggestion?
- Why don't you take a taxi? It's faster.
- I think you should make a report about your missing passport.
- Have you been to Sky Garden? They play good music every night.
- That's a good idea.

- Maybe you're right.
- Thanks for the advice.
- Thanks, I'll try that.
- Good suggestion.
- Sounds like a good idea

The students listened and repeated the phrases after the teacher. The teacher made sure that all students understood the meanings of those phrases. The teacher also provided some supporting exercises to brainstorm the useful phrases. Finally the students were asked to create a dialog about giving suggestion. Here is one of the students' works after the first treatment 1.

Data 2

Staff : Where would you go on Saturday, Mr. Pradnya?

Guest : I have two plans: Pandawa beach and Batur mountain. Which is the nice one? Do you have any ideas?

Staff : Certainly. Why don't you go to Batur Mountain? It's very beautiful in the morning. You can find lake view from there.

Guest : sounds like a good idea. How can I get there?

Staff : you can go there by rent a car.

Guest : I see. I'll try that. Thanks.

From data 2 we can see that the students did not simply immitate the sample dialog, but started using the given phrases and modify the conversation. Of course the teacher still needed to give feedback on any grammatical and lexical error that occured. From this lesson, the students learnt about directive function in terms of giving suggestion.

At the third meeting, the students learnt about offering help. The students were again given some useful phrases prior listening and reading a sample dialog. The phrases are:

- How may I assist you?
- What can I do for you today?
- Shall I open the window for you?
- Do you need anything, Mr. Brown ?
- Can I get you anything else?

The additional exercise was to change the italic words with the phrases given, like shown below.

1. Would you like me to *open the window*?
(serve the breakfast now, turn on the light, bring the magazines)
2. I'll *do the booking*, if you like.
(call a taxi, check the message, ask the security)

3. Would you like *more coffee*?
(more towels, extra bed, to see the menu)

At the end of the lesson, the students were asked to create a dialog based on a given situation, i.e. A guest has just come back from a day trip. He looks tired. Offer him a drink. The teacher then set the time limit for fifteen minutes. The students worked in pairs to finish the task. Here is one of their works.

Data 3

Staff : Good afternoon, sir. How was your trip today?

Guest : well it was exciting but tiring. My feet hurt when I got off the bus.

Staff : I'm sorry about your feet. Can I get you something to drink? Iced coffee or mix juice, maybe?

Guest : Iced coffee sounds great.

Staff : Certainly, sir. I'll get an iced coffee for you right away.

It can be seen from data 3 that the students gained more vocabulary by working together and activated their prior knowledge about drinks. The students also seemed to have more self confidence when doing the role play. It looked like they enjoyed the activity very much. From the lesson, the students learnt how to use expressive utterances.

At the fourth lesson, the students learnt another language function, that is giving direction. Here the students learnt how to use referential utterances. The students were firstly exposed to these phrases:

- Excuse me, How can I get to....?
- Is this the way to....?
- I'm looking for ...?
- Is it near here? / Is it far?
- Which way is to the...?
- Can you tell me the way to...?

Then the students read some examples of guests requests about activities

guest: Where can we (... see a good live band)?

staff: You might want to try (...The Red Room Cafe).

guest: I am looking for (... a great night club. Do you know any)?

staff: Well, one of my favorite places is (... Embargo).

guest: Could you recommend a (... good Italian restaurant)?

staff: I would highly recommend (... La Trattoria).

guest: Where's a good place (... to see a movie)?

staff: Have you been to (...the cinema at Matahari Galeria)?

By the end of the lesson, the students are paired to create dialog based on one of the situations below. The students had to give suggestions and directions to the places that the guest asked for:

1. A place for dinner
2. A movie
3. A night club
4. Clothes Shopping
5. Souvenir shopping

Surprisingly, the students were ready to perform the role play before the preparation time finished (15 minutes). And here is one of the students' work.

Data 4

- Staff : Good evening, gentlemen. Are you going out tonight?
Guest : Yeah, we'd like to see a movie. Is there a movie theater near here?
Staff : there are two movie theaters downtown, sir. One in Galeria and the other is in Beachwalk Kuta. Beachwalk is newer and it's a cool place.
Guest : if that so, I guess we're going there. Is it far from here?
Staff : it's about 20 minutes drive, sir. I'll call a taxi if you like.
Guest : Yeah, that's great. Thanks.
Staff : My pleasure, sir.

From data 4, it is obviously seen that the students applied some phrases they had learnt in the previous lessons and they gained more confidence in doing improvisation. They also used their background knowledge in preparing the script.

5. Conclusion

The main focus of improving communicative competence is to put fluency before accuracy. It is very important to help students build their confidence in using the language learnt. The teacher does not have to correct every grammatical errors that may occur during the role plays. From the data above, the students are obviously gained more competency in communicating. They also cut down the preparation time by applying useful phrases and modifying them. At last, it can be said that focusing on language functions is helpful to improve the students' communicative competence during the role plays.

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**THE MEANING OF VERBAL AND NON-VERBAL SIGNS IN THE
ADVERTISEMENT OF MINERAL WATER “ADES”**

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Abstract. Advertising is any paid form of non-personal presentation and promotion of ideas, goods or services by an identified sponsor (Kotler, 1999: 458). The aim of advertising is to draw attention of the public to a product or service in order to sell it. The language of advertisement is generally laudatory, positive, unreserved and emphasizing the uniqueness of a product. The advertiser chooses words in order to achieve specific marketing goals. In determining the language to be used, decisions are often made to break the commonly accepted rules of standard language. This linguistic phenomenon is very interesting to analyze. Typically, the language of advertisement not only uses verbal signs but also non-verbal signs. Verbal sign refers to the words which are used to deliver the messages and non-verbal sign refers to the objects, colors, shapes, etc. This study aims at identifying the meaning of verbal and non-verbal signs in the advertisement of mineral water “Ades”. The data of this study were collected through a method of observation and note-taking. The data were analyzed by using theory of semantic proposed by Palmer (2001), theory of pragmatic proposed by Yule (1996), and the theory of semiotic proposed by Barthes (1998). The theory of semantic and pragmatic are used to analyze the verbal signs while the theory of semiotic is used to analyze the non-verbal signs. Results are presented through formal and informal methods. The results show that the advertisement of “Sydney Reality Group” used both verbal and non-verbal signs to persuade the audience to buy the product. In addition, the verbal and non-verbal signs carried hidden meaning or connotative meaning.

Keywords: *advertisement, meaning, non-verbal, sign, verbal*

Introduction

On a daily basis in our lives we are surrounded by advertisements. It is difficult to avoid some form of publicity, whether it might be the latest offer at the local supermarket or some advertisements on TV. The main function of advertisement is to introduce goods to the public. Obviously, it is not its only role. Advertisements also assume certain characteristics which are less directly connected to selling. Advertisers try to influence people into buying a way of life as well as goods.

Advertising language is of course loaded language. Its primary aim is to attract our attention and dispose us favorably towards the product or service on offer. Advertisers use language quite distinctively: there are certainly advantages in making bizarre and controversial statements in unusual ways as well as communicating with people using simple, straightforward language. Copy-writers are well known for playing with words and manipulating or distorting their everyday meaning; they break the rules of language for effect, use words out of context and even make up new ones.

Advertising language is generally informal and colloquial. Sentences are usually simply constructed and short. The prospective customer is continually exhorted. In TV commercials there is an even greater tendency towards the abbreviated or disjunctive mode of discourse. The tone is jocular, even disingenuous and the grammar is abbreviated and disjointed.

Analyzing the content of advertisements involves looking at both verbal and nonverbal aspects. Pictures are 'easier' to understand and have more impact than words. They generally offer greater opportunity for the communication of excitement, mood, and imagination. There are three levels of meanings in an image. It could be said that level one is the denotative, level two the connotative and level three the ideological.

In order to gain better understanding of the role that advertising plays in society, it is very important to ask how advertising organizes and constructs reality, how meanings are produced within the ad discourse and why some images is the way they are. This research aims at identifying the meaning of verbal and non-verbal signs used in beverage advertisements on TV.

Literature Review

According to Palmer, Semantics is the technical term used to refer to the study of meaning. The term *meaning* is, of course, much more familiar to us all. But the dictionary will suggest a number of different meanings of *meaning*, or, more correctly, of the verb *mean*, and Ogden and Richards were able to list no less than sixteen different meanings that have been favoured by 'reputable scholars'.

In analysing the realist literary text Barthes came to the conclusion that 'denotation is not the first meaning, but pretends to be so; under this illusion, it is ultimately no more than the last of the connotations (the one which seems both to establish and close the reading), the superior myth by which the text pretends to return to the nature of language, to language as nature' (Barthes 1974, 9). Connotation, in short, produces the illusion of denotation, the illusion of language as transparent and of the signifier and the signified as being identical. Thus denotation is just another connotation. From such a perspective denotation can be seen as no more of a 'natural' meaning than is connotation but rather as a process of *naturalization*. Such a process leads to the powerful illusion that denotation is a purely literal and universal meaning which is not at all ideological, and indeed

that those connotations which seem most obvious to individual interpreters are just as 'natural'.

For most semioticians both denotation and connotation involve the use of codes. Structural semioticians who emphasise the relative arbitrariness of signifiers and social semioticians who emphasize diversity of interpretation and the importance of cultural and historical contexts are hardly likely to accept the notion of a 'literal' meaning. Denotation simply involves a broader consensus. The denotational meaning of a sign would be broadly agreed upon by members of the same culture, whereas 'nobody is ever taken to task because their connotations are incorrect', so no inventory of the connotational meanings generated by any sign could ever be complete (Barnard 1996, 83). However, there is a danger here of stressing the 'individual subjectivity' of connotation: 'intersubjective' responses are shared to some degree by members of a culture; with any individual example only a limited range of connotations would make any sense. Connotations are not purely 'personal' meanings - they are determined by the codes to which the interpreter has access. Cultural codes provide a connotational framework since they are 'organized around key oppositions and equations', each term being 'aligned with a cluster of symbolic attributes' (Silverman 1983, 36). Certain connotations would be widely recognized within a culture. Most adults in Western cultures would know that a car can connote virility or freedom.

In addition, theory of speech act by Yule (1996) is used to analyze the intended meaning of the utterances which occurred in the data. Speech acts can be divided into five different categories: assertives, commissives, directives, declaratives, and expressives. An *assertive* is a speech act, the purpose of which is to convey information about some state of affairs of the world from one agent, the speaker, to another, the hearer. Examples of assertives are "It is raining" and "The cat is on the mat". A *commissive* is a speech act, the purpose of which is to commit the speaker to carry out some action or to bring about some state of affairs. Examples of commissives are "I promise to be at home before nine o'clock" and "I swear to bring it back". A *directive* is a speech act, where the speaker requests the hearer to carry out some action or to bring about some state of affairs. Examples of directives are "Please bring me the salt" and "I order you to leave the room". A *declarative* is a speech act, where the speaker brings about some state of affairs by the mere performance of the speech act. Examples of declaratives are "I hereby pronounce you man and wife" and "I hereby baptise you to Samuel". An *expressive* is a speech act, the purpose of which is to express the speaker's attitude about some state of affairs. An example of an expressive is "I do not like coffee".

Method

This research used the qualitative method. The data was taken from TV commercials. It is the advertisement of mineral water "Ades". The writer

observed the advertisement and collected the appropriate data. In collecting the data, the writer used methods of recording and note taking.

The collected data were classified into verbal and nonverbal signs in order to sort out just what is being investigated. In analyzing the data, the writer described what a text says by paraphrasing it and clarifies any ambiguities in the text and brings out hidden meanings. The data were analyzed by using some theories. Theory of semantics by Palmer (2001) and theory of pragmatic by Yule (1996) are used to analyze the meaning of verbal signs of the advertisements. In addition, the theory of semiotic by Barthes (1998) is used to analyze the meaning of non-verbal signs in the advertisements. The results are presented through formal and informal method.

Findings and Discussions

The discussion is divided into two steps. First, the discussion is focused on the analysis of the meaning of verbal signs. Second, the discussion is focused on the analysis of the meaning of non-verbal signs. The analysis can be seen as follows:

The Meaning of Verbal Signs in “Ades” advertisement

Verbal Data:

- (1) Pilih... *Choose...*
- (2) Minum... *Drink...*
- (3) Remukkan... *Crush...*
- (4) Ades, langkah kecil memberikan perubahan
Ades, small step makes a change

In this advertisement there are some short utterances such as: (1) “*Choose*”, (2) “*Drink*”, and (3) “*Destroy*”. All of them belong to directive speech act because the speaker wants the audiens/listener to do something. The indicator of this kind of speech act is there is an action which must be done by the listener. The utterances were used to tell the listener to choose Ades because it is a high quality mineral water; to drink Ades to feel fresh, and to destroy the bottle to experience the sensation chorusing the bottle. The last utterance “*Ades, small step makes a change*” is a kind of representative speech act. Any utterance which gives statement belongs to representative speech act. In this utterance, the speaker must guarantee the truth of his statement. This utterance also carries a secondary meaning or connotative meaning. The phrase *small step* doesn't mean *to move by lifting your foot* but it means the action of consuming Ades and derstroying its bottle. Also the word *a change* which doesn't mean *to become different or exchange one thing for another thing* but it means a positive effect for the environment.

The Meaning of Non-Verbal Signs in “Ades” advertisement

Scene 1



The scene shows a fresh young man came over the refrigerator and took a bottle of mineral water, Ades. It is transparent so the consumer can see the water inside. The bottle cap is green and so does the sticker which is dominated by green color. Green is the color of nature which is fresh. It gives relaxing effect and can balancing emotion. It implies that by drinking Ades you will feel fresh, relax, and calm.

Scene 2



Scene 2 shows the young man opened the bottle cap and drank the water. His face became fresh after drinking Ades. Here he wore white t-shirt and blue jacket. He looks so sporty and healthy. It implies that if somebody drinks Ades he/she will be spiritually and physically healthy.

Scene 3 & 4



Scene 3 shows the young man crushed the bottle easily. It implies that Ades is a sustainable product because the bottle will not pollute the earth. Scene 4 shows the young man held a paper with the sentence “*Small step makes a change*” on it. This scene implies that by choosing Ades you can save the world.

Scene 5 & 6



Scene 5 show a bottle of Ades and leaves in circular arrangement which looks like a green flower. Scene 6 shows a crushed bottle and a fresh leaf came out from it. Those signs imply that Ades support *Go Green* program. Leaves are the symbol of *Go Green*. There are a wide variety of products targeted toward green living that make changing to a greener lifestyle a simple and easy transition. Going green is a lifestyle change targeted at being consciously aware of the surrounding environment and how things we do affect that environment. Another benefit to going green is the impact it can have on our health. From the foods we eat to the air we breathe, going green can help keep us healthy and improve our quality of life. Choosing Ades is one small step to go green.

Conclusion

Based on the previous analysis, it can be concluded that both verbal and non-verbal signs in the advertisement of mineral water “Ades” carried hidden meaning. Based on verbal data, the finding shows that the copy writer used the connotative meaning in delivering the message. The mystery of why people buy some things and not others can be partially solved by the connotations inherent in the words used to sell the product. The name alone can be fraught with hidden meanings and can bring up images in the brain unrelated to the item but having an adverse effect on the desirability of the item. In addition, based on the non-verbal data, the finding shows that some pictures, shapes, colors, attitudes also carried hidden meaning. Visual content and design in advertising have a very great impact on the consumer, but it is language that helps people to identify a product and remember it.

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CLIPPING IN MALAY SPOKEN DIALECT

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Abstract. This paper describes the clipping formation in Malay dialect spoken in Peninsula, Malaysia. The research undertaken followed the qualitative method in which the data were taken from conversation and participating observation (Creswell, 2009) between the researcher and the native speaker. This paper aims to provide a comprehensive description of clipping formation in Malay spoken dialect in terms of type and word category that undergo clipping. The prosodic views of the words after being clipped were also presented. Malay spoken dialect undergoes back clipping, fore clipping, middle clipping and partial clipping. For the word categories, Malay spoken dialect has Nouns, Verbs, Adjectives, and Adverbs which undergo clipping. For prosodic view, clipping which is composed by a single syllable, will be: CV, CVC. While for double syllable, the view will be VCV, CVCV, CVCVC. Clipping which is composed from compounding or phrase, will be CVC CVC.

Key words: Clipping, types of clipping, prosodic view.

1. INTRODUCTION

Clipping is known as the reduction of the original word to form a new word. Yule (2006) stated that clipping occurs when a word consists of more than one syllable. Plag (2002) preferred to name this word formation as truncation. He provided some examples as *condo* is from *condominium*, *demo* is from *demonstration*. Truncation covers names, -y diminutives and clipping. Truncated names are like *Ron* which is from *Aaron*, *Liz* from *Elizabeth*. But other examples can be categorized as y- diminutives which have orthographic variants *-ie* or *ee.*, as *Mandy* from *Amanda*, *Andy* from *Andrew*. Yule (2006) argued that this process is known as hypocorism which is favoured in Australian and British English. But his orthographic variants are *-y* or *-ie.*, as *Aussie* from *Australia*, *brekky* from *breakfast*. From electronic source, I found that this word formation can be divided into four types, depending on what part of the syllable is clipped. They are back clipping, fore clipping, middle clipping and complex clipping. **Back clipping** or known as apocoptation, is the beginning of the syllable which is retained. **Fore clipping** (known as aphaeresis) is the opposite of the back one. It retains the final

syllable(s). **Middle clipping** which is also called syncope is retained the middle word. And for the last **Complex clipping**, known as compound clipping, one part of the original compound remains intact. **Back clipping** is like *ad* which is clipped from *advertisement*, and *exam* from *examination*. **Fore clipping** is like *phone* which is from *telephone*, and *coon* from *raccoon*. **Middle clipping** is like *flu* from *influenza*, and *jams* or *jammies* is from *pajamas/pyjamas*. **Complex clipping** is like *navicert* from *navigation certificate*, and *telegram* from *cable telegram*.

I found hard to get the literature review related to the previous studies about the word formation under study as well as the references concerning this matter. I assume that clipping is one of the word formation processes which is not familiar or rarely used by the language user to form words. It is proved that many references only provide glanced information about this matter comparing with other word formation processes as affixation, reduplication, compounding or even acronym. However, this process is identified when I made conversation with some Malay native speakers.

This paper aims to provide a comprehensive description of clipping word formation in Malay spoken dialect in terms of type and word category that undergo clipping. As for the type, I attempt to describe which part of the syllable undergoes clipping, for example, back part of the syllable, fore part, middle and complex part of the syllable.

The research undertaken followed the qualitative method in which the data were taken from conversation and participating observation (Creswell, 2009) between the researcher and the native speaker. After holding some conversation during July 2010 till December 2010, I got around 25 words which were clipped by the speakers. Then the data would be analyzed according to the objectives stated above.

The rest of this paper is structured as follows. Section 2 presents a brief literature review on Clipping in Malay spoken dialect. Section 3 deals mainly with types which are presented along with the data. Section 4 lays out the word category of the data which undergo clipping, which is then followed by a conclusion.

2. LITERATURE REVIEW

The process of reduction words from polysyllabic syllables into smaller is known as clipping (Yule: 2006). Plag (2002, p. 146) explain clipping in different terminology as truncation. He stated that “it is the process in which a derived word and its base are expressed by the lack of phonetic material in the derived word”. Yule (2006) provided many examples which are commonly used as *ad* which is clipped from *advertisement*, *bra* is from *brassiere*, *cab* is from *cabriolet*, *condo* is from *condominium*, *fan* is from *fanatic*, *flu* is from *influenza* and some other examples which are sometimes for the non native speakers of English look more familiar with the clipped form than the base one. Yule also said that English

speakers prefer to call *Liz* to *Elizabeth*, or *Mike* to *Michel*, or *Sam* to *Samuel*. In educational term, so many words get reduced as in *chem*, *exam*, *gym*, *math*, *lab* and some others.

I have not found yet any research about the topic under study in Malay dialect until this paper is written. The paper discussing about clipping was found as the unpublished thesis (Prasetyo, 2010). He discussed not only clipping form but also all kinds of word formation in Bahasa Indonesia text messages. He classified clipping into vowel, consonant, or lexeme clipping. This classification cannot be used in this study because this study concerns the spoken form of language, not the written one as done by (Prasetyo, 2010). The other paper which discusses the similar issue as clipping was written by Cohn (2003) published in Proceedings-NELS34, the thirty-fourth annual meeting of the North East Linguistic Society, which was hosted by Stony Brook University on November 7-9 2003.

Language Varieties

The language varieties in communication are supposed made by the rapid development of the language use. Yule (1996) and Kridalaksana (2007) assert at least two varieties of language; they are standard and non-standard language. The standard variety is normally used in news papers, books, formal media as letters and treaty certificate. Additionally, this variety is also used to transfer knowledge in class. In contrast, the non-standard variety is usually found in daily conversation among particular communities. The choice of using the standard and non standard varieties is mainly based on the context of situation. This context may consist of the topic of the text, the relationship between or among the communicators, the channel of communication, key of the communication, and the sequence (Scollon, 1995 & Paltridge, 2000 in Prasetyo, 2010). Scollon (1995) argued that the participants in communication should consider their relationship of who they are and what they role.

Holmes (2001) also argued that the domain of language use becomes one of the factors which affect the choice of the language varieties among speech communities.

The dialect under study includes in non standard language because it is found in daily conversation between or among the speakers of the same rank of age and social status. The conversation was held beyond the formal context and media.

Furthermore, clipping is one of the processes of word formation which can be included in non-standard variety used among the participants or communicators in communication. It is proved that all data were gathered in a non-formal context of situation. The conversations were held by participants who have an intimate relationship. When it is compared to the formal situation as in seminar and in class room when teachers transfer knowledge, such elements of clipping were hardly found.

**CIRC Method in Classroom Interaction to Enhance EFL
Learners' Ability
in Writing Business Letters**

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Abstract. Creating classroom activities is paramount importance in English language teaching since it will influence language acquisition of EFL learners. Teacher has an important role in deciding the classroom activities together with classroom instruction that can address students' need and learning objective.

This paper studied on CIRC method that will create students' active interaction within small groups. Students will conduct teachers' structured activities within group through positive interdependence and individual accountability. Such condition will promote motivation and encouragement for students. Moreover it will lead an interesting learning atmosphere which will enhance their achievement on the subject taught specifically their ability in writing business letters.

Keywords: *CIRC, interaction, writing*

I. Introduction

Language acquisition of EFL learners is mostly influenced by classroom activities and classroom instruction given by teachers. Activities that are best suited with learning objective and students' need certainly will affect on students' achievement. Thus, English language teachers must be creative in creating attractive classroom activities that are able to draw EFL learners' attention. This condition is as Duderstadt statement in Jones (2008) that "It could well be that faculty members of the twenty-first century college or university will find it necessary to set aside their roles as teachers and instead become designers of learning experiences, processes, and environments."

Writing

Writing is one important skill of English language learning. Bryson in Durukan (2011) describes that writing is the most concrete and systematic of the language skills. The more developed the writing skill, the more systematic the individual's overall use of language.

Moreover, Kapka and Oberman in Durukan (2011) explain that pedagogy to be adopted in the teaching process should ensure both accurate comprehension and correct and effective self expression by students during reading and writing activities. Teachers need information and experience to choose appropriate teaching methods for specific learning environments.

One type of writing is business writing that is writing to accomplish the work of an organization. Since the world become globalized, the skill of english business writing is needed by many companies. Students with this proficiency will be sought by some businesses/companies.

Furthermore, from the writer's observation and interview on the students who took the subject of business correspondence at Politeknik Ubaya, the writer found that students of this subject were less motivated. Most students thought that the subject was a complicated and boring subject. They assumed that in learning business writing, they needed much effort. They must comprehend the context, be creative in finding and expressing ideas, and also understand grammar. To conclude, students thought that business writing was really a complex subject.

In addition, students' feedback from questionnaires of learning evaluation conducted by Directorate of Quality Assurance supported the above condition that students considered teachers needed to be creative in teaching this subject and that the classroom was noisy since students talked to each other and paid little attention to the teacher and the subject.

Due to the condition, teacher should design classroom activities and instruction that is suitable with students' need and learning objective in order to create positive learning environment so that students will be more active, joyfull and motivated. Such condition surely will lead to students' better achievement.

Cooperative Learning

New Horizons, Johson & Johnson, Slavin, Williams in Jones & Jones (2008) explains that cooperative learning is the most well researched of all teaching strategies. Forty years of research has shown that when compared to others methods of instructions, cooperative learning is one of the most effective ways for students to maximaze their own learning and the academic accomplishments of their classmates.

Moreover, Jones & Jones (2008) said that highly structured cooperative learning allows students to develop their own understanding of key concepts all the while encouraging and assisting others. Kagan (1995) also mentioned that for English Language Learning students especially, cooperative learning promotes language acquisition by providing comprehensible input in developmentally appropriate ways and in a supportive and motivating environment.

Teachers take several roles in planning cooperative learning (Yahya and Huie, 2002):

1. teachers make pre-instructional decisions about grouping students and assigning appropriate tasks.

2. teachers have to be able to explain both the academic task and the cooperative structure to students and then must monitor and intervene when necessary.
3. teacher is also the one who is responsible for evaluating student learning and the effectiveness of each group's work (Cohen, 1998).

One fear teachers have about using cooperative learning is that low status students will not participate and/or that high status students will take over the group. Teachers must create groups that are equitable so that all students participate fully and use multiple-ability strategies (Cohen, 1998) if cooperative learning is to work. Teachers also need to convince students of three things: that different intellectual abilities are required in cooperative learning, that no one student has all of the abilities needed, but that each member of the group will have some of the abilities (Cohen, 1998).

Cooperative Integrated Reading and Composition Strategy (CIRC)

Cooperative Integrated Reading and Composition (CIRC), is one of cooperative learning strategy that the writer believes best suited with this study, writing-learning strategy. As Acikgoz and Yaman described in Durukan (2011) that CIRC technique presents a structure that increases not only opportunities for direct teaching in reading and writing but also applicability of composition writing techniques.

Institutes of Education Science defines CIRC as a comprehensive reading and writing program for students. It includes story-related activities, direct instruction in reading comprehension, and integrated reading and language arts activities. Pairs of students (grouped either by across ability levels) read to each other, predict how stories will end, summarize stories, write responses, and practices spelling, decoding and vocabulary.

CIRC places students in mixed-ability teams that work cooperatively to achieve their learning goals. The group goals are designed to motivate students to help their group mates to learn. To reduce any “free rider” effects, where a student does little and relies on others to accomplish the goal, the attainment of the group goals in CIRC depends on the individual learning of all group members.

Furthermore, Steven (2006) explained that in CIRC :

1. Teacher provides instruction on whatever teaching point is the focus of the lesson
2. In groups that are mixed as to past achievement, students practice the points as taught by the teacher in preparation for a quiz. Students do not take a quiz until their teammates have determined that they are ready
3. Group receive non grade rewards based on groups members performance on the quiz and other assessment.

Classroom Action research

The writer conducted the study as a classroom action research. It is conducted at a class that will be evaluated pre and after the treatment of the implementation of CIRC Strategy.

Schmidt (2002) stated that action research is becoming a more accepted tool for teachers to assess their own teaching strategies and reflect upon their effectiveness. McNiff in Schmidt (2002) defined action research as the name given to an increasingly popular movement in educational research that encourages teachers to be reflective of their own practices in order to enhance the quality of education for themselves and their students. McNiff continued that action research is a form of self-reflective inquiry that can be used in school-based curriculum development, professional development, and school-improvement schemes.

The action research model shows the process as cyclical in nature involving multiple cycles. The first cycle moves through the major steps of planning, action, observation and reflection, which are then used to revise the process in the next cycle (Kemmis and McTaggart, 1990). The iterative action research cycle starts with faculty (and possibly students) deciding on the focus of the inquiry and creating a plan to observe and record their classroom activities (plan). The classroom activities are then implemented (action) and pertinent observation are recorded (observed) which are then individually and collaboratively critically reflected upon (reflect) leading a revising classroom activities based on what has been learned (revised plan) (Winter and Munn-Giddings, 2001).

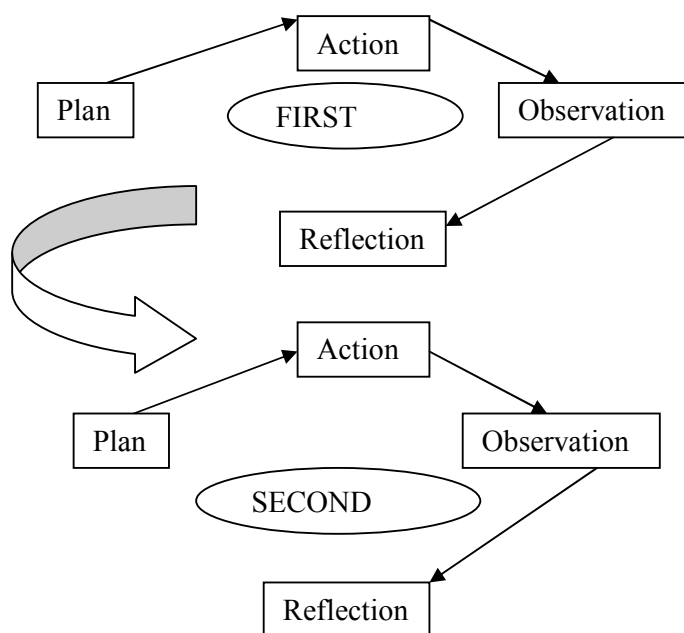


Figure 1. Cycle of Action Research (John Elliot's Model)

II. Discussion

Data of the Study

The subject of the study are second semester-students of Politeknik Ubaya who take the subject of Business Correspondence.

The writer collects data through:

1. Observation and interview
The writer will observe students' difficulties, problem and participation before planning and also during the process.
2. Questionnaires
The writer distributes questionnaires to students to get their feedback of CIRC implementation
3. Pre test and post test
Pre test and post test will be conducted to know the gap of students' ability before and after CIRC implementation

Technique of the Study

The study consists of two cycles, each of it consists of planning, action, observation (also record) and reflection. The first cycle will be evaluated whether to reimplemented or revised to be the process in the next cycle.

The research cycle starts on deciding the focus of the inquiry and creating a plan to observe and record classroom activities (plan). The classroom activities are then implemented (action) and pertinent observation are recorded (observed) which are then individually and collaboratively critically reflected upon (reflect) leading a revising classroom activities based on what has been learned (revised plan).

The writer will do the research on the topic of "Quotations" for the first cycle. She will plan the group activities, conduct pre test for students, then implement the activities, direct students' discussion and presentation on the topic (action). During the process, the writer will observe students' progress, participation, understanding and difficulties. Later on, the writer will conduct post test for the students, to identify their comprehension before and after the treatment of CIRC. Finally the writer will do a reflection, whether the CIRC implementation runs well as expected or need revised plan for the next cycle.

"Order Letter" will be the topic for the second cycle of this classroom action research. Based on the reflection, the writer will decide whether it is necessary to revise the planning. If the first cycle runs well, the writer will do the same action for the second cycle. Otherwise, the writer will revise the plan.

Result

The writer conducted the CIRC implementation in two cycles. Each cycle carried out in one month.

1. First Cycle (Topic of the subject: Quotation)

- Week 1: The writer explained that the classroom activities will be conducted in pair / small groups that consist of mixed ability students. Each member of the group must be active, can not be dependent to their partner, since at the end of the group activity, teacher will randomly asked students to present their result of group discussion. In this week, pre test was performed. Then the writer explained about general quotation.
- Week 2: The writer explained about routine and tabulated quotation. Group works were carried out. The writer gave role card as customer and supplier who will request for quotation and send the quotation. The writer made sure that the groups understood the instruction and all the members were active. Later on some groups must perform their result of group discussion and the other groups must comment on the presentation
- Week 3: The writer explained about Quotation not accepted. Group received some incomplete letters of rejected quotation. After the discussion, the group continued with the role card concerning quotation not accepted. Then some groups will present and the rest will give comment.
- Week 4: The writer explained about Customer request for better terms. Then post test was conducted as the classroom agreed that they were ready.
- During the first cycle, the writer observed students activity (when the writer explained the lesson, during group discussion and their motivation). The writer also interviewed and have discussion with students whether they enjoyed the learning activities, were motivated, or not.
- The writer did reflection, considered the result of observation, interview and score of both pre test and post test.

2. Second Cycle (Topic of the subject: Order Letter)

As the minimum cycle of action research is two cycles, to assures that the teaching method is productive to achieve the learning objective. The writer moved to the next cycle.

- Week 1: Pre Test was conducted. Then the writer explained about general order letter.
- Week 2: The writer explained about placing order and acknowledging order. The writer gave role card to be discussed within group, then group presented the result of the discussion.
- Week 3: The writer explained about declining order. The writer gave some exercises of incomplete letters to be discussed within group.
- Week 4: The writer reviewed the topic. Then post test was conducted and questionnaires were distributed to students. The writer also had

some discussion and interviewed on the teaching and learning activities (CIRC implementation)

Students' Participation

Writer's observation and interview revealed that before the treatment of CIRC, students of this subject were less motivated. Most students thought that the subject was a complicated and boring subject. Moreover, feedback of learning evaluation of Directorate of Quality assurance also showed that students considered teachers needed to be creative in teaching this subject and that the classroom was noisy since students talked to each other and paid little attention to the teacher and the subject.

Therefore, the writer observe the students' participation during the learning process i.e.

1. The students are active to listen teacher's explanation
2. The students are active in team work
3. Students' motivation during the lesson

If certain students were active, they will be identified as 1, if not, they will be identified as 0.

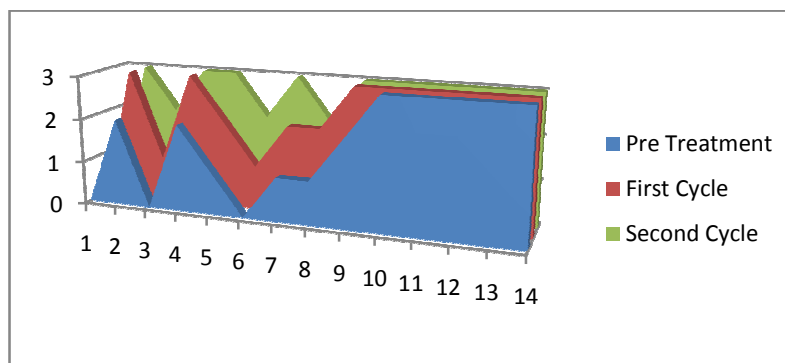


Figure 2. Chart of Students' Participation

No	Students	Pre Treatment			First Cycle			Second Cycle			Pre Treatment	First Cycle	Second Cycle
		The students are active to listen teacher's explanation	The students are active in team work	Students' motivation during the lesson	The students are active to listen teacher's explanation	The students are active in team work	Students' motivation during the lesson	The students are active to listen teacher's explanation	The students are active in team work	Students' motivation during the lesson			
1	F	1	0	1	1	1	1	1	1	1	2	3	3
2	K	0	0	0	0	1	0	1	1	0	0	1	2
3	Ct	1	0	1	1	1	1	1	1	1	2	3	3
4	I	0	0	1	1	0	1	1	1	1	1	2	3
5	Ag	0	0	0	1	0	0	1	1	0	0	1	2
6	Z	0	0	1	1	0	1	1	1	1	1	2	3
7	D	0	0	1	1	0	1	1	0	1	1	2	2
8	Me	1	0	1	1	1	1	1	1	1	2	3	3
9	Al	1	1	1	1	1	1	1	1	1	3	3	3
10	V	1	1	1	1	1	1	1	1	1	3	3	3
11	N	1	1	1	1	1	1	1	1	1	3	3	3
12	Mi	1	1	1	1	1	1	1	1	1	3	3	3
13	C	1	1	1	1	1	1	1	1	1	3	3	3

Figure 3. Students' Participation

The chart shows that before CIRC implementation less than 50% students are active in listening the teacher, group work, and have high motivation. Through the first and second cycle, students' participation increases. 77 % students are finally active in learning process.

The Increase of Students' Evaluation

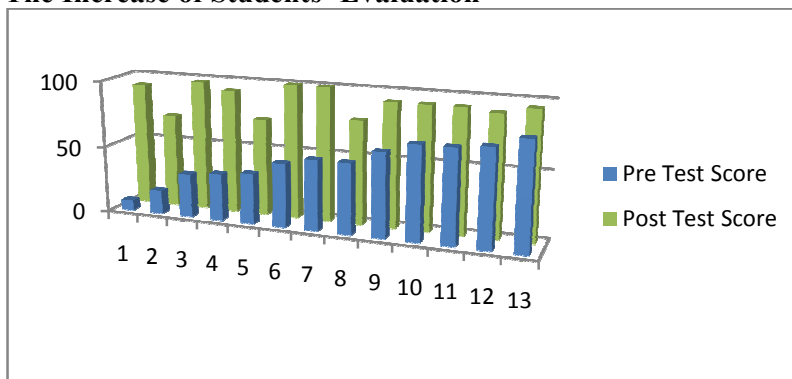


Figure 4. Pre Test – Post Test score of Cycle 1

We can notice that all students get significant increase from pre test to post test score. The average score of pre test is 49 whether average score of post test is 89.

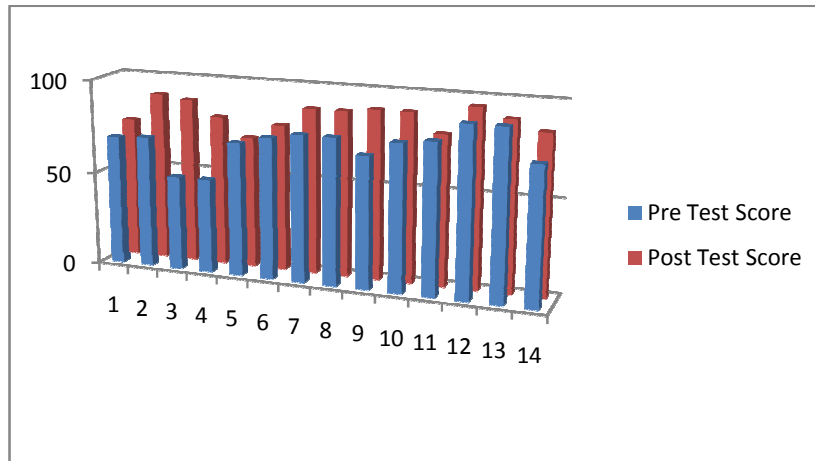


Figure 5. Pre Test – Post Test score of Cycle 2

The chart shows that the average score of pre test in cycle 2 increases from 49 into 73. It reveals that students start to be motivated in learning the subject. Meanwhile all pre test score increases in the post test eventhough the increase is not as much as in the first cycle. The condition is still okay since the average score of pre test of the second cycle increases compared to the first cycle.

CIRC Implementaion

The below table shows that CIRC Implementation is effective in creating productive learning activities for classroom management. Most students agree with the statements. They consider that CIRC is interesting, not boring, helpfull in developing ideas, encourage students to be active in the group. Moreover students more focus and easily understand the topic taught.

Meanwhile, teachers still need to encourage students to share/help ideas/opinion with friends since this condition has the lowest score.

No	Statement	Average (1-4 scale)
1	The method used by the lecturer is interesting	3,2
2	The method used by the lecturer is not made me bored	3,0
3	The method motivates me to develop my ideas (be creative)	3,1
4	The method motivates me to learn in a small group to solve the problems	3,4
5	The method motivates me to be active in my group	3,4
6	The method motivates me to share / help my friends with the topic	2,9
7	The method makes me easier to understand the topic	3,5
8	The method makes me focus to the topic	3,0
9	The method makes the class be more active	3,5
10	The method makes the material/topic taught understandable	3,4
11	The method makes students are able to share their opinion	2,9
12	The lecturer explains the topic clearly	3,3
13	The lecturer gives many examples so I can understand the topic well	3,2
14	The lecturer is able to manage the class well	3,2
15	The lecturer explains the material with simple words so it is easily understood	3,2
16	The lecturer gives some exercises to drill the students to understand the topic	3,2
17	The lecturer guide students during the group discussion	3,2

Figure 6. Questionares of CIRC Implementation

III. Conclusion

The study primarily investigated CIRC implementation as a strategy to create classroom activities that are suited with students' need and able to facilitate students to achieve learning objective.

The CIRC implementation in the students who take Business Correspondence/Writing at the Politeknik Ubaya reveals that CIRC method through cooperative structured activities guided by the teacher, is able to encourage students to be more active in listening the teacher's explanation, group work, and have high motivation. Both cycles conducted, also show that there is significant increase in pre and post test score. Indeed, pre test score in the second cycle improves, compared to pre test score of the first cycle. This condition reveals that students are having high motivation to learn the subject. The questionnaires about CIRC implementation mostly shows that students agree that CIRC is productive method that suited with students which help them to participate, encourage in learning the topic taught by the teacher.

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PROCESS APPROACH TO USING QUESTIONS IN LISTENING TO ACTIVATE STUDENT'S LISTENING STRATEGIES

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Abstract. Listening comprehension is viewed as a mix of bottom-up and top down processes. Here bottom-up process is triggered by sounds, words, and phrases heard by listener as he or she attempts to decode speech and assign meaning while top down process, on the other hand, refers to the use of background knowledge in understanding the meaning of spoken texts. In teaching listening, especially in EFL context, teacher needs to provide listening activities that link bottom-up and top-down processing skills as one of strategies in listening and involve them in a three-part sequence consisting of pre-listening, while-listening, and post-listening. These strategies for effective listening are then incorporated into the EFL learners' learning materials through *a process approach to using questions in listening*. This approach helps EFL learners to develop their skills and strategies for listening through the use of various kinds of question (*in the type of display vs. referential question, or focus vs. open question*) having specific function (*to help the students in processing the spoken text, monitoring their understanding of the text and also evaluating their progress in learning listening*) in a three-part sequence of teaching listening. Through the use of different question types and formats, EFL learners are guided to demonstrate a wide range of comprehension and develop effective listening strategies that make them to be more proficient in listening. This approach also helps them to be critical and autonomous learner since they have to find the listening strategies leading to the answer of the questions.

Keywords: *bottom-up and top down processes, process approach to using questions in listening, three-part sequence in teaching listening*

1. Introduction

As a vital mental capacity by which learners understand and take part in the world around them, listening is more than merely hearing words. Listening is an active and complex process. Listeners actively involve themselves in the interpretation and understanding of spoken text by simultaneously integrate both linguistic skills and non-linguistic skills, and also possibly give response to what has been heard. Here listening is considered as vital mental capacity since it plays an important role in language learning. Listening has emerged as an important component in the process of second language acquisition (Feyten, 1991). This research base provides support for the pre-eminence of listening comprehension in

instructional methods, especially in the early stages of language learning. Besides, according to Rost (1994), “listening is vital in the language classroom because it provides input for the learner. Without understandable input at the right level, any learning simply cannot begin” (p.141). Moreover, in the context of EFL learning, listening seems unavoidable since learners do listening most frequently. Rivers in Celce-Murcia (2001) mentioned that “on average, we can expect to listen twice as much as we speak, four times more than we read, and five times more than we write” (p.70). In fact, mastering spoken language listening can facilitate learners to participate well communication. Based on these theories, it can be inferred that communication cannot take place successfully if the message is not understood or without learning listening, there is no communication since the people might not be able to speak, to read and to write.

However, in the same time, teaching listening in EFL context still needs improvement. Many EFL learners still find it difficult to master. Richards (2008) stated that “often, spoken discourse strikes the second-language listener as being very fast, although speech rates vary considerably. Here, radio monologs may contain 160 words per minute, while conversation can consist of up to 220 words per minute” (p.3). Moreover, Brown (1994) proposed eight characteristics of spoken language that make listening difficult such as clustering, redundancy, reduced form, performance variables, colloquial language, rate of delivery, stress-rhythm-intonation, and also Interaction (p.238-241). Furthermore, related to applying listening strategies in comprehending spoken text, Vandergrift in Celce-Murcia (2001) pointed out that beginning and low intermediate listeners rely too much on information at one level, either at the top down or at bottom up, and fail to check one level against the other. Listeners may come to the listening experience with a fixed idea of what they will hear, and be unwilling to change their idea as the text comes in. They are also less able to revise their schemata when faced with contradictory information and either ignore the contradiction or shift their conceptual frame-works too frequently (p.91).

In specific context, English department students of teacher training and education faculty of SebelasMaret University in second semester experienced the similar problems. These EFL learners often find problem in controlling the speed of speech and have difficulties decoding its meaning. Oftentimes, even when they hear sounds correctly, they have interpretation problems due to a lack of vocabulary and background knowledge. Based on these findings, it can be inferred that learners have not been successful yet in using both bottom-up and top-down processes to understand messages like what should be in real-world listening. Concerning these problems, in teaching listening, teacher needs to provide listening activities that link bottom-up and top-down processing skills, and involve them in a three-part sequence consisting of pre-listening, while-listening, and post-listening. In this case, ***a process approach to using questions in listening*** is considered able to provide learning exercise and exposure with a focus on their listening process as the strategies in doing effective listening.

2. Literature Review

a. Listening Comprehension

Listening comprehension means person's ability to understand things they listen to. In EFL context, Brown and Yule (1983) explained that listening comprehension could mean that a person understands what he has heard. However, in EFL teaching, it often is taken to mean that the listener can repeat the text, even though the listener may reproduce the sound without real comprehension. "If he could actually learn the text as he heard it, he would probably be said to have understood it"(p.58). In this case, Richards (2008) noted that the role of listening in a language program is to help develop learners' abilities to understand things they listen to. The approach to teaching of listening is based on the following assumptions:

- a. Listening serves the goal of extracting meaning from messages.
- b. To do this, learners have to be taught how to use both bottom-up and top-down processes to understand messages.
- c. The language of utterances – the precise words, syntax, and expressions – used by speakers are temporary carriers of meaning.
- d. Once meaning is identified, there is no further need to attend to the form of messages unless problems in understanding occurred.
- e. Teaching listening strategies can help make learners more effective listeners.
- f. Tasks employed in classroom materials enable listeners to recognize and act on the general, specific, or implied meaning of utterances. (p.14)

Above explanation indicates that both teacher and learners need to underline the importance of knowing what listening is and listening strategies to facilitate comprehension. This paper is focused on bottom-up and top-down processing skills as the strategies in doing effective listening. In detailed, listening strategies here is classified by how the listener processes the input (bottom-up and top-down processing).Richard (2008) described those processes as follows.

1) Bottom-up processing

In bottom-up processing, learners utilize their linguistic knowledge to identify linguistic elements in an order from the smallest linguistic unit like phonemes (bottom) to the largest one like complete texts (top). It is absolutely "text based" process where learners rely on the sounds, words and grammar in the message in order to create meaning.

2) Top- down processing

Top- down processing, on the other hand, refers to the use of background knowledge in understanding the meaning of a message. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next.(p.4-10)

Moreover, Richards (2008) stated that "in real-world listening, both bottom-up and top-down processing generally occur together. The extent to which one or the other dominates depends on the listener's familiarity with the topic and content of a text, the density of information in a text, the text type, and the listener's purpose in listening" (p.10). Lynch & Mendelsohn (2009) also stated that this interactive process known as parallel processing requires the learner to use background knowledge (top-down) to interpret meaning and linguistic knowledge (bottom-up) in order to discriminate between familiar sounds. Then, the goal of this is for the language listener to use parallel processing in order to perceive, interpret, and respond to the information being heard (p.185).

b. Three-part sequence in teaching listening

Richard (2008) pointed out that a typical lesson in current teaching materials involves pre-listening, while-listening and post listening and contains activities that link bottom-up and top-down listening (p.10). In this case, the pre-listening phase prepares students for both top-down, and bottom-up processing through activities involving activating prior language, making predictions, and reviewing key vocabulary. The while-listening phase focuses on comprehension through exercises that require selective listening, gist listening, sequencing etc. While, the post-listening phase typically involves a response to comprehension and may require students to give opinions about a topic. However, it can also include a bottom-up focus if the teacher and the listeners examine the texts or parts of the text in detail, focusing on sections that students could not follow.

c. A process approach to using questions in listening

According to Flowerdew (2005) a process approach to using questions in listening is process based listening having focus not only on post listening questions but also considering pre- and while-listening questions (p.186). This approach helps students to develop their skills and strategies for listening through the use of various kinds of question having specific function in a three-part sequence of teaching listening. This idea is triggered by the important role of questions in the teaching of listening. Flowerdew (2005) stated that "depending on the way the question is asked, and the type of response accepted, listeners can demonstrate a wide range of comprehension. In this case, learners are guided to develop effective listening through the teacher's skillful use of different question types and formats" (p.184). This statement indicates that teacher have to consider the number and quality of question so that it can support the appropriateness of the exposure given to the learners.

Moreover, in teaching practice, Flowerdew (2005) noted that a variety of questioning technique can be used throughout listening period to help the students in processing the spoken text, monitoring their understanding of the text and also

evaluating their progress in learning listening (p.186). The question types here are in the type of *display vs. referential question*, and *focus vs. open question*. A display questions asks the learner to tell the teacher something that the teacher already knows while referential questions are questions to which the teacher doesn't have a definite answer. In some situation, the teacher will help the learners focus on the details of listening text so as to encourage more discrete listening strategies. On the other hand, open listening is also likely to follow when a teacher asks learners to try to grasp the overall picture of a text. Open listening activities often help learners develop overall general listening strategies, and these types of questions often have more than one correct answer (Flowerdew, 2005, p. 187).

3. Discussions

Process Approach to Using Questions in Listening to Activate Student's Listening Strategies

Listening skill in the curriculum of Indonesia is acknowledged as the discrete and the integrated listening. Teaching of listening integrated with other English language skills has been the norm specified in the curriculum for secondary schools. This is conducted to make the students aware of the use of English for daily communicative purposes which are inseparable with speaking, listening, and writing skills. On the other hand, the discrete listening instruction is aimed at providing students with graded competences, varying from literal to critical listening skills. This discrete listening instruction is for English department students. Instead of their different focus, both the discrete and the integrated listening instructions have a sound basis that becomes the important basis in listening process (Cahyono & Widiati, 2009, p.207-208). Concerning the position of listening skill in curriculum and the common listening problems found in EFL context, teachers need to make betterment in the form of learning exposure for effective listening. Process Approach to Using Questions in Listening is chosen as an alternative to provide learning exercise and exposure with a focus on their listening process to activate Student's Listening Strategies in doing effective listening.

As stated before, listening comprehension is viewed as a mix of bottom-up and top down processes. In teaching listening, teacher needs to provide listening activities that link bottom-up and top-down processing skills as one of strategies in listening and involve them in a three-part sequence consisting of pre-listening, while-listening, and post-listening. In this paper, these strategies for effective listening are incorporated into the students' learning materials through a process approach to using questions in listening. More specific, a variety of questioning technique such as in the type of display vs. referential question, or focus vs. open question is made with a focus on listening process (bottom-up and top-down processing) to give students exposures related to variety of listening strategy. The questions here are then arranged well in the form of task that link bottom-up and

top-down listening strategies and are involved in a three-part sequence consisting of pre-listening, while-listening, and post-listening.

The following is example of display - referential questions and focus - open questions in with a focus on listening process (bottom-up and top-down processing) in in a three-part sequence consisting of pre-listening, while-listening, and post-listening. .

Table 1. Example of display - referential questions and focus - open questions in with a focus on listening process (bottom-up and top-down processing) in in a three-part sequence consisting of pre-listening, while-listening, and post-listening.

Title		World Mourns Nelson Mandela	
Source		http://edition.englishclub.com/listening-news/2013-12-10/	
	Possible Questions	Type of Questions	Listening Strategy based on how the listener processes the input (bottom-up and top-down processing)
Pre-Listening Activity	Has everyone met Nelson Mandela before? What was he like?	Open Question;	Top-down processing Building / activating schemata/ Background knowledge
	Look at to the picture of Nelson Mandela and generate a list of things they already know about the picture	Referential Questions;	
	On recognizing the word <i>world mourns for Nelson Mandela</i> , students generate a set of questions for which they want answers. Example: Who is attending the memorial?	Focused Question	
while-listening	<i>Students hear</i> Former South Africa President Nelson Mandela died on Thursday December 5th at the age of 95. Leaders from around the world are in South Africa for an international memorial this week. Question: Which of these words do you hear?	Display questions	Bottom-up processing Develop the ability to identify key words

Number them in the order you hear them.

95 Former President memorial died 5th Leaders

On recognizing the word *important people*, students generate a set of questions for which they want answers: Displayquestion

- | | | |
|---|----------------|---|
| <ol style="list-style-type: none"> 1. What important title did Nelson Mandela previously hold? 2. Who is attending the memorial? 3. Why is the venue for the memorial significant? | Focus question | Top-down processing
Anticipate questions related to the topic or situation and compare with the information found in the text |
|---|----------------|---|

Post-listening	Why does Nelson Mandela mean so much to so many people around the world?	Referential question	Top-down processing Infer the role of the participants
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The examples above shows that these various questions having a focus on listening processes can be used throughout listening period to help the students in extracting the meaning of the spoken text, monitoring their understanding of the text and also evaluating their progress in learning listening. Through the use of different question types and formats, learners are guided to demonstrate a wide range of comprehension and develop effective listening strategies that make them to be more proficient in listening. Moreover, designing various questions is an effort to visualize learning listening strategies because some strategies may seem to be too abstract to learners. In fact, this is the example of learning process that foster practice instead of testing. Being exposed in this exposure, learners will be stimulated to be critical and autonomous learner since they have to find the listening strategies leading to the answer of the questions.

The effort above is considered fruitful since effective strategy use does not happen by itself. Accordingly, teachers are expected to help the students. Thompson's (1994) guide to second language teachers for effective learning (as cited in Chamot, 1995):

Teachers should:

1. Find out what strategies students are using. Ask and record responses;
2. Select one or two strategies found to be missing and identify them by name. Then explicitly explain to students why and when these strategies could be used during the listening process;
3. Model how to use each strategy by incorporating 'think aloud' protocols;
4. Ask students to describe what they heard/observed;
5. Give opportunities for students to practice their listening strategies, and ask them to assess how well they used them by engaging them in discussions.
6. Encourage students to practice their strategies on a variety of tasks on a continuous basis (Chamot, 1995).

4. Conclusion

A process approach to using questions in listening is considered able to provide learning exposure with a focus on their listening process as the strategies in doing effective listening. This approach helps EFL learners to develop their skills and strategies for listening through the use of various kinds of question having specific function in a three-part sequence of teaching listening. A variety of questioning technique such as in the type of display vs. referential question, or focus vs. open question can be used throughout listening period to help the EFL learners in processing the spoken text, monitoring their understanding of the text and also evaluating their progress in learning listening. Through the use of different question types and formats, EFL learners are guided to demonstrate a wide range of comprehension and develop effective listening strategies that make them to be more proficient in listening. This approach also helps them to be critical and autonomous learner since they have to find the listening strategies leading to the answer of the questions.

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Promoting Students' Speaking Skill by Using Pair Taping to the Eleventh Grade Students of SMK PGRI Kayuagung

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Abstract. The fact that speaking is difficult for students is still being the problem of the teachers. Nazara (2011:28) says that students tend to avoid speaking due to their fear of lecturers' scolding and classmates' laughing. Besides, many teachers worldwide have to teach mainly grammar and vocabulary because this area is tested in the examinations and most of schools and many language institutes aim to help their students pass local, national, and international examination (Baker, 2003:5). Therefore, this study tried to investigate whether pair taping could improve students' speaking skill or not. Based on theoretical framework stated by Thornburry (2002:43 & 108), it is stated that pair taping is one way to raise or expose learners' awareness of speaking language and is outside-class speaking to cope students' problem in speaking and can take responsibility for developing their speaking skill. The samples were the two classes of eleventh grade students of SMK PGRI Kayuagung. To collect the data, oral test was used in which the students were asked to choose one situation and perform a dialogue in front of the class. Then, the data were analyzed by using t-test. It was found that t-obtained was higher than t-table at the significant level of $p < 0.05$. It meant that pair taping could improve students' speaking skill because they got hours of extra practice and developed fluency and ease in speaking. They could practice speaking by using pair taping in their house, listened to their speaking, and checked their pronunciation and content of the recording.

Keywords: *pair taping technique, speaking,*

1. Introduction

Communication is an essential need for human being. One of the ways to communicate is through speaking. Bailey (2002:124) explains that speaking is the productive oral or aural skill. Speaking is a crucial part of second language learning and teaching because it is used as interaction, transaction, and performance (Richards, 2008: 21-27). Bahrani and Soltani (2012:26) also explain that in daily lives, most of people speak more than write, but many English teachers still spend the majority of class time on reading and writing practice and almost ignore speaking skill. Consequently, it is important to learn speaking because it is primary mode of communication and a person who has the ability to speak well would be able to communicate effectively with others.

However, Oradee (2012:533) states that speaking English is the most difficult for learners and students often stammer when speaking. Nazara (2011:

28) also says that students tend to avoid speaking due to their fear of lecturers' scolding and classmates' laughing. Meanwhile, Morozova (2013) describes that speaking is a skill that our students less in learning compared to other language skills. Baker (2003:9) also explains that many teachers worldwide have to teach mainly grammar and vocabulary because this area is tested in the examinations, most of schools and many language institutes aim to help their students pass local, national, and international examination. Many examinations are in the form of written test meanwhile the oral test is neglected. It could be concluded that speaking skill was neglected by the teacher to be taught in the classroom.

Furthermore, Bahrani and Soltan (2012) say that the common problem in EFL contexts is where language learners have less chance to speak English; language learners in EFL context have only limited speaking activities inside the classrooms. Besides, Nawshin (2009:17-20) explains that there are some reasons behind speaking problems namely size of the class, anxiety of making mistakes, lack of motivation, teacher's talk dominated, lack of opportunity to use the target language, students do not get chance to speak, lack of interesting topic, peer response, and grammar item teach in deductive manner. Bashir (2011:35) also states that students do not get any chance either in the class room or outside to speak English so that students are shy to speak English. In other words, students do not have enough time to practice speaking English either in the classroom or outside the classroom. Besides, Chainago (2011:121) explains that our learners in Indonesia often get troubles in speaking specially in front of class such as students lost their words and sentences, students' heart is suddenly trembling and beat quickly, students are nervous, and can not say what they want to say although they have prepared it. It can be concluded that speaking in front of people using a foreign language seems to contribute the most to language classroom anxiety (MacIntyre :1999) cited in (Liu:2012). In other words, it is hard to speak English fluently in front of the class because of lack of knowledge and self confidence.

Based on the explanation about the problems in speaking, therefore, teachers should find the right and optimal application of instructional technique to promote and facilitate students in learning speaking. One of the technique that can be applied is pair taping. Pair taping is an excellent option technique to give students an equal amount of time and opportunity for oral production and feedback (Mendez, 2010: 17). According to Schneider (1993) cited in Kluge (2000), pair taping is requiring students to record free conversation outside of class and turn in their tapes as homework. Besides, Schnieder (2001) explains that pair taping which is a fluency practice in which learners record themselves speaking in pairs. Pair taping is an effective technique to increase the motivation and achievement of EFL learners and can make students practice fluency by recording themselves while speaking in pairs (Schneider, 1993). Moreover, Sibai (2004: 12) says that the common technique used to supplement L2 learners' limited opportunity to speak outside the classroom is through the use of tape recorders. Through pair taping, students can check their own pronunciation and can reduce their nervous

because they do not speak in front of class or using minimal respond. In addition, pair taping is a technique that effective to improve speaking skill because it uses minimal respond (Schneider, 2001). Minh (2012:152) also explains that pair taping is one technique that used technology in enhancing the quality of education. Therefore, in teaching speaking using pair taping teachers should use mobile phone to record students' voice.

Based on the previous explanation, therefore, this study tried to investigate whether pair taping could improve students' speaking skill or not.

2. Literature Review

2.1 Concept of Speaking

Speaking is an indispensable tool for thinking and achieving academic success (Goh, 2012:21). In addition, speaking is one of the four major skills necessary for effective communication in any language (Morozova, 2013). Moreover, Sari (2008:9) says that speaking is skill that uses the word and produces the sound to express ourselves either ideas, feeling, and thought and needs orally in an ordinary voice. Besides, Chaney (1998:13) cited in Kayi (2006) explains that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. It could be concluded that speaking is an ability to express, ideas, thoughts, and feelings orally and the purpose of speaking is to express opinions, to persuade someone about something, and to clarify some information.

Moreover, Mahendra (2012: 5-7) describes that there are some aspects of speaking such as grammar which is needed for students to arrange a correct sentence in conversation, vocabulary which can easily generate the idea by using word, content which means students' ability to understand the topic from speaker, fluency which means students' ability to speak smoothly and only a small number of pauses, and pronunciation which means students' ability to pronounce a word based on standard of the sound and stress patterns of a syllable, word, phrase, and so on. In shorts, when speaking English, students should consider some aspects of speaking such as grammar, vocabulary, fluency, and pronunciation so as to speak well.

Furthermore, Thornburry (2005:13) mentions that there are two functions of speaking; transactional and interpersonal. Transactional means the way to convey information and facilitating the exchange of goods and to servive while interpersonal means the way to establish and maintain social relation such as the conversation between friends that take place at the restaurant. Thornburry (2005:13) also explains that there are four speaking genre namely (1) interactive; involving communication between people, for example, casual conversation between friends and the conversation that take place when buying a newspaper at a news kios, (2) non-interactive; without involving communication between people directly, for example, a television journalist's live report and when leaving a voice-mail message, (3) planed; typically planned because they might be completely scripted in advance certain speech genres, for example, public speeches, business presentations, wedding speech, and (4) unplanned; happens spontaneously, for

example, the conversation that take place when bumping into someone on the street. In other words, students speak English in order to get information which functions as transactional and students tend to have interactive which involves communication between students.

2.2 Concept of Pair Taping Technique

According to Kubo (2000), pair taping is a technique designed by Schneider (1993) which is used in L2 conversation courses, offers student pairs regular opportunities to record L2 conversations at length, and allows teachers equal opportunities to monitor student progress and to provide feedback. Schneider (2001) also explains that pair taping is a fluency practice in which learner's record themselves speaking freely in pairs. In addition, Sibai (2004:13) explains that pair-taping is a simple technique of getting students to develop more fluency in a foreign language. Besides, Schneider (1993:60) describes that students involved in self-instruction tend to be more confident and less inhibited and learners became perceptibly more open and confident about speaking. Mahendra (2012) also describes that pair taping has been used in several studies because it is considered as an effective way to encourage students to speak, helps motivate EFL learners, offers solutions to other related problems that teachers faced such as students are lazy to learn, do not make much effort, do not speak English in class, and do not use the native language. Moreover, pair taping is an effective tool for error correction in teaching and learning speaking skills for EFL students (Minh, 2012:143). Mendez (2010:11) also explains that regardless of class size, for language learners, there is insufficient class time to develop oral skills. It is accordance with KTSP 2006 mention that vocational Indonesian's students learn English four hours a weekend Curriculum 2013 describes vocational Indonesian's students only learn English two hours a week, therefore students only have limited opportunity to improve speaking skill. Meanwhile, pair taping is an excellent option to solve those problems. It means by using pair taping, the common problems faced by the teachers in Indonesia like class size, students' mother tongue and limited time to learn English can be solved. Moreover, Kubo (2007:55) explains that pair taping makes students being relaxed, confident and motivated when studying on their own, suggesting students learned to speak fluently. After students do pair taping, students will feel relaxed and confident. Then students will have higher motivation so that students' speaking will improve significantly. In addition, Washburn and Christianson (1995:43) say that in pair taping, students are required to tape their conversation with their pair and are forbidden to stop their taping before the time up.

2.3 The Advantages of Pair Taping Technique

According to Kluge (2000), pair taping has several benefits; 1) develop real fluency and ease in using English, 2) get hours of extra practice, 3) have a concrete record of their progress, 4) gain a sense of responsibility for their

progress beyond the classroom, 5) maintain personal accountability for that learning, 6) enjoy the taping and recognize its value, 7) teach speaking one another, and 8) have an added incentive to speak continuously in English because the teacher will monitor their conversations through listening the recording.

Moreover, according to Schneider (1993, 2001), Washburn and Christianson (1995), and Kluge and Taylor (2000), pair taping motivates students to speak more. Schneider (2001) also says that most pair tapers reported significant improvement and speaking had become easier and more enjoyable. Students are more relaxed, confident, and enthusiastic than before. Finally, Kluge and Taylor (2000) assert that partner taping outside the classroom offers a simple and practical technique of getting students to develop more fluency in a foreign language as well as to take responsibility for their own oral language practice.

3. Method

Quasi-experimental method was applied in conducting the study. Ary et al (2010:316) says that a quasi-experimental design is an experimental design that nonrandomized control group, pretest-posttest design. Its purpose to approximate the condition of the true experimental in setting which does not allow the control and or manipulation of all relevant variables.

Quasi experimental method and pretest-posttest non equivalent control group design were applied. The samples of this study were the two classes of the eleventh grade students at SMK PGRI 1 Kayuagung in academic year of 2013/2014 that consisted of 60 students. To determine the experimental group and control group, the flipping of coin was used. After flipping the coin, XI AP1 was as the experimental group, while XI AP 2 was as the control group.

The students who were as the experimental group were taught by using pair taping while the students who were in the control group were taught by using lecturing. The students in the experimental group should follow the procedures of teaching speaking by using pair tapping as follows (Kluge, Washburn and Schneider, 2001); 1) Preparation; Teacher gives the explanation about some rules of pair taping to the students such as; Giving a topic which is based on textbook, Asking students to make manuscript about their conversation, Using mobile phones that have facility recording or taping, Speaking using their own words, without using written material (when record, they do not see or read written material), Forbidden to use any language other than English, Do not allow long pauses in their conversations, and Listening the explanation about the benefits of pair taping in developing speaking skill, 2) Students' Activities; Choosing taping partners or pair, Making the manuscript based on their topic, Submitting their manuscript about conversation to the teacher, Practicing their conversation with their pair using pair taping, and 3) Teacher's activities: Labeling the finished recording, Sending students' file after all students have recorded, and Giving correction about students' practice such as grammar, pronunciation, content, fluency and vocabulary (after all the materials have already taught).

To collect the data, oral test was used which was in the form of essay consisted of three situations given. The students were divided into pair and had to choose one situation given. Then, they practiced it in front of the class. To avoid the bias test, the test, then, was measure by two raters which was based on the rubric that consisted of five criteria of assessment, namely: quantity of information communicated, fluency, pronunciation, vocabulary and grammar. Before giving the test, the test had been tried out to the non samples. The try out was done in order to check the reliability of the test. The reliability coefficient was calculated by Pearson Product Moment Correlation. The reliability coefficient was 0.87, it meant that the test had coefficient correlation. To check the validity of the test, content validity was used in which the test was estimated by relating it to the syllabus of SMK eleventh grade in the second semester and the table of specification was provided.

4. Findings and Discussions

Before using t-test, the normality of the data were used. Based on the calculation using Shapiro-Wilk test, it was found that the normality of the pretest in the experimental group was 0.084 and the normality of the post-test of the experimental group was 0.153. Since the significance of the pretest (0.84) was higher than (0.05) and the significance of posttest (0.153) was higher than (0.05) in the post test, it could be concluded that data obtained were considered normal. Meanwhile, the normality of the pre-test of the control group was 0.139. and the normality of the post-test of the control group was 0.863. Since the significant (0.863) was higher than (0.05) in the pre-test and the significant (0.139) was higher than (0.05) in the post-test, it could be concluded that data obtained were considered normal.

From the results of the pretest and posttest in the experimental group, it was found that the means difference between pretest and posttest of experimental group was 8.633, standard deviation 3.980, the value of t-obtained were 11.880 with $df=29$, and the critical value of t-table 2.0452. Since the value of t-obtained (11.880) was higher than critical value of t-table (2.0452) at the significant level of $p<0.05$, it could be inferred that the students had progress after learning speaking using pair tapping. Students' achievement improve after the treatment this might be caused some factors students have new motivation in learning, students are more active than before because pair taping emphasize to practice if the time is up they practice it in break time or next time.

Meanwhile, the result of the pretest and posttest in the control group showed that the students' mean difference between the posttest and pretest was 1.990, standard deviation was 1.519, the value of t-obtained was 7.177 with $df=29$, and the critical value of t-table was 2.0452. Since the value of t-obtained (7.177) was higher than critical value of t-table (2.0452) at the significant level of $p<0.05$, it could be inferred that the students had progress after learning speaking using lecturing. Students' achievement improved after giving lecturing about

material because students had got knowledge in speaking dialogue. Based on the pre-test and post-test of the experimental and control groups, it showed that the groups had the same chance to improve students speaking achievement.

Based on the independent samples t-test, it was found that the mean difference between posttest in the experimental and control groups was 29.70, the mean scores of posttest in control the group was 23.59, the value of t-obtained was 5.322, at the significant level $p < 0.05$ in two tailed testing with $df = 58$, the critical value of t-table = 2.0017. Based on calculation above, it was found that the score posttest of experimental group was higher than the score posttest in the control group and the value of t-obtained was higher than t-table. It meant that the Null hypotheses (H_0) was rejected and Alternative hypotheses (H_a) was accepted. In other words, pair taping could improve the eleventh grade students' speaking achievement at SMK PGRI 1 Kayuagung. The result of the study is lined with the result conducted by Sibai (2004:13) who says that that pair-taping has an effect on improving ESL learners' speaking as well as their motivation and achievement. Kubo (2007:55) also mentions that pair taping makes students being relaxed, confident, and motivated when studying on their own, suggesting students learned to speak fluently. In addition, Minh (2012:143) also says that pair taping is effective technique in teaching and learning speaking skill for EFL students

5. Conclusion

Based on the analysis of the data, it was found that t-obtained (11.880) was higher than t-table (2.0452)) at the significant level of $p < 0.05$, it could be concluded that teaching speaking by using pair taping was very helpful the students to speak English up actively and freely in the experimental group. For that reason, the students in this group felt more relaxed and be fun in speaking English with their partner or pair without interference from the teacher. Pair taping helped the students in improving their oral communication. It can be seen from the highest and the lowest score of the experimental group in the pre-test were 29 and 8. The highest and the lowest score of the experimental group in the post-test were 39.5 and 22.5. Whereas, in the pre-test of control group, the highest and the lowest were 31.5 and 8.5, While in the post-test of control group, the highest and the lowest score were 32.5 and 15.5. It also showed that there was an improvement of students' score even though they were not taught by using pair taping.

Besides, the mean score of post-test in the experimental group (29.70) was higher than the mean score of post-test in the control group (23.59), and the difference of both means was (6.110). The value of t-obtained was 5.322, at the significant level $p < 0.05$ in two tailed testing with $df = 58$, the critical value of t-table = 2.0017. Since the value of t-obtained was higher than t-table, the Null Hypotheses (H_0) was rejected and Alternative hypotheses (H_a) was accepted. It means that pair taping effective to improve the eleventh grade students' speaking achievement at SMK PGRI 1 Kayuagung.

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THE CREATIVITY ANALYSIS THROUGH CREATIVE RECOUNT TEXT (CRT): A SUGGESTED WRITING MATERIAL FOR EFL LEARNERS

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Abstract. When the patterned mind is abandoned, it will emerge a number of countless creative ideas. Therefore, the researchers identified the higher education students' creativity in English writing. The researchers combined Recount text and a model of writing taken from Funbook of Writing (Paul, 2000), with the result that it creates one new model called Creative Recount Text (CRT) for English as a Foreign Language Learners. Through this material, students are expected to think creatively and to write Recount composition properly. Descriptive-qualitative is conveyed in this research. The researchers analysed their creativity aspects and drew them into the percentage of features as follows: various ideas, uniqueness, imagination/fantasy, detail in sentences, paragraphs elaboration, emotional features, and dialogue insertions. Based on the results, students are less preference in elaboration aspect such as dialogue insertions and sense of initiatives to fill the empty titles in their writings.

Keywords: *Writing Skill, EFL Students' Creativity, Recount Text*

Introduction

Indonesian education system is still not oriented to students' personality yet. The students were not taught or socialized to have creative and innovative thinking. It can be seen on how teachers coerce students to memorize and receive taught subjects. In fact, the useful element such as creativity is believed to bolstering up students' self-development and self-existence as one of the highest human needs. Implementing creativity elements in the teaching-learning system, will be expected to encounter alternative ideas in solving problems in the form of progressive and divergent ideas both *aptitude* (conceptual reasoning) and *non-aptitude* (self-confidence, risk-taking, high motivation).

Nashori et al (2002) revealed that creativity is the ability to create or produce something new. This capability is an imaginative activity to form combination of the information obtained from previous experiences, and it results a new, more meaningful, and more useful thing. As said by Hurlock (1989) that "the meaning of creativity can be associated with high intelligence, genius, imagination and fantasy". According to Drevdahl as cited in Hurlock too, creativity is the ability to produce a new composition, product, or idea,.

Creating a product or work is one of creativity indicators and it can be assessed directly. On the other side, writing skill is a form of communication that includes the ability for expressing ideas, opinions, feelings, desires and capabilities, as well as information to the writing and then "send it" to the readers (Liliyana in Sufanti, 2006: 8). At the conclusion, writing has special connection towards creativity: writing prevails as product, and creativity explorations attached in writing. The result of students' composition is one of possible assessments to observe creativity elements. It is because writing is a creative process that involves many divergent ways of thinking rather than convergent (Supriyadi, 1997). The goals in creativity through writing are expected that students will be able to express ideas, opinions, knowledge and have a penchant towards writing. With writing skill possessed, students can develop creativity and use language as a mean to channel their creativity in everyday life, for example writing their personal experiences. The activities also can be observed through the learning process of students in the classroom.

Creative Recount Text (CRT) as Writing Materia

Creativity in Writing

According to Harmer (2001), writing activities aimed at helping students to learn or acquire language. The habit of writing can be done with a variety of activities, such as half dictating sentences to be completed by students, writing stories, describing pictures, making summaries, and so on. However, all these activities are just writing as a practice, not writing as a skill. To build students' writing ability, we have to use writing task for writing as often as possible. In order to achieve the goal as the writing ability or writing for writing, the teacher should hold four important roles. They are as support provider (motivator), the source of information, the source of language (resource), as well as giving feedback (feedback provider).

Creativity has become a benchmark of competence embedded in the learning process and outcomes. It is confirmed by DeGraff and Khaterine (2002) that the existence of creativity is needed in all aspects of life, "Creativity is the core of all the competencies of your organization because creativity is what makes something better or new". Referring to the opinion, the teacher is supposed to apply this concept to their students in order to develop creativity in every learning process. Equipping children with creativity would make them as if holding a powerful weapon to get ready in facing the relentlessly challenges in the real world. The concept of creativity includes activities such as refining, adding, changing, realignment of something that existed before. Therefore, the focus of creativity development in the learning activity points out on how students are freed to choose and do something that generates a distinctive model than before. However, teachers should not loosen and freed the students simply, because it

requires data or facts about the learning process and outcomes for comparison in order to see the significance whether the creativity is escalating or not.

Stating problem with abstract constraints can also lead more to creativity and innovation than stating problem with the narrow boundaries (concrete). The more in exploring abstract concepts, the easier in removing barriers and producing unexpected things. By expanding such abstract problem, it will be more knowledgeable to observe the problem encountered. Thus, teaching materials to work out students' creativity are different from teaching materials for basic learning. There are several forms of teaching materials, namely printed materials like handouts, books, modules, student worksheets, brochures, and leaflets. Audio/visual equipments such as video / films, radio, cassette, CD, photographs, drawings, paintings, and models. Then form of multi-media e.g: Interactive CD, *Computer Based*, Internet. While the types of paper materials such as information sheet, operation sheet, jobsheet, worksheet, handout, modules, and others. Any teaching materials focussed on creativity-stimulant material must be open-ended with the characteristics of learning activities and brimful of opportunities to provide answers in diverse and privacy. Teacher like Moony in Khan (2012) pronounces that 'creative writing requires a creative person'. The participants discuss that those students who have tendency to be creative in other various activities also like to express themselves using a wide range of words and ideas. Let's compare if the teacher ask students anything less common about any parts of the insects or vehicles: they must be overwhelmed since they have no specific knowledge on it. Thereupon, open-ended instructional materials will also liberate students to express.

Recount Text as Suggested Creative Teaching Materials

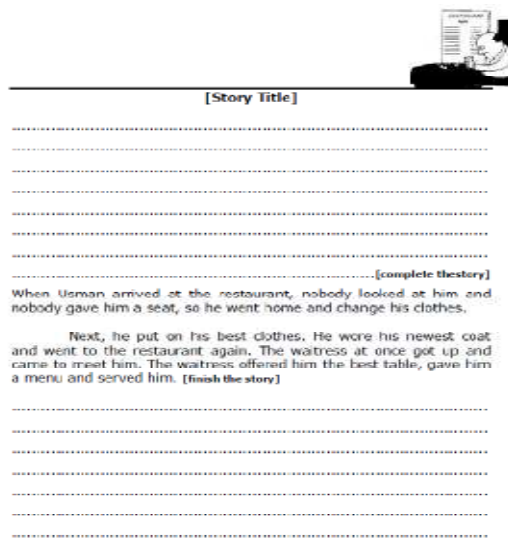


Figure 1. Creative Recount Text Writing Material

Teaching material with 'Recount' genre is expected to stick up the potency of creativity as noted previously for it has open-ended characteristics. *Creative Recount Text* (CRT) is an adopted teaching material from "*The Fun Book of Creative Writing*" compiled by Paul (2000). The rees believe that this teaching material can be a medium to identify the phenomena and analyse the level of students' creativity through writing. The teaching material is not only used to develop students' creativity, but also to get acquainted with Recount as one of English Genres. CRT has partial texts that can be put in the beginning, middle, or the end of the story. Then, students should complete the remaining blanks. Another skills needed in this writing material are they have to recognize generic structure of the recount (orientation, events, and reorientation) and use past tenses form.

When students take writing, they are allowed to write the composition freely. The writing will not be confined on how they have to put proper mechanisms like punctuation, since the writing habit and interest in the first time not too emphasizes to the theories of writing (Alwasilah and Suzanna, 2005:5).

According to Blagg in Khan (2012), in an educational setting creativity enhances fluency, flexibility, and originality in students. In Munandar (2009), it has four creativity aspects by adding elaboration. Those four aspects can be accessed in writing and described as follows:

- a. Fluency: Fluency is giving more than one idea or the product result. Its ability provides various ways or suggestions for doing things to solve a specific problem. In writing assessment, the creativity features assessed is the smoothness in expressing ideas from the number of ideas that appear in the composition.
- b. Flexibility: The flexibility can be seen on answers quality, efficiency and diversity. So, it is not merely the number of responses given that determines the quality individually, but also determined by the quality of the answer. The features of flexibility assess sentence structure, sentence diversity, phrases, sentence length, content, and imagination or fantasy usage.
- c. Originality: Originality produces exceptional and unique writing. It is considered as unusual idea. Originality can also mean the ability to create new things or it should not be new at all, but a combination of things that had been there before. Assessed features in this aspect involve the originality in giving solution or ending, humor insertions, alternative words usage, and originality in writing style.
- d. Elaboration: This ability covers developing idea to itemize the details of an object or situation so that it becomes more interesting. Students have the ability

to augment the most important elements in order to produce more thorough and clearer story. It also composes simple idea or answer to be more specific as well as more systematic sequences or steps. Thus it can be concluded that the elaboration is an ability to enrich and develop an idea by adding, itemizing and completing. The features cover details, emotions and feelings, personal elements and dialogue insertions.

Method

Descriptive-qualitative method is used to collect and analyse the data. The researchers use the feature's percentage in analysing the potency of students' creativity. Participants consist of 15 higher education students of Faculty of Teachers' Training and Education, Nusantara Islamic University, Indonesia. The population is all students of English Education in the second Semester who have taken writing subject. The sample is taken through purposive sampling and focused upon specific situations. Although the population size is small (N=15), it could provide the first step in measuring constructs for more ideal writing material and further tested with larger sample sizes. In this study the research object is related to the application of the creativity features in writing. In accordance with the form of qualitative research and data sources to be used, the researchers gathered the data by using Creative Recount Text (CRT) for the students. They are 3 (three) types of CRT's, but only the middle partial text that has been identified.

The data collected are analysed with the following steps: (1) analyse the students who use or apply creativity features through teaching material called Creative Recount Text (CRT). The students' writing is analysed by seven features of creativity (elaborated from four aspects as previously mentioned by Blagg in Khan & Munandar). They are: various ideas (personal thoughts), uniqueness, imagination/fantasy usage, details in sentences usage, paragraph elaboration, emotional features usage, and dialogues insertion. Every creativity feature user is considered positive creative and scored 1, while no creativity feature scored 0. Hence, it is assumed that not all students will apply the feature, (2) count the sum of all positive creative features and draw them into percentages (1-100%) (3) interpret the creativity features on their writing samples, (4) describe and conclude the results related to the four creativity aspects (Fluency, Flexibility, Originality, Elaboration).

Findings & Discussion

Creativity Features	User	%
Various ideas (personal thoughts)	7	11.9
Uniqueness	10	16.9
Imagination/fantasy usage.	10	16.9
Details in sentences usage.	9	15.3
Paragraph elaboration.	6	10.2
Emotional features usage.	15	25.4
Dialogues insertion.	2	3.4
Total	59	100

Table 1. The Percentage of Creativity Users in Creative Recount Text (CRT)

The students who located dialogue insertions is only 2 (two) users or about 3.4% from 100%. Most of them are reluctant to write dialogues as one of supporting indicators in creativity. Whereas, dialogue insertions could create imagination on readers' mind and draw every lines becoming alive.

.....
 "This is your bill, Sir," said the waitress.
 "Ah, I'm sorry, I don't need it. I have this." Usman answered while
 showed his coupon.
 "What is it? I just need cash or check, Sir, please."
 "This is a coupon which I won in a lottery," Usman overwhelmed.
 "May I look your coupon?" asked the waitress. "Sir, it is not

Figure 2. The sample of CRT's Writing with Dialogue Insertion

The second smallest percentage is 10.2% or around 6 (six) users who applied this paragraph elaboration feature. They are mostly lack of ideas in representing their own thoughts in writing. It can be seen on too much spaces in writing every single words, and also writing in the short form of paragraphs. Moreover, they are not quite initiative to fill an empty space on the above paragraph which indicates that the title of the story should be filled.

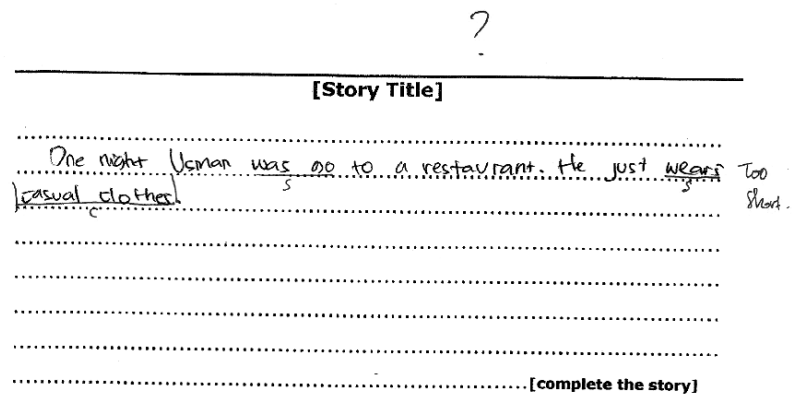


Figure 3. The sample of CRT's Writing in Paragraph Elaboration

It is the half of the students or around 11.9% students express the ideas smoothly. It can be seen from the number of ideas that appear in the composition. The students make effort on writing the story systematically. At all times, they use lot of adverbials such as *at one night*, *later*, *once upon a time*, *then*, *first*, *finally*, etc to link one idea to another. However, they still create ideas through sentence per sentence.

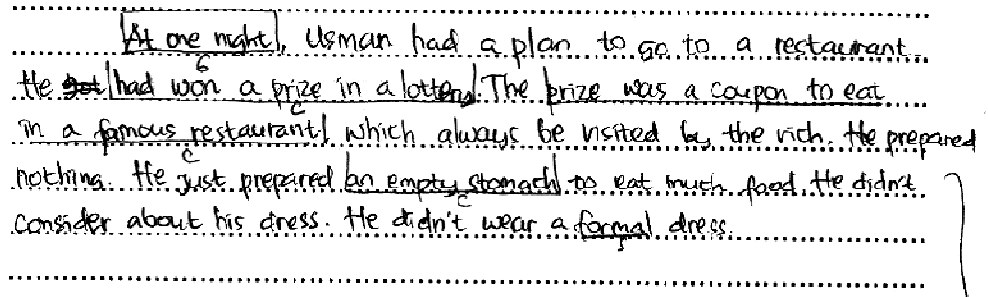


Figure 4. The sample of CRT's Writing with Various Ideas

15.3% or 9 (nine) students are becoming users of using details in their sentences. Some of them use word of times, frequencies, names, colors, brands in the composition. The words in Figure 5 like '*mbak*' (sister in Bahasa), *grilled chicken*, *chicken soup* are the example of details in writing. However, this feature is still rated pinched on students' writing.

the food in his message - Turns food in the message does not conform to the [desired] him, he said "mbak, sorry, I ordered grilled chicken instead of chicken soup." while looking at the food. waitress replied "oh, yes sir," he bowed his head. Following waitress brought orders both

Figure 5. The sample of CRT's Writing in Details in Sentences

10 (ten) or 16.9% user has applied imagination feature. In the sample (see Figure 6), the user tries to pour an unusual & emotional activity of a character in the story. The user draws the situation that the character *had fatigue driving and messy hair*. Uniqueness feature also lies in 16.9%. Most of them try to insert humor insertions, we can see in the figure 7's writing which tells that the character in the story *had visited a wrong restaurant*. Other used feature is alternative or self-created words to impose something different from others. The word *McSpame*, *Freelicious*, *Free is Yours* as the name of Restaurant for example (see figure 6 & 7). In several works, students often write the stories which have closeness to their daily basis and end it ordinarily.

with students. But because of his departed its Usman left early. So Usman decided of *fatigue driving* and Usman *comb his hair for a moment*, because it is *too messy*. Usman *suddenly* saw a woman in the Restaurant "McSpame". She was a waitress. Usman felt *a thrill* and likes her by *first sight*. Then, Usman tried to enter the *restaurant* but *complete the story!*

Figure 6. The Sample of CRT's Writing in Imagination/Fantasy Usage

"May I look your coupon?" asked the waitress. "Sir, it is not our restaurant. Ours is "Freelicious", while yours is "Free is Yours." Usman *shocked and screamed* in his heart. "How come?"

Figure 7. The Sample of CRT's Writing in Uniqueness

The highest percentage is 25.4% or all users has emotional feature on their writing. Students express easily their feeling toward writing. The emotion identified in CRT material such as telling happiness, sympathy, sadness and more. The emotional words used in the sample like *broken-hearted*, *upset*, and *appreciated*.

..... Usman so broken hearted, what townspeople think about him who wore jersey clothes. Or when he wore newest coat? his still same people... Usman, the same Usman, but why clothes and appearance change their assessment? Usman so upset about it, but he just talking to him self "why people always looked the appearance for appreciated other people".

Figure 8. The Sample of CRT's Writing in Emotional Feature

Conclusion

From the identification above, their flexibility aspect is apparent, although the quality of the answers is not visible enough. The flexibility is almost seen in their writing content and imagination feature. Students have quite come up with ideas that are far from reality. The originality results imply that the students can use humor to create the story sounds interesting and fresh. However, they still need to learn variety of things in using more distinctive terms & writing style. Students are also able to develop an idea to create details in situation, so that it becomes more attractive. The smallest user of creativity features are inserting dialogues and elaborating paragraphs. Other things need to be developed are aspects of fluency like presenting various ideas: fluency on pouring various ideas is applied by using adverbials but still cannot explore many ideas in a line/sentence, yet other features usage are adequate. Thus, basically the students have the potency of creativity, especially in writing. Based on the conclusion above, the teachers or lecturers who teach writing is suggested to stimulate students' creativity development by using open-ended materials so that they are able to apply and liberate writing skill especially in the genre of Recount.

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Lecturers' and Students' Perception about Peer Assessment Practice: Benefits for Collaborative Works

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Abstract. Recently classroom's peer assessment has strategic roles to be considered as an attempt in bridging students' collaboration works during writing course and recognizing their academic achievement while potentially conducting peer assessment practice. This study empirically records and investigates 5 writing lecturers' and 82 undergraduate students' perception about peer assessment practice as an alternative assessment from Tidar University of Magelang and Widya Dharma University, Klaten, Central Java. Research sampling applied the simple random sampling technique. Data analysis are carried out by SPSS program and examined quantitatively by applying descriptive statistics based on the questionnaire data. The findings indicate that there are nine indicators ranking on the significant level and the most significant indicator relates to students' competence matter above the delivered learning themes, where mean (M) is 3.80 and standard deviation (SD) value is .447 based on the writing lecturers' perception. Meanwhile, there are 75.6% or 62 of English education undergraduate students perceive that peer assessment has granted their writing contribution through the collaboration works, in which there are twelve supporting indicators available to strengthen the participants during their writing collaboration works. Overall, students' perception about peer assessment practice contributes participation during its implementation, where mean (M) is 3.51 and standard deviation (SD) is .599.

Keywords: *Collaboration, peer assessment, perception*

1. Introduction

The assessment term is recently determined as one of the most emotive words in higher education lexicon among stakeholders (e.g. anxiety, pressure, competition, success, failure, feedback, fairness, standards, and accountability) depending on the nature of participation in the formative and summative assessment process carried out by experts, peers and oneself (Berry and Adamson, 2011). Formative

assessment evaluates students in the process of forming their competencies and skills with the goal of assisting them to continue the growth process of appropriate feedback on instruction performance, with the progressive sustainability of learning. Meanwhile, summative assessment aims to measure and summarize what students have grasped and typically lead at the end of a course or instruction unit in the classes (Brown, 2004). Further, this assessment mechanism is to make judgments of the individual performance or the system effectiveness, and to improve learning. It is usually carried out in order to evaluate academic achievement suitability to perform other relevant particular tasks in education level (Berry and Adamson, 2011).

In the educational setting, the assessment aspects seek answers to one or more of the following connected questions, namely: (1) how well are students' learning in English education system; (2) does learning evidence indicate particular strengths and weaknesses in the students' knowledge and skills; and (3) what factors are associated with the students achievement (Greaney and Kellaghan, 2008). However, as the alternative mechanism, peer assessment model provides the students with opportunities to be involved in the process of assessment and to engage in questioning, marking and feedback and be a more active participant within their own learning environment (Philpott, 2009). A well-organized peer assessment might not only focus on peer understanding of instructional theory and practice but also enhance the development of a repertoire of professional skills through explanations, justifications of claims, and communication with peers during post-lesson reflective dialogues (Nyaumwe and Mtetwa, 2006).

In practice, peer assessment is uniquely valuable since the interchange is in language that the students will naturally use, by taking the roles of lecturer(s) and other examiners, and they appear to find it easier to make sense of criteria for their work if participants examine other participants' work alongside their own (Gardner, 2006). Peer assessment involves participants and other participants to a greater sense of accountability, motivation and responsibility, and an increase in the speed of feedback (Black et al, 2003; Bloxham and Boyd, 2007) as well as increases understanding of the subject matter, standards required, learners' own achievement, disciplinary knowledge and skills in order to make judgments (Bloxham and Boyd, 2007), develop important skill for lifelong learning, such as such as self-evaluation, giving feedback, justifying a point of view and negotiation skills (Boud, 2000; Bloxham and Boyd, 2007).

2. Literature Review

2.1 Previous study

The empirical findings on peer assessment implementation have been revealed that pre-service teachers' confidence in using the method more likely to increase if the method is introduced at an early stage in the program and in a consistent manner. Pre-service teachers who are better prepared to use peer assessment are

more inclined to accept the method than are their predecessors who have been given less preparation. It will be beneficial to discuss issues related to fairness and bias in the assessment process as well as the implications of misusing or abusing the assessment. There is confidentiality during their preparation for the use of peer assessment (Sivan, 2000).

Then, the involvement of peers in assessment, according to Nyaumwe and Mtetwa (2006) has motivational and cognitive merits. From a motivational perspective, peer collaborative assessments contribute to feelings of control regarding how the pre-service teachers learn, gain confidence, and understand how to implement constructivist instructional strategies in their instruction. In the post-lesson reflective dialogue, a peer and a lecturer identify an episode from the assessed lesson and use personalized understanding of constructivist tenets to interpret it. A pedagogical discourse provides opportunities for peers and lecturer to reflect, exchange alternative perceptions, and negotiate a consensus that can be generalized to instructional practices of other concepts. This finding has shown that the lecturer-peer assessments are effective for both formative and summative evaluation purposes.

Furthermore, Matsuno (2009) points out that peer assessment can possibly supplement lecturers' assessment and compensate for shortcomings in lecturer's assessment. The peer-assessors are internally consistent, their rating patterns are not dependent on their own writing performance, and fewer biases were produced by peer-raters than self- and lecturer-raters. These findings underlines that peer-raters have the potential to make important contributions to the overall assessment process.

2.2 Bridging peer assessment: An alternative assessment

Either assessment or instruction are critical for higher education students (Schulz, 2009) and nowadays, the increase in the use of teaching and learning strategies in which pre-service teachers learn with and from each other may result in an increase in the peer assessment use. Peer assessment may be used to determine the allocation of a group's marks to individual learners (Ammons and Brooks, 2011). When students conduct peer assessments in collaborative learning environments, they have an opportunity to discuss and analyze each other's performance. Peer assessment is able to provide a means by which group marks are allocated among the members of a group based on their relative contributions (Ghorpade and Lackritz, 2001; Falchikov and Magin, 1997; Ammons and Brooks, 2011). Peer assessments affect a significant proportion of the total marks for a course exists in EFL students' peer assessments (Falchikov and Magin, 1997; Ammons and Brooks, 2011) and provides them with opportunities to be involved in the process

of assessment and to engage in questioning, marking and feedback and be a more active participant within their own learning environment (Philpott, 2009).

Peer assessment involves participants in giving feedback to peers. In peer assessment, marks can be awarded by participants or negotiated with lecturer. Marks may or may not be used for formal grading purposes and a key aim of peer assessment is to enhance learning. It more closely resembles lecturer assessments when students are required to make global judgments based on clear and explicit criteria, and when they are familiar with, and have some degree of ownership of, the criteria, rather than when grading involves assessing several individual dimensions (Falchikov, 2001). Peer assessment may initiate scrutiny and clarification of the objectives and purposes, criteria and marking scales of assessment, and indeed the objectives of the course itself. It may also have an impact on affect, increasing motivation through an enhanced sense of ownership and personal responsibility, greater variety and interest, activity and inter-activity, and also improving self-confidence, identification and bonding, and empathy with others for either assessors or assesses. It has also been proposed that peer assessment might increase a range of social and communication skills, including negotiation skills and diplomacy, verbal communication skills, giving and accepting criticism, justifying one's position and assessing suggestions objectively (Topping et al, 2000) and students' involvement in peer assessment are engaging with criteria and standards, and applying them to make judgments (Falchikov and Goldfinch, 2000) on the language performance (Brown, 1998). Referring to its implementation, peer assessment can be classified into inter- and intra-group as shown in figure 1. For intra-group assessment, each participant assesses the contribution of that group's other members to the written and/or presentation works, whereas inter-group assessment assesses the other groups' works (Sivan, 2000).

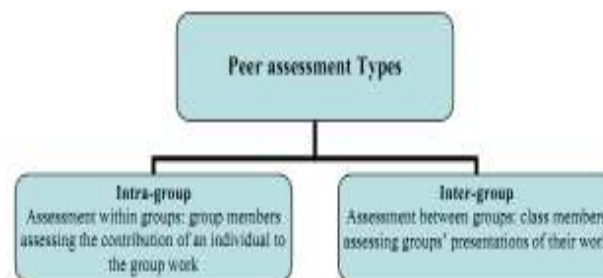


Figure 1. Peer Assessment Types

Peer assessment usually takes place during the meetings time, or partially out of classroom (Topping, 1998). In giving guidance on peer assessment

implementation, hence, Falchikov and Goldfinch (2000) provide six recommendations, namely: (1) avoid using very large numbers of peers per assessment group; (2) conduct peer assessment studies in traditional academic settings and involve students in peer assessment of academic products and processes; (3) do not expect student assessors to rate many individual dimensions. It is better to use an overall global mark with well understood criteria; (4) involve students in discussions about criteria; (5) pay great attention to the design, implementation and reporting of your study; and (6) avoid the use of proportions of agreement between peers and lecturers as a measure of validity. It is generally acknowledged that in order to assess learners' learning, proficiency, and knowledge, herewith peer assessment can be defined as an arrangement for peers to consider the level, value, worth, quality or successfulness of the products or outcomes of learning of others of similar status (Topping et al, 2000; Matsuno, 2009). In the field of first language pedagogy, peer-assessment has also been considered as an effective tool in both group and individual projects. Peer assessment has been found to assess each student's efforts in group projects and to help them learn more and work collaboratively in a group. In individual tasks, participants will be more involved in assessment and instruction, which leads to greater satisfaction within the meetings (Sluijsmans, Brand-Gruwel, and Marriënboer, 2002; Matsuno, 2009).

By giving an understanding on peer assessment, Topping (1998) claimed that peer assessment might cognitively create effects by increasing a number of variables for either assessors or assesses. These variables could include levels of time on task, engagement, and practice, coupled with a greater sense of accountability and responsibility. Peer assessment analyzes earlier errors and misconception identification analysis. This will lead to the identification of knowledge gaps and to the engineering of their closure through explaining, simplifying, clarifying, summarizing, reorganizing, and cognitive restructuring. However, Bamberger et al (2005) emphasize that the assessment of a peer is a behavior just like the behavior being assessed, and therefore peer assessor evaluative decisions will be guided by strategic considerations. Peer assessment principle (Falchikov, 2001) in this regard is to encourage both the increase in learners quantity entering into higher education level and a growing belief that students need to practice the skills in order to equip them for work, leisure and lifelong learning since group working brings with it many benefits as well. For the real construct, sometimes learners find themselves working in the absence of a lecturer, thus, this assessment scheme moves from the product of learning objectivity to its processes orientation.

2.3 Research questions

The following research questions are investigated in this study:

- 2.3.1 Is there a significant difference between lecturer's and undergraduate students' perception about peer assessment practice during the collaborative writing works?
- 2.3.2 How beneficial is the peer assessment in assessing undergraduate students writing instruction?

2.4 Research objectives

Relating to lecturers' and students' perception about peer assessment practice engaged in collaborative writing works, thus this study (1) examines both what drives lecturers' and undergraduate students' perception about peer assessment practice and (2) how the benefits impact lecturers' and undergraduate students' collaborative writing works in order to attain better design and implementation of peer assessment practice.

3. Methods

3.1 Participants

during the first semester in the academic year 2012/2013, this study carried out of eighty two (n=82) students and five (n=5) writing lecturers participating in a peer assessment practice to reveal the benefits for collaborative writing works. The undergraduate students were randomly chosen as participants. The determination was 42 participants from Tidar University of Magelang and 40 participants from Widya Dharma University of Klaten, Indonesia majoring in English education. Meanwhile, 5 lecturers (n=2 from Tidar University; n=3 from Widya Dharma University) who taught the writing course were definitely selected for this study purposes. According to McMillan and Schumacher (2001), the sample size determination should give impacts to the research design, benefits, focused-variables, data collection technique, and empirical findings.

3.2 Procedure and Data analysis

Responses in peer assessment practice questionnaire data were processed to calculate the average score (mean and standard deviation) across the whole respondents. Data was collected from the returned quantitative surveys. Respondents were required to cross one of the indicators that corresponded to the notion of frequency (Dunn et al, 2004). Firstly, there had been nine statements of peer assessment importance and secondly, twelve statements of peer assessment practice for collaborative writing work benefits were included. All data was quantitatively examined by statistical descriptive testing through the SPSS program. The average score (mean) was considered as an indication of how important the collaborative writing works amongst the respondents' point of view. Responses were expressed in a Likert scale, starting from 1 to 5 (5 meaning "very important", 4 meaning "important", 3 meaning "moderate", 2 meaning "less

important”, and 1 meaning “not important”). The only exceptions were two items attached in table 1, where the respondents only provided their response by answering “Yes” or “No” for peer assessment implementation.

4. Finding and Discussion

This data analysis began with the descriptive analysis on lecturers’ perception about peer assessment practice. Table 1 indicated a survey finding which supported twelve indicators about writing instruction taught within collaborative works method amongst the undergraduate English education students. Out of twelve indicators revealed, overall mean (*M*) score ranged in between 3.20 to 3.80 had contributed significant results. However, in accordance with the descriptive result presented, there was notably found that the materials delivered to students’ competence contributed the highest score (mean=3.80) and writing indicators related to students’ competence contributed the lowest score (mean=3.20).

Table 1. Lecturers’ Perception about Peer Assessment Practice

Indicators	Writing Lecturers - Tidar & Widya Dharma University					
	Min.	Max.	Mean	Median	SD	N
Materials relate with student’s competence	3.00	4.00	3.80	4.00	.447	5
Writing guidance is clear enough	2.60	4.20	3.52	3.60	.593	5
Writing steps is in chronological order	3.00	3.80	3.48	3.60	.303	5
Writing indicators relate with students’ competence	2.33	3.67	3.20	3.66	.649	5
Instructional material has been appropriate	2.60	3.80	3.40	3.60	.469	5
Selected themes have been appropriate with the genre-based meetings	3.00	4.00	3.70	4.00	.447	5
Providing relevant assignments to students	2.50	4.00	3.40	3.50	.651	5
Feedback process toward students’ motivation is appropriate enough	3.00	4.00	3.53	3.66	.380	5
Assignment instruments based on the problem-based learning	3.17	3.83	3.46	3.50	.298	5
Learning terminology is applicable for lesson plan	3.00	4.00	3.60	3.50	.418	5
Accordingly easy to resume some specific terminologies on your lesson plan	2.50	4.00	3.30	3.50	.570	5
Evaluation is appropriately done in writing meetings (referring to lesson plan)	2.90	3.78	3.49	3.54	.347	5

Another finding was shown in table 2 relating to some peer assessment practice indicators gained by students during their writing collaborative experience. There was empirically described that 12% or 24 participants perceived on peer assessment implementation was fair enough to support their writing collaborative works; 19.3% or 38 participants conveyed that peer assessment activities enabled to criticize the students’ works and corrected their mistakes, this indicator ranked on the highest position; 11.1% or 22 participants revealed their perception on peer

assessment which enabled to motivate and create *esprit de corps* in writing collaborative works; 14% or 28 participants put their perception on peer assessment that enabled to reduce the lecturers' roles and subjectivity; 17.1% or 34 participants determined their peer assessment experience which supported to joyfulness and flexibility implementation; and 9% or 18 participants stated that peer assessment activities were more democratic than lecturers' assessment, this indicator ranked on the lowest level of assessment practice during the collaborative writing works.

Overall, peer assessment practice reflected students' involvement in which they were engaging with criteria and standards, and applying them to make judgments (Falchikov and Goldfinch, 2000) on the collaboration. Table 3 strengthened the descriptive analysis as well how undergraduate students of English education from Tidar University of Magelang and Widya Dharma University of Klaten had been in collaboration to support the benefits for their writing works. The significant output proved the mean (*M*) was 3.51 and standard deviation (*SD*) was .599.

Table 2. Peer Assessment Practice Indicator Gained by Students

Peer assessment is fair enough as each student to evaluate others	24 (12.0%)
Peer assessment activities are able to criticize the students' works and correct mistakes	38 (19.3%)
Peer assessment activities enable to motivate and create <i>esprit de corps</i> in writing collaborative works	22 (11.1%)
Peer assessment enables to reduce the lecturers' roles and subjectivity	28 (14.0%)
Peer assessment involves joyfulness and flexibility during its implementation	34 (17.1%)
Peer assessment activities are more democratic than lecturers' assessment	18 (9.0%)
Total	100%

Table 3. Students' Perception about Peer Assessment Practice

Participant	Students' involvement in Peer Assessment	
Tidar Univ. of Magelang	Min	2.60
	Max	4.60
	Mean	3.64
	Median	3.70
	SD	.522
	N	40
Widya Dharma Univ. of Klaten	Min	2.33
	Max	5.00
	Mean	3.37
	Median	3.20
	SD	.649
	N	42
Total	Min	2.33
	Max	5.00
	Mean	3.51
	Median	3.60
	SD	.599
	N	82

Moreover, as summarized in table 4 there would be described through the peer assessment contribution that both participants from Tidar University and Widya Dharma University (n=82) were required to answer 'yes' or 'no' whether peer assessment really contributed to their writing collaborative works during the classroom course. Definitely they presented that there were 75.6% or 62 participants responding to 'yes' which meant more than half participants agreed if peer assessment contribution supported to their writing collaborative works. Nevertheless, there were 14.6% or 12 participants who did not agree by responding 'no' that peer assessment contribution might not support to their writing collaborative works and there were still 9.8% or 8 participants who were 'not responding' towards this assessment benefit.

Table 4. Peer Assessment Contribution in Writing Collaborative Works

Category	Participants		Total
	Tidar University of Magelang	Widya Dharma University of Klaten	
Yes	30 (71.4%)	32 (80.0%)	62 (75.6%)
No	6 (14.3%)	6 (15.0%)	12 (14.6%)
Not responding	6 (14.3%)	2 (5.0%)	8 (9.8%)
Total	42 (100.0%)	40 (100.0%)	82 (100%)

5. Conclusion

Reviewing critically to a peer assessment of collaborative writing works in the academic perspective at higher education level will certainly invite and initiate both students and lecturer participations during the process. Both parties are engaged fairly and equally inside the process due to its role's responsibility. In this regard, lecturer takes a position accordingly as a facilitator merely in the class and gives more opportunity to students to demonstrate their roles and capability of assessing peers' works in progress. Summarizing from the research questions, hence, peer assessment practice can be drawn into the following: (1) direct involvement amongst the participants (e.g. lecturers and students) creates their own autonomy encouragement, and increased a collaboration between lecturers and students, gave a trust from lecturers perspective, and improved motivation; (2) a positive effect leads an emergence as a consequence of the enhanced degree of monitoring inherent during the process and continuity; (3) and the beneficial effect of peer assessment with respect to the level of individual initiative and collaborative works including behavior, for instance peer mentoring, teamwork, and motivation to assist in the achievement of group objectives will be accommodative. This criteria relates to some supporting indicators in peer assessment practice, such as peer assessment is fair enough to evaluate other participants; peer assessment enables to criticize the students' works and correct mistakes; peer assessment enables to motivate and create *esprit de corps* in writing collaborative works; peer assessment is able to reduce the lecturers' roles and subjectivity which also involve joyfulness and flexibility during its implementation; and peer assessment activities are more democratic than lecturers' assessment in accordance with each . It indicates that 62 or 75.6%

participants agree about peer assessment contribution supports the collaborative works on writing course.

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THE SIGNIFICANCES OF STUDENT FEEDBACK IN IMPROVING THE QUALITY OF LANGUAGE TEACHING

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Abstract. Students' active involvement is required to achieve the success of language teaching. For that reason, student feedback comes into teacher's consideration to improve teaching quality. Student evaluation towards classroom activities will yield their strengths and weaknesses. As the main actors in learning, students know exactly which parts of learning help them in comprehending learning material and the one they find it difficult to comprehend. Moreover, students' creativity can be accommodated through student feedback. Teachers harness the ideas from the students to arrange attractive classroom activities. This way, the teacher will be able to create an innovative classroom atmosphere which is attractive and effective. However, teachers need to be selective in receiving feedback. It means there are several requirements to meet that student feedback is worth considering as a valuable input for teaching.

Keywords: *student feedback, language teaching*

Introduction

Evaluation towards teaching performance is an essential and inseparable thing in a teaching process. Through evaluation, teachers are able to gain their own teaching reflection which measures the teaching quality. In language teaching, such quality can be achieved by implementing an attractive learning atmosphere in which the students are actively engaged in all classroom activities. To manifest it, evaluation of teaching performance should be conducted that teachers can find the most suitable strategies for teaching. A type of evaluation such as peer assessment or evaluation from school principle may come into account. However, students can be a big asset for conducting such teaching evaluation.

Students are center of attention in all classroom activities. It is because all classroom activities are aimed at driving the students to actively engage in teaching process. In a language class especially English class, teachers are supposed to design some activities focusing on improving students' communicative competence. It can be only realized if the students are actively using English to communicate to their peers or teachers during the course. Teachers are considered facilitators in the class so that there will be no long explanation delivered by teachers. It can be assumed that students know exactly what they need since they are the main actors in the classroom. Therefore, student evaluation in the form of feedback is considered valuable to improve the course.

Students are the ones who can provide valuable evaluation for teaching performance since they are ones who get through every steps of the course. From the students'

perspective, teachers will obtain a general description of learning activities capable of optimizing students' competence in comprehending as well as enjoying learning process. Student's perspective can be accommodated through student feedback. The most factual critics for teachers come from students (Chawla and Thukral, 2011). They can identify teaching performance dealing with teachers' behavior. Their involvement in evaluating teaching is considered necessary. Therefore student evaluation toward teaching performance through their feedback brings some changes in teaching process to increase the competence level of teachers.

Student feedback holds some important roles in teaching process. In most of the studies the researchers found that the feedback provided by the students will lead to positive improvement of classroom atmosphere (Chawla and Bahra, 2011). The student teaching focuses on objectives, accountability and as such implies specific criteria of careful evaluation, which is based on feedback. Teacher Education should provide competence and focus on student teachers acquisition of specific teaching skills. The principle of feedback is quite useful in developing teaching skills among student teachers and making them competent teacher by increasing their teaching competence. Through student feedback, teachers will obtain information about teaching aspects providing positive effect for students. The information will yield the real issues in teaching process. Some input for teaching can be used to improve teaching models to be better. It is a good thing for teachers since the classroom atmosphere will get better by time. As a consequence, the objectives of teaching can be obtained.

Student feedback will also shape teachers' perception in conducting classroom research. It will assist teachers to deal with such issues as increasing student motivation and improving a better classroom atmosphere (Rauch and Fillenworth, 1995). Johnson (2000) stated the difficulties of conducting action research and recommended student perceptual surveys to teachers who want to conduct action research. He pointed out the importance of students' perceptions of the learning environment and student feedback for professional development. Bridges et al., (2002) concluded that the assessment of students helps the teacher to evaluate the students' performance and the effectiveness of the teacher's effort. Joshi (2002) proposed that there are two dimensions of student feedback which are considered useful for improvement in teachers' behavior. Hendry et al. (2007) explored the relationship between teachers' approaches to teaching and responses to qualitative student feedback in a problem-based medical program. Results were that most teachers report making changes to their teaching in response to students' suggestions at least sometimes.

Despite the significances of student feedback, the presence of reluctance from teacher in gathering student feedback is unavoidable. Some teachers argue that teaching performance may not be judged from students' subjective opinion. This idea is not entirely wrong yet teacher will find teaching effective if the teaching activities accommodate students' interest. Another issue emerging is about implementing what has been acquired through gathering feedback into a real follow-up activity. Unsystematic ways of obtaining feedback from students can be the cause of this case. From this writing, I expect teachers to be more responsive to students' perspective. Teachers will also

realize the essential benefits of student feedback and they will be able to obtain it in appropriate ways.

Feedback criteria

Not all feedback brings positive effect for teaching. As it is known, young learners are characterized as individuals who are in the transition of children to teenagers. They tend to be more enthusiastic with some games and fun activities applied in teaching. Yet, most of them put less attention with the goals of teaching. It results in some unconstructive feedback containing too much attention on fun elements of teaching inly without considering the main objectives of teaching itself. For this reason, teacher should be selective in receiving feedback from students. Student feedback will present its full potential if it contains some constructive ideas for improving the course. There are several criteria of good student feedback (Hattie, 1999).

Feedback should be constructive. The main characteristic of student feedback is that it should be constructive. It means that feedback should bring a positive change or improvement to teaching process. Referring to the latest curriculum, student feedback should lead to a communicative teaching process by developing interesting teaching atmosphere.

Feedback should be timely. Once the classroom meeting is about to over, teachers should spare some minutes to obtain some feedback from students. They can ask some questions related to teaching performance. Students perception towards teaching performance may thoroughly accommodated if teachers directly collect feedback from students.

Feedback should be meaningful. All feedback from the students should be related to teaching performance. It deals with their interest in teaching and their tendency towards certain teaching model. Feedback itself will be valuable when it is received, understood and acted on.

Feedback is as important as the quality of the feedback itself (Nicol, 2010). Through the interaction teachers have with feedback, they come to understand how to develop the course. However, teachers need to consider which feedback will be beneficial for the sake of teaching.

The benefits of student feedback

Being one of the main components in teaching, student feedback significantly influences teaching performance. As teachers set the goals in every classroom meeting, it is possible that the outcome will not be similar as teachers expected. Therefore teachers should find out its causes. Using student feedback, teachers will be able to figure out the real performance of teaching. There are several other reasons why student feedback is considered important for teaching.

Providing general evaluation of teaching process

Feedback provides a reflection of teaching process. The overall teaching performance will be thoroughly examined through student feedback. In teaching, teachers may have their own view about the outcomes however students' view will yield more factual outcomes of learning. In language teaching, such case as having interactive, communicative and attractive classroom activities are supposed to be a requirement to manifest the goal of teaching. Through student feedback, students will reveal their assessment toward teaching performance which reveals whether that requirement has been met or not.

Measuring students' progress

It is important for teacher to monitor students' progress in learning. Teaching will be meaningless if no progress that the students achieve. General description of student's progress in learning can be described by student feedback. In a simple way, teacher can investigate the teaching area which is considered problematic. From the answers, the teachers can make an assumption about parts of teaching students find it difficult or easy to comprehend.

Strategies in obtaining student feedback

Teaching must focus on achieving the objectives without sacrificing students' interest. Before starting to teach, teachers must be certain with the objectives they set for students. They must also consider if the activities they used will really assist the students to develop their competence. The level of difficulty of classroom activities should also be covered so that the obstacles can be prevented to occur. To cover all those things, one main way teacher can look at to take some considerations in constructing teaching model is student feedback.

Reflection towards teaching performance

Student feedback will lead to a positive change for teachers if they know exactly what goals to achieve in teaching process. This change can be manifested by implementing feedback to reflect the overall teaching performance. It is important for teachers to evaluate teaching performance based on teaching reflection. Such reflection will guide teachers

Ensuring the achievement learning objectives

Teachers should examine students' progress during the course. It is not an easy task since they must cover what is necessary to assist students comprehend the material. A certain reflection for students is required to assess teaching effectiveness. Feedback from students enables teachers to investigate the progress the students have reached.

Investigating the strengths and weaknesses of teaching

Knowing how far students reach the objective of teaching, teachers then need to consider the strengths of teaching model they apply. Students need to unveil which parts of learning they find useful in comprehending the course. Noting the

strengths of teaching will lead to a better construction of teaching model in the future since the teacher obtain some pictures of students' interest and characteristics which become a consideration for teachers to manage the course. Yet, teachers also should compare their view with the students' to counter imbalance of interest. Teachers need to set certain goals to achieve and combine it with students input so that the teaching will be meaningfully effective to improve students competence.

Considering the improvement of teaching

Once teachers are able to identify strengths and weaknesses of applied teaching method, the next step is improving a better and more effective teaching model based on those input. All inputs are then gathered and selected. The final result of feedback is then interpreted and taken into account for improving teaching quality. Teachers can remain or develop aspects of teaching considered effective for students. The weaknesses that have been revealed can be minimalized by improving the activities.

Dimension of Student feedback

In gathering feedback from students, teachers need to consider the situation so that they can apply an appropriate method. Joshi (2002) stated that there are two dimensions of student feedback that can be used to obtain student feedback. One is quantitative dimension that can be ascertained through various types of questionnaires filled by students; second one is qualitative dimension that is ascertained through the interaction with the students. Considering the both there have been useful tips for improvement in teachers behaviour. Hendry et al. (2007) explored the relationship between teachers' approaches to teaching and responses to qualitative student feedback in a problem-based medical program. Results were that most teachers report making changes to their teaching in response to students' suggestions at least sometimes.

Feedback questionnaire

Feedback questionnaire provides factual and detailed data of teaching performance. The questions given are also systematically arranged. In its application, teachers provide a set of questions to students. It also applies close questions in which students' answers are restricted to the provided questions. The questions are commonly using rating scale. This model offers several advantages such as the practicality in answering the questions and in analyzing the answers. However, its use is quite limited due to longer time allotment it takes compared with the later model.

Questionnaire can be administered directly through paper-based questionnaire or indirectly by employing online questionnaire (Joshi, 2002). Paper-based questionnaire is commonly distributed to students during teaching hour. This way, the model requires certain length of time and effort to collect and analyze the result. Online questionnaire, on the other hand, can be administered outside classroom. This method will yield more factual result since there is no influence from the teacher while the students are doing the questionnaire. Despite of the detailed data this model of feedback results, the teacher will find it difficult to apply it in every teaching.

Simple Classroom feedback

The more simple way in gathering feedback from students is giving questions to students in the end of teaching process. These questions should cover all aspects of teaching and provide general output resulted from teaching process yet they must be administered in a simple way. There are three main question suggested for teacher to ask in the classroom:

1. What do the students think about teaching activities?
2. Which part of teaching does the student like the most?
3. Which part of teaching requires improvement?

Teachers then gather some notes from the answers of the questions. From these notes, general evaluation of teaching performance can be acquired yet the result is not as detailed as of questionnaire. Unlike the previous model, this model may result in broader interpretation of the answers. Therefore, teachers are expected to be selective in receiving feedback through this model.

Applying Feedback to Improve Teaching Quality

Teaching quality deals with the guidance for students in their learning activities and covers wide range of students. Teaching quality is closely related to teachers' competence, skills, and dispositions in facilitating the course. It is also strongly influenced by the context of instruction: the curriculum and assessment system; the "fit" between teachers' qualifications and what they are asked to teach; and teaching conditions, such as time, class size, facilities, and materials. According to several previous researches, teacher's qualities are essential. These qualities cover the following areas:

- strong content knowledge related to what is to be taught;
- knowledge of how to teach others in that area (content pedagogy) and skill in implementing productive instructional and assessment practices;
- understanding of learners and their development, including how to support students who have learning differences or difficulties, and how to support

the learning of language and content for those who are not already proficient in the language of instruction;

- general abilities to organize and explain ideas, as well as to observe and think diagnostically; and
- adaptive expertise that allows teachers to make judgments about what is likely to work in a given context in response to students' needs.

Dealing with English teaching, those qualities can be applied in the form of communicative language teaching. Here, the students are encouraged to actively communicate in the target language with their peers or teachers.

Encouraging Active Student Learning

The gathered students' perception in the form of student feedback will lead on the improvement of teaching quality. In this case, teachers must do hard effort in constructing an active teaching model which focuses on student active involvement in classroom activities. Consequently, it is the students who will be strongly affected by this change. The primary fact to remember is that feedback is most helpful when it is applied in constructing teaching model soon after being gathered.

Active student learning is a means to reach teaching objectives. In English teaching, teachers should provide activities which encourage students to engage actively in teaching process. It means, the activities should encourage students to communicate in English. To manifest this teaching model, students' perspective is required. That is why, it is essential for teachers to obtain student feedback.

Conclusion

Student feedback is required to improve the quality of teaching. As the center of teaching, students input will contribute to provide some consideration for teachers to construct teaching model. In details, students will reveal the strengths and weaknesses of teaching performance.

Teachers should be selective in gathering input from students. For the sake of teaching performance, the feedback obtained that later be used as reference should be constructive. Besides, revealing the true strengths and weaknesses of teaching, the obtained feedback provides some ideas about teaching activities which lead to positive results. It is important to consider that teachers should gather the feedback as soon as possible that the students will not miss any important point of teaching. Teachers should be selective that the collected feedback should be related to teaching performance. Most importantly, feedback may fully provide its full potential if it is received, understood and acted on.

Knowing the significances of student feedback, teachers need to set up methods to collect it from students. These collecting methods, also considered as feedback dimensions cover two main ways namely quantitative and qualitative. In a quantitative way, teachers collect

student feedback by using such instrument as questionnaire. Oppositely, feedback can be gathered qualitatively through teacher-students interaction in the classroom. This way, teachers ask directly about teaching performance orally. The answers are then transcribed and taken as consideration to construct a better course design.

In terms of language learning, student feedback will encourage teachers in applying communicative language teaching. It is in line with the purpose of language teaching in which students are guided to communicate in the target language passively and actively. As feedback reflects the teaching objectives, language teachers will get insight in developing language course.

Implications

Student feedback has been proven useful to improve teaching quality based on the previous study. Thus, teachers should be encouraged to obtain it as a consideration to develop teaching activities.

In spite of the significances of student feedback, teachers should be selective in sorting it that the feedback will provide positive points for teaching

Student feedback has been found to be effective in improving the level of performance of student teachers possessing average competence. Thus, student feedback had been found to be more suitable for average students for improvement in their performance.

Modifications of student feedback delivered to teachers may be necessary so that Cognitive-Based-Competence possessed by them can be effectively utilized to develop Performance-Based-Competence.

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Recipes of Icebreaker in English Teaching Process

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Abstract. As the second language learner, students need something to stimulate their brain. Only giving them explanation from the beginning until the end of English teaching process will make the students bored, the learning process will also becomes monotonous. Those cases absolutely will affect their learning process. Build students' mind is not only by giving them explanation, but also by having an interesting activity. Moreover, especially in Indonesia, students must try hard to learn English since English is not a language that they usually use in daily life. If there is no interesting way in their learning process, they will only become passive learners, and then most of them are really scared to make mistakes. That is why teachers need something to "break the ice" and invite the students' encouragement. Having an interesting activity can be a way to get the students' active engagement. The recommended way is by having icebreaker activities. Icebreaker is a technique that can be used to solve students' passiveness. It can be used in the beginning, middle or at the end of learning process. Icebreaker has many functions; such as to engage the students' bravery, to get students' activeness, to increase teacher-student and student-student interaction. This article includes some recipes of icebreaker. They are The Hot Seat, One Beep, Tic Tac Toe, and Adjective Charade. Those icebreakers can be used in teaching the four skills and the language components.

Keywords: *ice breaker, recipe, students' engagement, technique*

1. Introduction

Live in English as a Foreign Language (EFL) situation is required to have good learning process. The process should also consider the situation itself. The situation is that English is a language which is used as a foreign language in Indonesia; it is not used in daily life, people in Indonesia use bahasa Indonesia or their vernacular to communicate each other. But English becomes a compulsory subject to be learnt by all students, especially in the secondary school. English is used to communicate with other people from another country. In fact, English and bahasa Indonesia have different rule. Grammatically, the students must be aware with the English structure, and then phonetically, they have to learn a new sound which Indonesia does not have at all. Those situations can be potential problems for the students in Indonesia.

Problems can happen almost in all skills; first, the students will be doubtful or even scared to speak. They try hard to avoid error and mistake in speaking. Second, in reading, when they read, they should comprehend the text to get the message well; if not then there will be misunderstanding. Third, the students

should write well, it means they should know the English structures and how to use it in writing. In addition, interference comes and disturbs the students' learning process (Brown, 1980). The first language of the student can not be avoided to affect the process of student's second language acquisition.

Those cases can also be found from some researchers. They start writing their research background by saying that the students in certain school feel bored because the teacher only asks them to open worksheet, read some text, and answer some questions. The students feel English is a boring subject. This case then can be called as a monotonous learning.

Monotonous is a situation where people feel bored. The teacher then should understand this situation. It can be happened because of some factors. One of the factors is the learning process, which is not good. Not good means the teachers only use text book as long as the learning process, they do not provide various techniques which can make the students brave to explore their idea and knowledge.

All those problems which have been explained must have a solution. Teachers must come up to the solution where their student can involve without feeling scared. In other word, teacher should find techniques which can make the students are brave to express their idea.

A question comes, who responsible for those problems are. The answer is teachers. They have the main role to overcome the students' problems. They are responsible for students' progress in English learning process. They are like a guide; they must be able to guide their students to have better English competence than before (Gebhard, 2000). That's why the approach, method and technique they will have in teaching the students are needed to be well-arranged.

There are so many approaches, methods and techniques can be applied, but this article will focus on ice-breaker technique. Ice-breaker is a technique which can be used by teacher. It can be used at the beginning, in the middle or at the end of learning process. The objectives of an ice-breaker can be for warming up activity, previewing and reviewing previous material or conclude the material which is taught that day. By having ice-breaker in English learning process, the students' participation will raise.

It is hoped that by knowing that ice-breaker is very useful to be applied, the teacher will use ice-breaker technique in their class to get more their students' involvement. They also can express themselves in English learning without feeling doubtful and scared.

2. Literature Review

2.1 Teacher-centered or students-centered approach

Teacher and student-centered approach becomes a main topic to be discussed by all education stakeholders. Some experts considered that teacher-centered must be decreased while the students-centered approach must be increased. Actually, it depends on the learning objectives and the teacher beliefs. Richards (1996), state

that teacher beliefs can make teachers will have different decision of teacher or student-centered.

Talking about students-centered approach, it is near to the discussion about learning strategy and learning style. Learning strategy is different for each students (Brown, 1991). Knowing the students' learning strategy will help the teacher to choose the right technique to be applied in the class.

Learning style can be divided into three (Akbari&Tahririan, 2009), they are auditory, visual and kinesthetic. They found that the students who have auditory as their learning style are good in memorization, the visual students are good in imagination. While the kinesthetic students are good when they are learning something with body movement involved.

2.2 Ice breaker as a technique

Brown (2001) recommends some techniques to be applied. Ice-breaker can be used for controlled, semi-controlled or free technique. In controlled technique, ice breaker can be used as a warm up activity. In semi controlled technique, it can be used as a barinstorm activity. In free technique, it is used as a game.

Ice-breaker can be used at the beginning, in the middle or at the end of learning process. There are some purposes of using ice-breaker, they are: (1) to preview or review the previous lesson, (2) to get the students' attention into the class, (3) to introduce new vocabulary and the target language (Nn, 2011-2013).

2.3 Recipes of Ice breakers

Recipes mean steps which are usually used in the term of food or beverages. In other word, the meaning is near to something which is delicious or good. Ice-breaker is something good to be applied. These following ice-breakers are taken from Woodward:

a. Tic Tac Toe (Woodward, 1997)

Materials: Board, Worksheet 13 (optional)

Dynamic: Teams

Time: 10 minutes

Procedure:

1. Draw a tic tac toe grid on the board with the simple form of irregular verbs written in. The teacher should decide if the teacher wants the students to supply the past tense or the past participle.
2. Divide the class into two groups. A student from team X comes to the board and writes in the past form for any verb on the grid. If correct, he/she draws an X in the square. If the form is incorrect (spelling counts), he/she cannot draw his/her team mark. Erase the answer.
3. A student from team O comes to the board. That student may choose to correct a square that was done incorrectly earlier, or choose another verb. The team alternate turns. The first team with three marks in a row wins.
4. As a follow-up, divide the class into groups of three and use the worksheet. One student is X, one is O, and the third is in charge and can have his/her book open to

the verb page to judge whether an answer is correct. After the first game, the students should rotate roles so that the judge is now one of the players. Continue until all students have had a chance to be the judge.

b. Adjective Charade (Woodward, 1997)

Materials: Worksheet 56, cut up

Dynamic: Teams

Time: 20 minutes

Procedure:

1. Cut Worksheet 56 into pieces and keep them in a hat, box, or bag. Divide the class into teams.
2. A student from the first team draws a slip with an adjective on it and must act out the adjective for his/her teammates. Set a time limit. If the team does not guess it, the other team (or teams) has a chance to “steal” the answer.
3. Give a point to the team if it guesses correctly in the time limit, or to the team that steals the answer. Play then passes to the next team. Continue until all slips have been played or until the time limit is reached.

3. Discussions

3.1 Ice breaker and learning process

At the beginning, students may be still shy to express their idea, but by using ice-breaker, the students will feel that the class atmosphere is really different. They usually learn English only by opening their books, but now they are free to express their idea, they also do not need too worry about their mistake and error.

It is better if the teacher considers about the learning style of the students. The ice-breaker chosen will be suitable with the students’ learning style and learning strategy.

3.2 Ice-breaker and game

Ice-breaker and game are still debatable. Some people say that both terms have the same meaning, but some say both are different. A game can be used as an ice-breaker, but not all games are ice-breakers. The function of ice-breaker is to “break the ice”, such as the class atmosphere is flat, the students and the teacher meet for the first time, so in those cases, ice-breakers are needed.

3.3 Strength and weakness of icebreaker

Talking about the strengths of ice-breaker, they are:

1. Fun

Ice-breaker is fun. It does not ask the students to think too much, but in other way, they get the lesson from the activity they have done.

2. Long-term memory

The students do something which make them happy, so the lesson they have got will be remembered in long time.

The weaknesses are:

1. Ice-breaker can not be well-applied in a big class consist of 40 students, especially the ice-breaker which asks the students to move or may be run in the class.

4. Conclusion

Ice-breaker is a useful technique to be applied in English teaching process. It can boost the students' spirit because it is allowed the students to express their idea and also do such a body movement like Total Physical response (TPR). It is recommended for the teacher to use ice-breaker in their class, since this technique is good way to provide the students with a good English learning atmosphere. It can also be used at the beginning, in the middle or at the end of teaching learning process.

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Developing Writing Instructional Materials to Accomodate 21st-Century Literacy Skills: A R & D Experience of an EFL Writing Teacher

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Abstract. To help EFL students acquire 21st-century literacy skills, the teaching of writing needs reorienting so as they are conditioned to make use of their language skills synergetically. Hence, the teaching of writing is not to be done discretely, as Rivers (1981) asserts that writing is not a skill that can be learned or developed in isolation. On the other hand, it should be taught and developed in cooperation with other skills and aspects of the language. In other words, in spite of treating writing in isolation from the other language skills, the present EFL writing course needs reorienting so as to include such an integrated writing instruction. To include this integrated writing instruction, there arises the need for relevant instructional materials in regard to the situation such as one which includes synthesis of multiple sources as Horowitz (1986) classifies. However, such integrated writing instructional materials appropriate for use in Indonesian EFL context are not yet available. Therefore, there arises the need for an integrated writing instruction which involves students reading and listening to source-texts prior to writing. To achieve this objective, the instructional materials should help teachers equip students with integrated writing skills so that they can respond to oral and written language synergetically or, specifically, acknowledge and reformulate information from the written and oral source-texts. This paper exposes the development of integrated writing instructional materials to accomodate this need.

Keywords: *developing integrated writing instructional materials.*

The 21st century signals that the intellectual capital of citizens is essentially important(<http://www.nysut.org/>) and, hence, there has arised the term *21st century skills* which refers to a broad set of knowledge, skills, work habits, and character traits that are believed—by educators, school reformers, college professors, employers, and others—to be critically important to success in today’s world, particularly in collegiate programs and modern careers (<http://edglossary.org/21st-century-skills/>). It is therefore important that students should be successful and powerful readers, writers, and communicators. To be successful and powerful in these areas, they should posses skills that include, among others, synthesizing ideas from various sources in order to create new

ideas (<http://www.literacyta.com/21st-century-skills>) both in oral and written communication. However, instead of addressing these two modes of communication, this paper concerns itself with written communication only, i.e. argumentative writing in EFL context only.

For students to be able to synthesize ideas from various sources in order to create new ideas, students need orchestrating numerous skills related to using source-texts. Orchestrating these skills means one has to engage in “a two-way interaction between continuously developing knowledge and continuously developing text” (Bereiter&Scardamalia, 1987). Hence, in addition to the fact that writing is basically not a naturally acquired skill as it does not come naturally to human beings (Dobrovolsky& O’Grady, 2001), to write texts really demands concerted efforts.

Dealing with source-texts, students are required to perform an ability to acknowledge the source-texts as the source of information. Indeed, students’ ability to explicitly attribute information in the written texts to input sources have been identified as an important component of academic literacy (Hinkel, 2002; Swales & Feak, 2004; Oshima& Hogue, 2005; Carkin, 2005; Hyland, 2006). However, ESL/EFL students usually have difficulty with acknowledging the source-texts because of their cultural, language, and educational background or insufficient English proficiency (Currie, 1998; Barks & Watts, 2001; Bloch, 2001; Cumming et al., 2006; C. Thompson, 2006).

Students are also required to perform their ability to reformulate the source-texts. To reformulate the source-texts means they are not to use expressions used in the original texts without acknowledging them or else they will be regarded as having plagiarized (Bark & Watts, 2001; Bloch, 2001; Currie, 1998; Pecorari, 2001; C. Thompson, 2006). However, they are allowed to paraphrase or restate the ideas from the source materials using their own words. Indeed, paraphrasing is recommended for academic writing because direct citation does not reveal if students really understand the source-texts (Hirvela, 2004; Swales & Feak, 2004; Keck, 2006). Yet, ESL/EFL students often replace two or three words from an original sentence and copy the rest of the sentence when they attempt to reformulate source-texts (Campbell, 1990; Hirvela, 2004; Shi, 2004; Keck, 2006). They do not paraphrase to the extent that is informed by source-texts yet remains markedly their own voice. In other words, their paraphrased texts are too similar to the source-texts. The result is then minimal paraphrasing.

Meanwhile, it is common practice that writing is treated individually and its teaching is conducted separately—apart from the other language skills, i.e. speaking, reading and listening. Learning to write this way, students are likely conditioned not to make use of their micro-skill of skimming a certain topic to learn from their reading class, when, for instance, asked to make an outline for an argumentative essay on a similar topic in their writing class. Similarly, they may not be able to reflect what they learn from audio-recorded texts in their listening class on essays they have to produce in their writing class. Hence, they are

restricted to a narrow mode of language learning which does not reflect how English is used in real-life situations.

Despite such a segregated practice of teaching writing, there is naturally an involvement of other language skills when students engage in classroom writing activities. Therefore, as Brown (2000) maintains, if students are to become fully proficient in the target language, they need to successfully acquire all four language skills. To illustrate, they need to activate their listening skill when they have to listen to the teacher's explanation on, e.g., how to support a claim with evidences. They also need to get involved in a speaking activity when conferencing with the teacher or their fellow friends in the process of revising their drafts. In a similar way, students need to exercise their reading ability when they need to search information to provide their writing works with evidences available from reading materials. In essence, as Rivers (1981) asserts, writing is not a skill that can be learned or developed in isolation—it should be taught and developed in cooperation with other skills and aspects of the language. Teaching writing this integrated way, then, refers to the integrated-skill approach which involves the interweaving of the four primary skills of listening, reading, speaking, and writing as well as the associated or related skills, i.e. knowledge of vocabulary, spelling, pronunciation, syntax, meaning and usage.

In an EFL context, e.g. Indonesia, writing argumentative texts can even be more difficult as writing in a second/foreign language (L2/FL) is considered a more complicated process than writing in one's native language (L1). Indeed, writing in a second language is complicated, as it is not just a matter of transferring L1 codes into the second language. Rather, it involves the mastering of several skills (Omaggio, 2001); students need to acquire proficiency in the use of the academic language as well as writing strategies. Consequently, students need to exert themselves not only in the academic writing itself but also in the use of the English language. It is a common sight; therefore, that writing academic texts, to a certain extent, brings about an adverse situation for the students.

An involvement of (an)other language skill(s) in writing is also considered a measure of one's readiness to use English in an academic context as indicated by the design of the integrated writing task of the TOEFL iBT, the score of which reflects the test taker's ability to produce academic writing (ETS, 2007a). Before the integrated writing was launched, the TOEFL writing component contained only an independent writing task—which requires test takers to write essays based on their knowledge and experience. The integrated writing task test of the TOEFL iBT, on the other hand, requires a test taker's ability to write essays in English similar to those that are required of students with their academic writing. It requires a test taker to write a response essay based on an academic reading passage and a lecture on the same topic.

In line with the ideas of how writing is integrated with other language skills and reflecting on the above-mentioned problems with writing from both oral and written sources that students in general encounter, the writer was of the

opinion that there was a need to equip students with integrated writing skills so that they could respond to oral and written language synergetically or, specifically, acknowledge and reformulate information from the written and oral source-texts. In light of the study-summary model (Sarig, 1993), students equipped with these skills become audience-aware revisers and are able to summarize the source-texts into the reconceptualized target texts. In this way, an integrated writing instruction which involves students' reading and listening to source-texts prior to writing is a need indeed.

However, as the writer observed and learned, the practice of an integrated writing instruction involving students' reading and listening to source-texts prior to writing had not been taken into consideration. An interview with some writing lecturers complied with this fact. Thus, in spite of treating writing in isolation from the other language skills, the writer was of the opinion that the present writing course needed reorienting so as to include such an integrated writing instruction.

To include this integrated writing instruction, there arises the need for relevant instructional materials in regard to the situation such as one which includes 'synthesis of multiple sources' as Horowitz (1986) classifies, but which are not yet available. Consequently, there is a need to develop a set of integrated writing instructional materials characterized by tasks involving students' reading and listening to source-texts prior to writing. With this set of integrated writing instructional materials available, students are equipped with integrated writing skills and so, find least difficulty when they have to respond to oral and written language synergetically, i.e. acknowledging and reformulating information from the written and oral source-texts. Next, they are able to deal with writing sources properly and develop their own writing voice. In more operational terms, they are able to synthesize information from the source-texts and present it in a well-organized writing portraying their own voice.

Research Method

To respond the above-mentioned consequence and to arrive at the end-product—a set of integrated writing instructional materials (IWIM) characterized by tasks involving students' reading and listening to source-texts prior to writing, the writer conducted a research following the procedural research and development (R&D) design. The writer was determined to follow this model of research design because this model requires recognition of a clearly articulated research-worthy problem. In regards of this requirement, the unavailability of the IWIM involving students' reading and listening to source-texts prior to writing presented a research-worthy problem applicable to this model of research design (Richey & Klein, 2007).

Following this procedural R&D research design—the stages of which is presented in Figure 1, the research process underwent two main phases, i.e. the

research phase and the development phase, before arriving at the product. Whereas the research phases consisted of a course of actions, i.e. needs assessment, expert evaluation and user evaluation; the development phases comprised the development of the IWIM, revision, and final revision.

Prior to the development of the IWIM, some guiding principles were established. These established guiding principles included, first, the IWIM was to adhere with the principle of contextual teaching and learning. The reason for adopting this principle related to the idea that there is no point in any learning—and learning to write argumentative essays is of no exception—if learners, i.e. the students, do not share their knowledge and skill with others or, to put it straightforwardly, develop the attitude that their knowledge and skill are an individual property; on the other hand, the other knowledge and skill are shared with to be

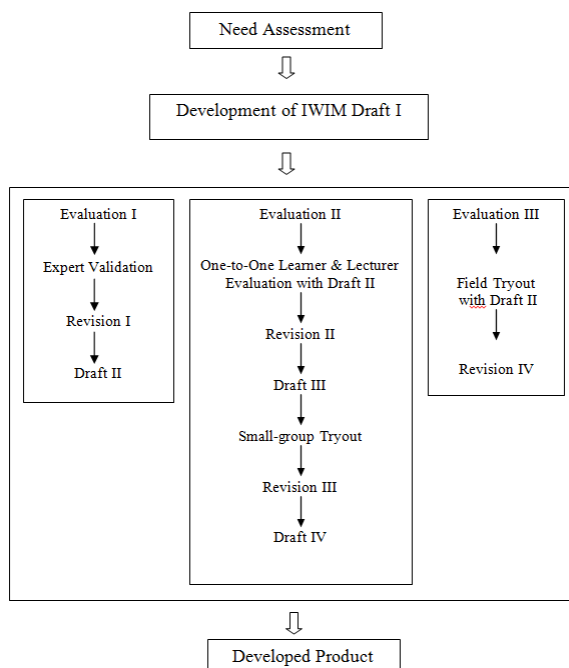


Figure 1 Stages of Research and Development of IWIM

others as (Berns& Erickson, 2001). It was therefore relevant to call for the principle of contextual teaching and learning, represented in the tasks designed for interdependent-group learning to enable students to learn from each other and to work collaboratively as well as in the inclusion of a cross-discipline topics of real-world situations, chosen for the students to gain real-life perspectives.

Next, in regards of Oxford's (2001) notion on EFL classes employing the integrated-skill approach, the development of IWIM adopted the principle of the theme-based model of content-based language instruction, represented in the integration of learning writing skill into the study of a variety of themes. Besides, for the same reason as above, the development of IWIM also adopted the principle of the task-based instruction, represented in tasks requiring students to work in pairs and groups to increase student interaction and collaboration as well as tasks which involve students to share their knowledge, experience, and opinions of the world.

In addition, a set of competences that students need to master were also set up. The competences related to the integrated writing skills cover abilities to take notes, to summarize, to paraphrase, to skim, and to respond to ideas in source-texts.

Findings and Discussions

The products—a students' workbook and a teacher's manual—were developed by adapting the Dick & Carey Model of instructional design (1996). They, in part giving the answer to why the instructional materials were developed, deal with aspects of instructional materials comprising *content, vocabulary and grammar, exercises and activities, context, and attractiveness*.

The Students Workbook

The components of an instructional material included in the students' workbook are (1) section/unit title, (2) content frame, (3) learning objectives, (4) content description, (5) key concept, (6) content, (7) exercise. However, no answer-key is provided as the exercises bear the characteristic of being "open-ended" and so, it is students' creativity that is the key to the exercises. These components of the students' workbook consists of two main sections—Section One and Section Two—as outlined in Figure 2.

Content

In regards of the measure that the materials are presented functionally in a logical organized manner and the fact that instructional materials serve to convey messages by means of texts, the texts are presented functionally in the sense that they serve what they are designed for, i.e. integrated writing which involves listening to and reading source-texts prior to writing. To accommodate this point of functionality, the students' workbook is presented in two sections.

Section One, developed to for the students to build writing skills necessary for accomplishing an integrated writing task and practice the exercises which correspond with each of the skills, was designed to equip learners with the skills necessary for integrated writing. Laying the foundation for working with the exercises in Section Two, the skills cover note taking, paraphrasing, summarizing, responding to ideas and skimming. Following the presentation of each these skills

are some exercises which were designed as an immediate check of students' understanding. The exercises are to be done together under a teacher's guidance in class.

Section Two, consisting of seven units, were designed to give students the experience of accomplishing an integrated task following the stages of the writing process. It presents exercises with which students are required to write argumentative essays based on information from the written and spoken sources. The exercises were also designed to enable students to do work on rough drafts of the essays outside the classroom or at home; however there should be allocated time for students to confer with the teacher and their friends for revisions as described in the teacher's manual . In this way, students have the chance to get appraisals from others or how their works as seen by other people.

The next measure requires that materials are of authentic pieces of language. In regards of this point and prospective users of the IWIM being EFL learners, the materials should meet the need of the students for authentic materials, from which they learn how the language in the way the native speakers use it. For the purpose to present materials of authentic language, authentic texts were selected from various sources, i.e. newspaper, magazines, radio broadcasts, papers, and books.

Contents of Section One **Building Skills for Integrated Writing**

Designed to equip students with skills necessary for integrated writing, Section One is organized to include the following components.



Introduction to Section One

This summarizes the section including what students will practice and accomplish at the end of the section.



Writing Concepts

Each unit presents a writing concept related to skills necessary for integrated writing.



Try Yourself

This is an activity to be immediately done after the presentation of a writing concept and is intended to serve as a quick comprehension check for both the teacher and students.



Have a Practice

This is an activity designed to help students practice the skill related to a writing concept and apply the concept that students have learned in a unit.

Contents of Section Two **Establishing Skills for Integrated Writing**

Designed for the students to practice writing an integrated essay on the basis of written and audio-recorded passages, Section Two is organized to include the following components.



Getting Started

This is a short discussion activity that students can do in class to help them begin thinking about a topic.



Introduction to the Topic

The introduction provides an overview of a unit.



Listening to a Passage

This is the audio-recorded source students need to listen to before they read a related passage.



Reading a Passage

This is the written passage related to the audio-recorded source.



Discussing the Passages

This is an activity designed to lead students to work collaboratively in spite of the individual essay required of them at the end of a unit.



Essay Writing

This is the core activity in which students, following the stages of the writing process, write an argumentative essay based on what they have listened to and read.

Figure 2 Outline of Students' Workbook

Helping students to become critical learners is imperative in any learning context of today. To help students become critical learners, it is necessary to give them opportunities to develop critical thinking. Therefore, the materials were so selected that they would help students become critical towards what happens outside themselves and so, the idea of preserving the environment or using clean energy, for example, was accommodated through relevant texts.

A variety of topics was set as another measure for the development of the instructional materials in order for the students to have a wider perspective of life as well as to provide them with models of topics for their writing works. Hence, students are motivated to go beyond the borders of their major study and not be spotted being confused about what to write for their papers, despite the idea of integrated writing.

The measure that materials meet the students' need for learning to write was fulfilled by, among others, providing the IWIM with students' worksheet to accommodate the process writing approach. With the worksheets, students know how to integrate information that they listen to and read as a source to write essays of their own voice.

To accommodate that the materials use real examples to reinforce writing conventions, the texts selected for the IWIM should enhance the students' learning of writing essays in that from the texts which at the same time serve as a model, students learn about, for example, how support and warrants are inseparable from an argumentative writing. In addition, the worksheets help them not to miss any element of an argumentative writing.

Vocabulary and Grammar

Although the sources for text selections were of unabridged texts, the appropriateness of the vocabulary words with their level of study was taken into consideration. Therefore, as recommended by those involved in the evaluation stages, some texts which turned out to be too difficult for them to understand were screened out. The remaining texts were in accordance with the level in which students have a command of sound knowledge of complex English grammar and developed critical reading competence (i.e. analyzing, synthesizing, and evaluating).

Exercises and Activities

The exercises following the explanation in each unit of Section One and the assignments in the seven units of Section Two were provided to accommodate the need for task-based activities with which students learn the skill of writing argumentative writing and its sub-skills, such as note taking, summarizing, paraphrasing, etc. With these task-based activities, students participate in communicative tasks in English which enable them to comprehend, produce, manipulate, and interact in authentic language while paying attention to meaning and the purpose of communication more than form and the mechanics of language

itself (Nunan, 1989). In addition, with the teacher's guidance, students have the opportunity to practice their skills by working out the exercises and assignments in such a way that there is a balance as to the use of both form-focused and meaning-focused activities. In this way, the students may find that learning can happen better as it relates to their communicative purpose and experience.

Context

Designed to be embedded in the *Argumentative Writing* course at the Department of English of State University of Malang, the IWIM was set to be in accordance with the existing curriculum, the objectives of which is the students' ability to present logical reasoning, strong and convincing argument, as well as critical analysis and judgment in the form of an argumentative essay and mini research paper. In addition, the IWIM provides a 'room' for students to exercise

Attractiveness

Beside these instructional materials components, the students' workbook was designed to be attractive by making its cover and layout design appealing, arranging the organization of the materials presentation, and using symbols of presentation for each element of a section or unit to insure consistency of consecutive presentation.

Being part of an instructional design which was intended to arouse a teaching-learning condition on the part of both teachers and students, the physical appearance was made attractive by taking into considerations some points, i.e. the cover, introduction to the book, content of the book, titles of sections and units, content frame, instructional objectives, description of concepts and materials, exercises, and reference.

The Teacher's Manual

The teacher's manual—the outline of which is presented in Figure 3—helps teachers understand the objectives and methodology of the materials due to the part, suggests a clear, concise method for teaching each lesson, and shows how to teach the materials by the note Teaching Session in the beginning of each unit and Teacher Directions in the exercise parts.

The tape scripts immediately placed in the corresponding units free the teachers from difficult handling of the manual; they do not need to keep on returning to the back pages, where tape scripts usually come. In this way, they can just do "plug and play"; they can play the listening-CD and see the tapescripts whenever they need to do that.

The answer key provides the teachers with guidance to help the students do the exercises, although it should be remembered that the answers or examples given are not "unbargainable".

Figure 3 Outline of Teacher's Manual

Contents of Section One Building Skills for Integrated Writing
Designed to equip students with skills necessary for integrated writing, Section One is organized to include the following components.



Introduction to Section One
This summarizes the section including what students will practice and accomplish at the end of the section.



Writing Concepts
Each unit presents a writing concept related to skills necessary for integrated writing.



Try Yourself
This is an activity to be immediately done after the presentation of a writing concept and is intended to serve as a quick comprehension check for both the teacher and students.



Have a Practice
This is an activity designed to help students practice the skill related to a writing concept and apply the concept that students have learned in a unit.

Contents of Section Two Establishing Skills for Integrated Writing
Designed for the students to practice writing an integrated essay on the basis of written and audio-recorded passages, Section Two is organized to include the following components.



Getting Started
This is a short discussion activity that students can do in class to help them begin thinking about a topic.



Introduction to the Topic
The introduction provides an overview of a unit.



Listening to a Passage
This is the audio-recorded source students need to listen to before they read a related passage.



Reading a Passage
This is the written passage related to the audio-recorded source.



Discussing the Passages
This is an activity designed to lead students to work collaboratively in spite of the individual essay required of them at the end of a unit.



Essay Writing
This is the core activity in which students, following the stages of the writing process, write an argumentative essay based on what they have listened to and read.



Answer Key
The answer key is for the teacher to be used as a guide to students' doing the exercises; it should not be viewed as the most appropriate answer. With different techniques of summarizing or approaches to responding texts, for example, students are encouraged to be creative with solutions.



Tape Script
The tape script of the listening passage of the corresponding exercise/unit is placed right in the Listening to a Passage for easy access.

Conclusion

In regards of Oxford (2001), these instructional materials have to the least shown that teaching more than one skill at a time or teaching language skills integratedly is not virtually impossible. However, it needs to be remembered that to successfully help students develop their skills, teachers need to ensure that an English-speaking environment is effectively navigated.

The IWIM is appropriate for EFL learners as it makes use of sources of authentic language, contains learner-centered materials, and is presented with teacher-friendly instructions. In addition, the language skills are incorporated in the instruction. As Hollis (2005) asserts, authentic language is important as it provides context for the students to learn; the context which, to the least, closely simulate that is used in real situation is a good alternative to compensate a completely authentic context.

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An Evaluation of the Use of Students *Webquest* Project in Reading Class

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Abstract. This study focuses on students' response toward the project of Web Quest Making (WQM henceforth) in reading class. The WQM is linked to authenticity, critical and extensive reading. This study examines the students feeling toward the project and toward reading. The questionnaires and interviews results indicate students' positive reaction on both aspects. They show enjoyment and engagement in doing the project while admitting that some steps are quite challenging. The students also list many links which have been carefully selected, processed, and critically evaluated. At the end of the project, most students admitted that the project makes them read more. Noticing that their project is accessible online makes them more responsible in writing the sections in the WQ and also in selecting trusted links. However, they felt less positive about working in a group for the project. This is linked to the time and ego management of individuals in the group. It is also important to note, the responses are given in the context in which WQM is monitored weekly. Monitoring is one key element since in many reading classes, it takes more than just teacher giving sample, verbal encouragement, and providing interesting topics to make students read/ keep reading. Students who started to read pleasurable can quit reading because they found out that it is okay not to read. In this case, teacher needs to run a mechanism that guarantee continuous monitoring. WQM helps teacher do the monitoring for two reasons: it has a fixed structure and is accessible online for 'any time'-progress checking.

Keyword: *extensive reading, monitoring, webquest*

1. Introduction

Level of Indonesian students' English proficiency is still far from satisfying. In many conferences and papers, experts have pointed that there are some students, however; who shows extraordinary progress in English through extensive exposure to target language including by reading. In Indonesian context, particularly in schools, ER has not been widely conducted, or if it is conducted, it is considered as 'side dish' that receives little or no attention. Teachers and students are obliged to deal with predetermined material that is scrutinized through IR. There are barriers in conducting ER regardless its potential to enhance proficiency. Time and management are two issues that often stand on ER way. It is too much to expect that the government would take formal step to accommodate

ER in classroom, but it is a lost to neglect the benefits of ER. Fortunately, in higher education, instructors seem to have larger room for syllabus and activity designing, thus making ER more possible at this level.

Based on several theories and reports from practices, the notion of monitoring is mentioned as factor that can keep ER running. Students, who were motivated to read, may stop reading when their motivation faded and when they think that it is okay not to read. Ideally monitoring in ER is not necessary since by nature ER means reading for pleasure. However; based on previous findings on reading and motivation, teachers need to select activities and develop mechanism to nurture reading habit by ensuring that each student do read. This monitoring should be looser as students reading habit (intrinsic motivation) gets stronger.

The challenge is then, to develop and use monitoring mechanism, especially which is embedded to ER activity, that assures students progress is recorded and also help teachers in administering it. In reality, teachers/ instructors may be highly encouraging at the beginning of ER project but as their administrative works mounted, may be tempted to put ER monitoring aside and it results in an unsuccessful ER. There are book reports (monitoring) that was poorly designed and managed. In some cases, students read few pages the night before or even worst several hours before class to fulfill the obligation of 'reporting' what they've read. Teachers on the other side, hated to read piling reports papers. This is a lesson to consider when coming to designing ER program/project/activity.

Webquest project is one activity that is used in a Reading class that has potential to engage students to reading extensively with relatively paperless and real-time monitoring. To increase students' interest, topics of the texts are independently chosen by students who work in groups. After six weeks of implementation, I think I need to come across the students perception on the task and reading itself. This feedback is beneficial for further development of the task and at once opens possibility for developing model of a working ER.

2. Literature Review

2.1. Extensive Reading

Regardless of the antonym-look of the two terms, intensive and extensive reading (IR and ER henceforth) are not to be opposed in the teaching of reading. An interesting analogy is stated by Rob Warring (The ER Foundation Channel). For him, if reading is learning to drive then IR is the lesson one gets in driving course and ER is the driving experience itself; when one actually drives on the road. The IR helps learners to focus and train reading strategies while ER helps learner to use the strategies actual reading and thus build fluency.

In Indonesian classrooms, reading has been approached intensively. The goal is comprehension and it is achieved through careful training on strategies to get main idea, detailed information, getting meaning from context, and identifying reference. ER is hardly elaborated due to time and management

problems. Teachers and students in Indonesia have to work with pre-determined materials and since ER is not directly assessed, many teachers prefer to have IR only and believe that IR alone is sufficient to produce skilled readers. (Renandya and Jacobs: 2005).

If the idea is true, we would have many Indonesian students achieving high level of English proficiency. In fact, after more or less nine years of English learning, not many students are fluent in English. Experts stated that the best way to learn foreign language is by exposing one to the target language extensively. One way is by ER.

Renandya and Jacobs (2005) noted that successful ER program shares the following characteristics:

1. Students read a lot
2. Students usually choose their own reading
3. Reading selection is vary
4. Students read at their level
5. Post reading activities usually exist
6. Teacher is ‘modeling enthusiasm for reading’
7. Progress or track is recorded

Successful ER will bring about many advantages. To name some, extensive reading (1) provide abundant exposure to the language that eventually lead to acquisition of vocabulary, grammar, rhetoric—language, (2) help students to write better, (3) nurture students reading habit, and (4) consolidate previously learned language (Day and Bamford: 1998, Day: 2004, Krashen :1984, Nation: 1997).

With the long listed and promising advantages of ER, teachers/ instructors should be doing it in their classes. But, in the reality, not many do this ER project. Most Indonesian teachers/ instructors focus on IR and do ER as an extra activity but with less importance and emphasize. ER itself (either done as main or ‘extra; activity) is usually very promising at the beginning but it gets really hard to maintain. The span of students’ AND the teacher’s/ instructor’s motivation in ER does not always last as long as expected. It goes up and down, but in many cases, the trend is going down.

Speaking of motivation, both intrinsic and extrinsic motivations are useful in any learning including ER. A study by Guthrie, Wigfield, and Matsala (in Komiyama: 2013) suggests that motivation correlate positively to reading amount. It is also found that intrinsic motivation is a stronger indicator for larger amount of readings compared with extrinsic motivation (Takase: 2007, Dhanapala: 2006, Tercanlioglu: 2011 in Komiyama: 2013). Unfortunately, experiences from practices indicate that only few students who are intrinsically motivated to read; most students read because of external drive (teacher, compliments, score, etc).

The notion of monitoring is widely mentioned as factor that can keep ER running although ideally monitoring in ER is not necessary since by nature ER means reading for pleasure (that one will certainly do voluntarily because it is pleasurable). The task for teachers/ instructors is to develop and use ER project that include doable, non –threatening, nor disturbing monitoring.

2.2. Webquest

WebQuest has been widely used by teachers around the globe. Dodge (1995) defined WebQuest as “an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web. WebQuests are designed to use learners’ time well, to focus on using information rather than looking for it, and to support learners’ thinking at the levels of analysis, synthesis, and evaluation.”

WebQuest attracted many teachers and students for its’ fixed structure and its’ easy to follow guidance. The structure of WebQuest includes Welcome, Introduction, Task, Process, Evaluation and Conclusion. The core of the activity is in the Task and Process stages. Many believes that WebQuest also opens and provide opportunities to build higher order and critical thinking skills. Chin Sherridan (in British Council : EFL Network Workshop: WebQuest) mentioned “A WebQuest is a departure from the traditional use of the web as further reading for comprehension. With WebQuests, students cannot follow the familiar path of copying chunks of text in order to answer questions. Critical thinking must be applied to several different pieces of information, resulting in a product which is a synthesis of several students' work.”

There are several free WebQuest makers. One that is used in this research is www.zunal.com. It provides free account for users to create their own WebQuest with clear step-by-step guidance. Samples of WebQuest are also available in the site in case new users want to get clearer idea on WebQuest. The samples are also helpful for new users to get links to sources that they find suitable with or useful for the topic and task they have decided.

WebQuests are normally provided by teachers/ instructors and are used by students. Teachers design task and provide resources or links to help students accomplish the task. The task can be designed for individual work as well as group work. The challenge for most teachers is taking students into engaging task or project. In general, students tend to engage in task / project that is ‘authentic’, challenging, but doable. Some tasks that are considered engaging include among other investigation, inquiry, and product making (poster, simple electrical device, teaching media, etc).

The links provided should also be in the reach of the students. Otherwise, students may not be able to process the information and thus making the task less feasible. WebQuest is, therefore, closely related to reading. Teacher has to read a lot to provide appropriate links and students have to work with the links to do the task; making this a very potential means for a reading class-everybody reads.

What is good is then, the reading does not stop at reading chunks of information, but it goes further to processing the information- synthesizing, elaborating, adapting the information. And, this processing apply for both teacher and students. The difference is that the WebQuest maker (teachers/ instructors) reads a lot more and processes more.

3. Method

3.1.Participants

A number of forty students of an English Education Department were recruited in this study without any compensation. These fourth semester students joined this research while taking their compulsory Reading class. The students GPA are listed then grouped into high and low. The students (participants) work in group of 3-5 students that they formed based on their preference.

3.2.Data collection, Instrument, Data Analysis

Data are collected by means of, mainly, questionnaire, and is supported by means of observation and interview. The questionnaire is in form of close and open questionnaire. The close questionnaire uses Likert scale and it requires the students to scale their level of enjoyment in WQM and the level of difficulty in doing WQM. The students were asked to circle a number representing how they valued the WQM. The open questionnaire is asking detail of the problems faced in doing WQM and also benefits gained from the task. This open questionnaire is basically the extension of the close questionnaire. Interview and observation is used to clarify and triangulate what is stated in the questionnaire. Data collected from the close questionnaire are then tabulated analyzed and are communicated with the data collected from the open questionnaire. Next, the data are clarified and triangulated with the result interview and observation.

3.3.Procedure

The procedure of the research covers five stages. (1) planning (2) conducting IR; the teacher/ instructor review the skills of reading including critical reading and provide exercise (3) introducing WQ (4) grouping (5) group working, presenting, and monitoring (6) revising (8) rewarding. The questionnaire are distributed right after stage 5 and collected after step 6 while interview and observation are conducted during the whole process. The interview is also conducted after the data from questionnaire are analyzed. This is to make necessary clarification.

4. Findings and Discussions

4.1. The process and problems

In this research, WebQuest is created by the students not the teacher/ instructors, I. The students are taken to a tour to the WebQuest maker site and are assisted to learn what is WebQuest and how to create one. Web reading is

involved at this stage. Next is setting task for the students to produce a WebQuest with several guidelines. The students are free to choose the topic and design the task that they want to have. This task is given as a group work and in class monitoring is carried out weekly but the out class monitoring can be carried out at any time by the teacher. The weekly class meeting is conducted to discuss problems on every stage of creating WebQuest. Every group shares progress on the project and invites inputs for problem solving and/ or improvement.

Since this WebQuest is incorporated in a *Reading* class, the stage of providing/ selecting links is given more attention. Students read then evaluated, among so many available sources in the web, which were trusted and useful and which were not. The process went on by sorting the trusted and useful links. The sorting is to avoid having (1) too many links giving similar information and (2) links to articles that is not within the level of the target readers/ users. It is important to note that this process run after the teacher provide ample explanation and exercise on critical reading, e.g., how to recognize bias, trusted source, writers intention/ tone, etc.

The aforementioned benefit of having students creating WebQuest (read and process more—see point 2.2.) was experienced by the students. During class discussion, there was emerging need to read links not only on the topic chosen but on many existing WebQuests and on teaching method as well. This is due to the problems students faced in designing engaging task for their target readers. The students accessed existing WebQuests and teaching sites/ articles for task ideas and form of task submission as well.

At the end of the WebQuest making, as a reward, two groups having the most liked WebQuest (by classmates evaluation) are given chance to present the WebQuest to the target readers: the lower semester students, under my supervision.

The problems commonly reported by students are related to the nature of group work itself. It was hard for the students to control their ego in choosing topics and tasks that accommodates every member's ideas. Discussion to decide the topic and task took almost three weeks. The following are quotes taken from the open questionnaires

“It was difficult to decide the topic that we want to discuss in WebQuest, because there are too many interesting topic that we like”
(AY)

“Sometimes I feel lazy and burdened to read and do the assignment when it has the topic that I don't like” (HNW) [this student disagree with the other group members on the topic chosen]

“Deciding the topic makes us confused, which one is interesting to discuss in the WebQuest and [also] make the process and choose the task. (DMW)

“ The problem I got in making WebQuest : selecting the task. We want to provide the task which can make the students [target]

improve their reading skill by using our WQ. It makes us think really hard on deciding the task because we want the task to be enjoyed as well” (DMS)

“Since it’s a group work, dispute rised up among members. Each wanted to discuss certain topic and it was difficult to design and interesting and comprehensive task” (IS)

In addition, during the early stage of the WebQuest making, every member was still having problem to manage their group time to work together. Since everyone was having different agenda/ schedule, almost each group reported that they had difficulty to arrange their group meeting. Some students eventually felt not too happy with their groups. Yet, the problem subsides after a discussion that was held in the second week. Another problem is technical. Some students reported :

“It’s hard to edit WQ” (FES)

“I dislike when we can’t copy and paste a;; the text from MS Word to our page. To many copy and paste make our WQ is blocked” (DA)

“It needs good internet connection” (DhA)

4.2 The Evaluation of WebQuest Making

The results of the questionnaire and interview indicate that the students feel very positive toward the project. The nine stages of the project are evaluated by means of scale in terms of enjoyment and difficulty in doing every stage. Table 1 presents the level of enjoyment in doing the project by two groups: low and high achievers; and Table 2 represents the level of difficulty in doing WQM by the same groups.

Table 1. Enjoyment

Stages	Low	High
1 deciding the topic	3.7	3.6
2 writing the introduction	3.4	3.4
3 designing task	3.5	3.7
4 writing process (providing links)	3.4	3.3
5 writing the evaluation	3.1	3.3
6 deciding supporting picture	3.9	3.9
7 Presenting	3.6	4.3
8 giving comments	3	3.5
9 revising the WQ	3.2	3.5
Average	3.4	3.6

Table 2. Difficulty

Stages	Low	High
1 deciding the topic	4	3.1
2 writing the introduction	3.2	2.6
3 designing task	3.6	3.4
4 writing process (providing links)	3.5	3.4
5 writing the evaluation	3.2	3.4
6 deciding supporting picture	2.2	2.2
7 Presenting	3	2.5
8 giving comments	3.2	2.8
9 revising the WQ	3.7	3.4
Average	3.3	3

Table 1 suggests that both groups of students enjoy the WQM and interestingly in Table 2 students admit that some stages are quite challenging. Table 2 indicates that both group think finding supporting picture as the easiest stage. The low group also finds this stage the most enjoyable but the high group thinks differently. They find ‘presenting’ stage as the most enjoyable. They think that this stage is the point in which their hard work is acknowledge. Yet, when it comes to commenting others’ work, there seemed to be hesitation on their side. They stated in the interview that they prefer receiving comments to giving comments. It is noticeable from their perception on the level of difficulty in revising the WQ. They do take inputs and comments seriously and find the part of revising WQ quite challenging. The hesitation of students in giving comments is probably due to cultural influence. They state that they are worried comments might offend the others’ group. However, this cultural influence needs further research.

The core of WQ role in reading class is in stage of deciding topic, designing task, and providing links. The low group finds ‘deciding topic’ stage as the most challenging. They revealed that working in a group is quite problematic since each member has their own preference. They realize that the stage of ‘deciding topic’ is the basis for doing the following stages and thus make them really careful in deciding what they want to highlight in the WQ. According to the students from both groups, ‘designing the task’ is the issue that heats the group discussion (see 3.1). They are aware that topic and task will then influence the type and number of readings that they have to do in the stage of ‘providing links’.

At the stage of ‘providing links’ students noted that it was really challenging as it was just not finding any links/ articles but also to process the links/ articles.

“We found it difficult to decide what task should we give to readers and it was also hard to decide which article we should choose.”

(AM)

Finding reliable and credible sources in the internet was not easy.

Most of the sources we found promoted their personal issue/ interest” (IS)

“Providing links is difficult because we have to search/ provide links which is related to the subject matter and can be trusted”

(AsF)

The students statements indicate that the students are processing the texts they read; selecting/ sorting, and evaluating texts to get the ones they need for their WQ.

In the WQM the students did not just read and processed links related to their topic but they also wandered the existing WebQuest and other sources for task ideas. As stated in the open questionnaire at distributed the end of the WQM, all students mentioned that WQM makes them read more and makes them read critically. Some even mentioned that they also learn to work in group, get new information and their attitude toward reading is getting better.

“WebQuest helps me to read more and more” (HI)

“I makes me read more. I can practice to read critically. And it improves team work” (DMS)

“It makes me read a lot” (AY)

“WQ makes us gain new information” (AM)

“Increase my reading habit/ interest” (IZM)

At this point then, it is worth to relate this WQM to the theories on ER and motivation. This WQM shares the characteristic of ER (Renandya and Jacobs: 2005): Students choose their own topic and readings; their reading selection is vary- depends on what they've got during links searching; they read at their level; there is post reading activity (in-class sharing and the WQ itself as a product; and progress is tracked via monitoring. The students also gain several benefits of ER (Day and Bamford: 1998, Day: 2004, Krashen :1984, Nation: 1997) e.g: exposed to the language and nurture students reading habit.

It also adds an evident that motivation either extrinsic or intrinsic contributes to the amount of reading (Guthrie, Wigfield, and Matsala in Komiyama: 2013). A student may dislike the topic decided by the group and they felt less positive about reading the articles on the topic. But, since there is need for reward (from teacher: monitoring, score, compliments, etc) and peer pressure (responsibility, group contribution) the student eventually involved themselves in the process of reading. When a student intrinsic motivation is stimulated i.e. increased curiosity on the topic, need to create an engaging task, he/she is willing to read more and more to satisfy the internal need. As stated by Takase 2007,

Dhanapala: 2006, Tercanlioglu: 2011 (in Komiyama: 2013), intrinsic motivation is a stronger indicator for larger amount of readings compared with extrinsic motivation.

5. Conclusion

WQM is an activity that is associated to ER and critical reading. A study on a WQM project shows that the benefits of ER and students' critical reading can be achieved through this task. What's more, students perceived WQM positively. Enjoyment, engagement, challenge and motivation are words that can be attributed to the students' positive evaluation on WQM. However, teachers implementing WQM need to be sensitive to students' problem in creating WQ by providing sufficient guidance and material to help them accomplish the task. And, especially if the task is given as a group work, teachers should also touch the interpersonal relationship aspect among members and ensure that they can work as a team effectively.

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IMPLEMENTING COMPETENCY-BASED CURRICULUM THROUGH 'IGNATIAN PEDAGOGY' Case Study at a Jesuit University in Yogyakarta

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Abstract. In the era of knowledge economy, English Teacher Education in Indonesia cannot avoid the challenge of producing the globally competitive graduates. This is particularly true because English language has a very significant position in developing the economy of the nation. A significant attempt to produce professional and competent English teachers is the implementation of the Competency-Based curriculum (CBC) at English Teacher Education, as recommended by the Directorate General of Higher Education. This paper is a part of the writer's dissertation for his Phd program, attempting to evaluate the implementation of CBC through a pedagogical paradigm which is called 'Ignatian Pedagogy' adopted by English Education Department of a Jesuit University in Yogyakarta in terms of its teaching and learning process, the development of soft skills and assessments. The data collected through interview, focus group discussion, document analysis and interview revealed that the teaching and learning process adopted three stages, namely giving the contexts, offering experiences, doing a reflection, and doing actions. The development of soft skills involving both interpersonal and intrapersonal skills was encouraged in the teaching and learning process. The hard skills called 'competence' aspects were developed along with the soft skills termed as 'conscience' and 'compassion' domains. The comprehensive assessment covering both hard and soft skills was employed.

Keywords: *Competency-based Curriculum, Ignatian Pedagogy*

1. Introduction

A. Background

The English teaching in Higher education in Indonesia has long been implementing the traditional education so called Material Based Curriculum (MBC). In this curriculum students are to master a number of subjects dictated by a study program. However, a criticism of the traditional MBC is that it always faces the problems that knowledge acquisition does not necessarily lead to the successful application of knowledge. One expectation for more relevant education has been a stronger focus on the world of work, signified by more attention given to core skills and other personal transferable skills such as the ability to cooperate, communicate and solve problems. Facing this new challenge, the English

Education Departments in Yogyakarta are obliged to implement the Competency Based- Curriculum (CBC).

The transformation from MBC to CBC is a result of a paradigm shift from traditional view of knowledge to a more progressive one. The traditional view of knowledge asserts that knowledge acquisition in itself is the major goal of education. This understanding leads to the classical concept of knowledge as school-based and discipline-based.

On the contrary, the progressive paradigm suggests that knowledge should be applied in order to solve the problem. Gibbon (1998) strengthens this proposition by introducing the term “mode 2 of knowledge development”. Contrary to mode 1 of knowledge production which focuses on the discipline-based taught in the classical universities, mode 2 of knowledge production stresses knowledge in the context of its application.

In respect to the English teaching in higher education in Indonesia, many English study programs still put a strong emphasis on traditional disciplinary knowledge production. On the other hand, few English Study Programs recognize the needs to incorporate competences as the aim of teaching and learning process in the form of implementing the competency based curriculum.

This research is aimed at ascertaining the implementation of competency based curriculum at English Education Department of a Jesuit University in Yogyakarta through Ignatian Pedagogy, specifically to answer two research questions; 1)How is the Ignatian Pedagogy actualized in the teaching and learning process? and 2) What learning aspects are affected by the implementation of Ignatian Pedagogy?

1. Literature Review

A. The concept of Competency Based Education

According to Teitlebaum (2007), there are more than 120 definitions of curriculum in the educational literature. For the purpose of this research, however, the following selected examples have been considered as most relevant. Bobbitt (1918 p. 42, as cited in Teitlebaum, 2007) might provide one of the earliest definitions of curriculum saying that curriculum is “That series of things which children and youth must do and experience by way of developing abilities to do the things well that make up the affairs of adult life”. Later, Kelly (1999) mentions Kerr’s (1968) general definition of curriculum as: All school’s planned and guided learning which is conducted individually or collaboratively, inside and outside the school. Similar definition is given by Print (1993) suggesting that curriculum refers to learning opportunities and learning experiences provided and planned by an organization to learners. Wojtczak (2002) has related the definition of curriculum with the technical approach defining that curriculum is the education plans including learning objectives to be achieved, topics to be discussed, and methods to be employed for teaching, learning and assessment. For the purpose of this study, curriculum is referred to learning programs and plans to

provide students with opportunities to operate in their environment and to help them to function within their future environment.

Unlike the curriculum in secondary schools in Indonesia the idea and practices of curriculum in higher education have not been seriously debated and are not yet a properly practice. This might be caused by the common perception that higher education has been viewed as the final stage of formal education. The Directorate General of Higher Education's (DGHE) initiative to introduce the Competency-based Education (CBC) in higher education gives new understanding that curriculum in HE should cater for the learners' lifetime learning and their ability to cope with ongoing educational requirements.

The Competency-based Education is sometimes called Competency-based Training. The term education and training are usually used interchangeably. However, both terms have different meanings and their definitions imply different implications. While the term 'education' is usually equated with secondary and tertiary education, the term training is usually related to vocational instruction aimed at equipping learners with task-oriented competencies with limited cognitive components.

For the purpose of this study, the term CBC refers to illustrate a learning program planned and designed to achieve the competency standards required by a professional body. Standards can be necessary skills in order that a person can be regarded as competent in a particular job.

The development of CBC fulfills the demand of the stakeholders and it should be based on the application of the recent studies on competencies (Choudahain Kouwenhoven, 2003). Borrowing the description of Competency-Based Curriculum (CBC) from a number of authors, Kouwenhoven (2003) identifies some attributes of CBC. With regard to learning environment, the CBE attempts to develop students' competencies. Hence, the principle of curriculum arrangement is not the disciplinary content, but competencies that should be acquired by the end of the course program (Kirschner et al, 1997). In terms of curriculum content, CBE is directed toward preparing the graduates with the required occupational practices. Hence since the CBE is oriented to professional practices, the profession becomes an integral part in the curriculum (Kouwenhoven, 2003). In terms of the teaching approach, CBE employs constructivist approaches. Motsching-Pitrik and Holzinger (2002) claim that the chief goal of constructivism is competence. This view distinguishes perspectives put forward by cognitivism and behaviorism maintaining that the goals of learning are knowledge acquisition and achievement respectively.

B. Competencies for English Language Teachers

The main objective of the English language program in higher education institutions is to produce competent teachers. A generic definition of teacher competency refers to an ability to demonstrate professional behaviour in a certain context which is guided by attitudes, knowledge, skills and personal characteristics (Darling-Hamond, 2003). In fact, quality or excellence in teaching has been benchmarked by various countries and accreditation standards. Internationally, for example, in Australia teachers who are able to make a significant contribution to improving the quality of learning and teaching by motivating and inspiring students through cutting edge presentation and interpersonal and communication skills are rewarded (ibid, 2003).

In Indonesia, a list of teacher core competencies has been suggested in the Regulation of the Ministry of Education no. 16 in 2007. This list applies to all teachers including English teachers. The regulation refers to the competencies standard comprising pedagogic competence, ethical competence, social competence and professional competence. Included in the *pedagogic competencies* are abilities to: 1) understand the physical, moral, societal, cultural, emotional and intellectual characteristics of the students; 2) understand and apply the learning theories and principles; 3) develop the curriculum; 4) incorporate information technology in the teaching and learning process; 5) facilitate the students to develop and actualize their potential; 6) make assessment and evaluate the learning process and use them to improve the quality of teaching and learning; and 7) think and act reflectively in order to enhance the quality of teaching and learning. *The ethical competencies* involve the abilities to: 1) act in accordance with religious, legal, social and Indonesian cultural norms; 3) demonstrate honesty and set the example of good moral conduct; 4) demonstrate a high level of work ethic, confidence and responsibility; and 5) implement the teachers' codes of conduct. *The social competencies* comprise abilities to: 1) act inclusively and objectively and avoid discriminatory treatment to students; 2) communicate effectively and emphatically to students, colleagues, parents and stakeholders; 3) adapt to the diverse Indonesian social and multicultural background; 4) communicate academically in the community of teachers' profession to leverage the teachers' professionalism and competencies. *The professional competencies* consist of the abilities to: 1) master the teaching and learning materials; 2) understand the competency standard of the subjects; 3) develop the learning materials creatively; 4) enhance the continued professional development; and 5) use information technology for professional development.

In the context of English teaching, numerous scholars have come up with their lists of attributes of competent English teachers. Since 1980 Allen (in Brown, 2004) has offered a down-to-earth list of attributes of good English teachers, namely; 1) having competent preparation leading to a degree in teaching English; 2) having an interest in the English language; 3) possessing critical thinking; 4) being persistent to upgrade oneself; 4) having cultural adaptability; 5) possessing

professional citizenship and 6) possessing a feeling of excitement about one's work. More comprehensive characteristics of a competent English teacher are proposed by Brown (2004), comprising: technical knowledge, pedagogical skills, interpersonal skills and personal qualities.

C. Ignation Pedagogy

Ignatian pedagogy was an educational approach founded by Ignatius Loyola. Historically, the concept of the pedagogy was embodied in the educational institutions called Jesuit School (Mitchell, 2008). In 1548, ten members of the recently founded Society of Jesus opened the first Jesuit school in Messina in Sicily (Malloy, 2008). Within a few years the Jesuits had opened some thirty more primary/secondary schools, but also the so-called Roman College, which would soon develop into the first real Jesuit university (Gregorian University).

According to Mitchell (2008), there are five traits of Jesuit education. The first characteristic is a passion for quality. For Mitchell (2008) this does not mean that Jesuit Colleges and universities have never had inferior programs. Instead, they are respected by those who know the field. The Jesuit institution's passion for quality might reflect an ideal response to remark of Father General Peter Hans Kolvenbach: "Only excellence is apostolic" (Ibid, 2008).

The second characteristic of Jesuit educational institutions is the study of the humanities and the sciences regardless of the specialization offered. These institutions expect that their students will be able to think, speak and write, to know something about history, literature, and art, to have their minds expanded by philosophy and theology, and to have some understanding of science and math. This constitutes that students are equipped with liberal education for living as well as for working. Mitchell (2008, p.111) sums up, "We need engineers who have read Shakespeare and computer scientists who understand the history and roots of our civilization".

A third trait of Jesuit education has been a concern with questions of ethic and values such as family values, personal integrity and business ethics for both graduates' personal and professional lives. Influenced by the strong social teaching of recent popes, the ethics and values were expanded, including attentions on the great questions of justice and fairness: poverty, peace and war and the proliferation of arms and oppression in the third world (ibid, 2008). Raising these questions for their students is an integral ethical preoccupation, not through political maneuvering and sloganeering, but in a way which is proper for educational process: through research, learning, imagination and reflection.

A fourth characteristic of Jesuit education is its significant attention to religious experience. The integration of religious experience into the education process aims to enable student to grow in both knowledge and faith, belief and learning. Mitchell (2008) said that religion is not a threat to knowledge. In fact, according to Mitchell, religion help form an education community in the fullest sense of the world.

The fifth characteristic of Jesuit education is person-centered. This value considers the individual as important and individual should be paid attention as humanly as possible, both in and outside the classroom. According to Mitchell (2008), the reason for this is because teaching is much more than a job or profession, but a vocation manifesting the sharing of God's work and serving others.

In the formulation offered by the International Center for Jesuit Education (in Mitchell, 2008), Ignatian pedagogy is a model that seeks to develop men and women of competence, conscience and compassion. In achieving the goals of this model, the faculty accompany students in their intellectual, spiritual and emotional development through following the Ignatian pedagogical paradigm. According to (Traub, 2008) through consideration of the **context** of students' lives, faculty create an environment where students recollect their past **experience** and assimilate information from newly-experiences. Students are also helped to learn the skills and techniques of **reflection**, which shapes their consciousness, and they are then challenged to **action** in service to others. The **evaluation** process includes academic mastery as well as ongoing assessments of students' well rounded-growth as persons for others.

2. Methodology

This research is qualitative, hence naturalist and interpretative. It is called naturalist, in the sense that it studies the participant real life setting without the researcher intrusion or manipulation. Thus the data emerge from natural context (Bodan and Biklen, 2003). It is interpretative since the researcher should interpret the data from the participants' perspective and experience. Some scholars also argue that qualitative research is constructivist since the researcher should build the understanding and meaning through the participant's story and experience.

The design of the research is a case study. According to Stake in Creswell (2003) in case study, the researcher explores in depth a program, an event, activity and a process. The term case study is also related with 'some unit or set of units, in relation to which data re collected or analyzed; it is a specific from of inquiry that investigates a few cases, often just one, in considerable depth (Hammersley and Gonn, 2000).

My research setting took place in the English Education Department of a Jesuit University of Yogyakarta. The data is taken through the interview with a head of English department, 3 lecturers, 30 students in the focus group discussion, and document analysis including curriculum documents and syllabus.

The interview was transcribed and analyzed. In addition to the data taken from interview, the documents concerned with the implementation of CBC will also be analyzed leading to the use of document analysis technique.

The sampling used is purposeful sampling as it is selected by purpose. The sampling used was not intended as the representation of the population rather to

be used as the attempt to view different perspective to present wholeness in gaining sound description (Holliday, 2007).

In reporting the finding, this research used descriptive and narrative writing. I observed and explored human behavior in particular context and then weaved a narrative that accurately and honestly reflected the lives and voices of a group of people.

3. Finding and Discussion

A. How is the Ignatian Pedagogy actualized in the teaching and learning process?

Data collected from interview with the head of English Department and documents analysis revealed that the department has managed to actualize the concept of Ignatian Pedagogy offered by the International Center for Jesuit Education in Rome (Traub, 2008) through the employment of some stages in the teaching and learning process, namely creating context, giving experience, doing reflection, making action and doing evaluation. The examples of implementing these learning stages were explicitly stated in the syllabus. The syllabus of structure 1, for example, shows how the lecturer created the context in teaching this subject. After the introduction with the students, the lecturer asked the students to recall their prior knowledge on English structure they had obtained in senior high school. For example, the first chapter of the subject Structure 1 was 'Parts of speech'. To recall the students' prior knowledge on 'Parts of speech', the lecturer asked students to mention things around the class and to describe their feelings: "Mention things around you!", "How do you feel today?" Then students were to categorize which word belongs to which part of speech.

The second stages, giving experience, in the 'Structure 1' aimed to strengthen the foundational knowledge of the simple sentence patterns to students. Generally the learning process was divided by two processes, namely discussing the material and doing tasks. The discussion of materials involved class presentation and small group discussion, whereas the exercise consisted of both verbal and written tasks done individually and collaboratively. The tasks to create the learning experiences included naming the parts of speech of the underlined words, writing the sentence patterns, identifying phrases, correcting the subject-verb agreement as well as identifying nouns and pronouns.

The reflection was done through both verbal and written forms. The verbal reflection was done at the end of the lesson. For written reflection, students were to make five reflections. The formats of written reflection were made simple and various in order to avoid boredom.

In the first reflection which was entitled 'My reflection', there were nine questions which should be answered by students. The questions were divided into four parts. The first part (question no 1-5) asked the students' understanding of the learning

materials. The second part (question no 6) asked the quality of the communication process between the students and lecturer. The third part (question no 7) dealt with students' own reflections which required honesty to answer. The fourth part (question no 9) asked about the students' planning of the next learning process. The following are the questions in the first reflection:

1. What was the assignment?
2. Do I understand parts of the assignment and how they connect?
3. When did I do this before?
4. Where could I use this again?
5. Were the strategies I used effective for this assignment?
6. Did I do an effective job of communicating my learning to others?
7. What have I learned about my strength?
8. What do I need to improve?
9. What should I do next?

The second reflection was entitled 'My personal reflection'. Based on the first reflection, the questions in the second reflection were made simpler so as allowing students to understand them more easily. The following are the questions in the second reflection:

1. Today, I have learned....
2. Do I understand the lesson well?
3. Do I have difficulties in understanding the lesson? What is/are it/they?
4. What have I done to understand the lesson today?
5. Draw how you feel today?
6. Did I ask a question to: 1) my lecturer; 2) my friend? What was the question?
7. Did I respond to: 1) my lecturer's question; 3) my friend's question? What was it all about?
8. What should I do next to gain better results? (Please write specific actions)

In the third reflection, students had the same questions as those in the second reflection. This aimed, according to the lecturer teaching the subject structure 1, to encourage students to give more detail and in-depth answers because they had experienced responding to the same questions.

In the fourth reflection, the lecturer used the different format from the previous reflection. The reflection sheet contained five emoticons expressing different expressions involving being excited, confused, sad, bored and angry. Students could choose more than one emoticon reflecting their feeling of the lesson in the class and give reasons why they chose such emoticons.

In the fifth reflection, the lecturer said in her note at the end of the semester that students began to identify their friends' character in order to ask for help if they had difficulty in understanding the learning materials. In addition, as the lecturer

noted, the students were able to make a plan and action to do in their next learning process.

The last stage was taking action where students demonstrated their understanding of the learning materials. In this stage, the lecturers asked students to do both individual and group assignments. There were two kinds of assignment for students. In the first assignment students should make a mind map summarizing the topic about ‘phrases’. This assignment was submitted prior to the mid-semester test. Hence, the first assignment was used to prepare students to establish understanding of the learning materials so they were ready for their mid-semester test. Done in groups, the first assignment was also meant to encourage students to learn collaboratively.

For the second assignment, students should summarize all the learning materials they had studied for one semester. The lecturer reported that the summary should be made in an interesting way so that it could create an impression that structure was fun. The assignment was done in small groups to assist students to prepare their final semester test.

B. What learning aspects are affected by the implementation of Ignatian Pedagogy?

The data collected from interview with the head of department, students and lecturers show some aspects affected by the implementation of Ignatian Pedagogy including the teaching of soft skills and the assessment. The following sub-sections attempt to elaborate the findings.

B.1 Teaching of Soft Skills

The data taken from the interview indicated the incorporation of the soft skills in the teaching and learning process. The head of the department, for example, pointed out that the two stages of Ignatian pedagogy, namely ‘consciousness’ and ‘compassion’, constituted the development of students’ soft skills. She further explained, “So in our department, we not only enhance students’ cognitive aspects but also affective aspects termed as ‘conscious’ and ‘compassion’. You can clearly take a look at this syllabus, in the learning process, students not only engage with their intellectual development such as doing the quizzes to understand the learning materials but they also discuss and help each other so that they can enhance their soft skills such as communication skills”. One student (S5) was also conscious of the soft skill development in the teaching and learning process. She explained, “As you know, we, as teacher candidates, should develop our professional, pedagogical, personal and social skills. I think this department has tried to develop those skills. I think soft skills are related to the personal and social skills and I feel that they have been developed in the teaching and learning process. Personally, I feel that my soft skills were developed through doing assignment in the discussion group. In fact, in the discussion I can learn how to engage with friends whom I like and I dislike, but I have to be able collaborate

with them all. Moreover, individual tasks also develop my soft skill and personality. Doing the tasks, I have to be a responsible person”.

When asked to comment how she integrated the development of soft skills in the teaching and learning process, a lecturer (L1) said that she attempted to use the learning context to enable students to develop their soft skills. She gave an example, “When students make a presentation, I ask them what manners an audience should have when a presenter was making a presentation. They will come up when some answers such as listening to the speaker, respecting the speaker, keeping the eyes contact, avoiding noise and talking among themselves, avoiding the use of cell phones etc. I think this is a simple, I mean to integrate the lesson the development of soft skills”.

The head of the department was of the opinion that certain subjects not only equipped students with knowledge but also developed students’ soft skills. She said, “In a subject, students should play a performance. The goal is not only to encourage students to perform the play successfully but motivated them to learn how to express and action properly. And I think ability to express and act with proper body language is vital for teachers. I think this is a very important soft skill”.

The department also conducted a program called PPKM, standing for Pelatihan Pengembangan Kepribadian Mahasiswa (Training for Developing the Students’ Character). As stated in the accreditation document, this program was aimed at shaping the students’ character by developing their soft skills and improving their self-concept. The document also mentioned that the ultimate goal of this program was to enable students to achieve the competence, conscience and compassion. This program was conducted in two stages. The first PPKM was done at the university level and the second PPKM was done at the department level. The facilitators of the programs were lecturers who were trained, assisted by students who were also trained before becoming co-facilitators.

The development of the soft skills was also encouraged by the university by providing some student activities on campus. The head of department explained that a student should have minimally accumulated ten points showing his or her frequency in participating in the campus activities prior. This point, according to the head of department, became mandatory and a part of the students’ graduation requirement.

B.2 Assessment

The data collected from the interview revealed that the assessment had covered both hard and soft skills. The head of department said, “As there are three areas we develop in the Ignatian pedagogy, namely competence, conscience and compassion, we not only assess the students’ cognitive competence but also student’s affective one. For example, we also take into account the students’ honesty. Students’ discipline is also involved in contributing to the students’ final score. We see the students’ discipline through their attendance. In our department,

we have a rule that the minimum percentage of the students' attendance is 75%, or else they will get 'fail' score in a certain subject. Moreover, we also consider their participation in the class. Their active participation in the class contributes to their final score. So, the final score of A, B, C and D is not only determined by the written test".

The test formats involving mid semester test and final semester test were still employed in the department. This was reported by participant S10. She explained, "In my department, however, the time for the mid test is flexible. It is not decided by the department but by lecturers. And I think this is good because we can discuss with lecturers whether or not we have been ready for the test. If we are not ready, lecturers will give us more time to study and prepare for the test".

The various aspects embracing both hard and soft skills to be assessed were evident in the syllabus. The following were the aspects to be assessed in the subject 'structure 1'.

No	Types of assessment	Format	Contribution
1	Attendance	Presence list	5%
2	Reflection	Written	5%
3	Quiz	Written/verbal	20%
4	Mid test 1	Written	20%
5	Mid test 2	Written	20%
6	Final semester test	Written	30%

The above table illustrates the assessment system for the subject structure 1. As can be seen from the table, the types of assessment used are attendance contributing, reflection, quiz, mid test 1, mid test 2 and final semester test. The hard skills were assessed using a quiz (contributing 20% for the final score), mid test 1 and mid test 2 which contributed 20% for the final score and final semester test, contributing 30% for the final score. The soft skills were assessed through the number of attendance list and reflection, each contributing 50% for the final score. The final score students could obtain were A (80-100), B (70-79), C (58-69), D (50-57) and E (0-49).

Despite its inclusion of the soft skills of discipline obtained from the attendance percentage and the soft skill of honesty obtained from the reflection, the soft skill involving ability to cooperate with others was not included in the assessment, even though this soft skills were revealed in the interview with students. The students' participation in the class was not apparent in the scoring system in the above table. This contradicts one student's explanation that students' participation in the class was a part of assessment. She explained, "Our participation in the class such as in group discussion or in our presentation was included for assessment. For example, if we actively ask questions we will have a better score for our participation". Even a lecturer (participant L1 B) acknowledged that she

did not have a clear mechanism to score the soft skills of students. She said, “For the time being, I don’t score the students’ soft skills. To score students’ academic skills is easy because we can use a test, but I think to score the students’ soft skills is not that easy” As a result she used her common sense to include the students’ attendance in the final score. “At the end of semester, I always check the students’ attendance and if they always attend the class, this can be a bonus point for that student. For example, if a student get 79 and he always comes to the class and is disciplined, then I give him a score A”. The participant L1 B further acknowledged that it was difficult to balance the three aspects of competence, conscience and compassion in teaching and assessing students. She said, “I sometimes give too much emphasis to the aspect of competence, while neglecting aspects of conscience and compassion”.

One lecturer interviewed (L1) explained that she used her own rubrics instead of using the three aspects of competence, conscience and compassion in assessing students. She said, “In scoring the English skills, especially speaking skills, I use my own scoring sheets to score my students. I also use notes to jot down each student’s progress. In the notes, I describe all students so that I know whether or not they have made progress”. In addition to using the scoring system and note for students’ progress, the participant L1 B also used a rubric in scoring the students. According to her, an assessment rubric was very helpful. She stated, “Rubric helped me to explain to students that the assessment system is fair. Using the rubrics I can set a clear expectation to students to get a good score. For example, the rubric of this subject contains aspects to be scored such as body language, grammar and pronunciation. So students should develop these aspects if they want to get a good score”.

4. Conclusion

The Ignatian Pedagogy has been relatively successful in translating the ideas of Competency-based Curriculum into the aspects of teaching and learning process, teaching of soft skills and assessment process. With regard to learning environment, the CBC attempts to develop students’ competencies (Kouwenhoven, 2003). This has been reflected in the practice of Ignatian Pedagogy which aims to achieve the development of ‘competencies’ in addition to ‘conscience’ and ‘compassion’. The development of hard skills was evident in the teaching and learning stages, particularly the stage of ‘doing action’, in which students engaged with the knowledge acquisition.

The development of the soft skills, reflecting the ‘conscience’ and ‘compassion’ aspects was also heavily given attention. The development of students’ soft skills has been captured by the department as an important element in producing English teachers with professional, pedagogical, personal and social skills. While the professional and pedagogical skills are associated with the hard skills, the personal and social skills are related with the personal and social skills. The

development of soft skills was done through teaching and learning process and programs and activities for students.

The holistic evaluation, as has been advocated by the CBC concept, has been done by the lecturers in the department, taking into consideration both students' hard and soft skills. This might reflect the principle of assessment in the Ignatian pedagogy put forward by International Center for Jesuit Education (Traub, 2008), stating that the evaluation process includes academic mastery as well as ongoing assessments of students' well rounded-growth as persons. However, the data revealed that while assessment rubrics have considered both hard and soft skills, some important soft skills were not included in the rubrics. In addition, not all lecturers used the rubrics derived from the teaching stages of 'context', 'experience', 'action', 'reflection' and 'evaluation'. These problems should be addressed properly by the department in order that more vital soft skills will be covered in the assessment process.

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CHARACTER BUILDING IN LANGUAGE LEARNING AND TEACHING

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Abstract. Character is a complex quality of ethical and mental (positive/negative) of which they form oneself in thinking, behaving, and acting. So, the one who learns and teaches the language, the development of a good character for his/her activities, is very needed to get qualified of language learning and teaching. Based on the analysis from various references or articles, indicated that the development of the characters are included in the educational system and the domination of all countries over the world with different quality levels of application. Indonesia particularly, has still been putting the “character building term” in its education vision since 2004. Furthermore, thought, discussion and materials development of character building in language learning and teaching are still opened and relevant to be done effectively. However, patience, diligently, consistency of educators and learners in implementing, and assessing of the character development in language learning and teaching can be a serious challenge. Thus, the discussion of English Language Learning and Teaching’s (ELT) materials development through character building is focused on the doctrine of the values of universal character: Truthfulness, Believing, Intelligence, and Delivery (TBID): in verbal and non-verbal communication in the ELT especially that is done by educators and learners in the materials of ELT. They are developed into the forth values in an integrated ways. In other words, they have covered the 7 tips character building schools, students, and educators (UC, 2014; Yishunjc, 2014).

Keywords: *character building, materials development, and English learning and teaching.*

Introduction

To have a good educational system, effective learning and teaching, all of components of education: teacher, students, societies, government and facilities of learning and teaching must be qualified. The qualified practitioners and tools or equipment of education must also be balanced and supported each other in order to get the main goal of education, that is, producing educated men and women with having high knowledge and good character. Because of those, he or she,

whatever his/her social status, will be useful for others. The person who has good character personally will influence about his/her life, family, communities, institutions, state, and all people around the world. In other words, to achieve those can come true with the existence and participation of educated and good character educators in their learning and teaching processes.

Character and Character Building (CB)

Character is a unique thing and good values that becomes a distinctive feature among of one person to another while they have interaction in their life (Amin, 2011:3). The unique thing and good values can be seen from one or societies behavior in which derives from their thinking, heart/feeling, and physical processes. For example, a good character teacher: diligent, intelligent, responsible, integrity: one does “the right thing for the right reason even no one is watching” (Krystle, 2014) is different with a bad character teacher: lazy, stupid, irresponsible. It has an important role in language learning and teaching. It is related to teacher, student, and material development. In fact, the values of the character have internalized in the oneself and will drive his/her language learning and teaching better. The good character of teacher and learners, of course, can teach and learn English well.

Character building (CB) refers to an effort of internalizing of unique thing and good values which are done by himself/herself or one person to another. CU (2014) states that CB can be done “proactively through planned actions and activities within the classroom”. It can be applied in seven ways: (1) the pillars of character, (2) your rules set the tone, (3) encourage good role models, (4) insist on respect, (5) build a caring community, (6) volunteerism, (7) character in action. And, Yishunje (2014) applies CB through five core values: integrity, responsibility, compassion, commitment and loyalty. The effort can be done through informal (CB is given by parents and should be the example for their children), formal (CB is given at school through curriculum and learning materials, regulations and teachers’ attitudes), non-formal education (CB is given at learning group center, courses, art theater), and some holistic approaches processes: CB is given through religious values approach, culture values approach, five principles values approach (Amin, 2011); build a caring community, teach values through the curriculum, class discussions, service learning, and explicit instruction in character and values (Elkin and Sweet, 2004).

Learning and Teaching of English Language

Learning of English Language

Illeris and Ormrod in Princeton (2014) states that in psychology and education, learning is commonly defined as “a process that brings together cognitive, emotional, and environmental influences and experiences for acquiring, enhancing, or making changes in one’s knowledge, skills, values, and world views”. So, the essential of learning is processing and changing: mental and

physic. In addition, CB is very important to be given to student who learns English language because it can differentiate the student who has good or bad character: diligent or lazy in it.

Teaching of English Language

Smith (2014) defines "teaching is the process of carrying out those activities that experience has shown to be effective in getting students to learn". To be an effective teaching and teacher, the teacher must be a good character teacher. Teacher has an important role in building character for the students. Because, the teacher can strengthen the values of character through CB itself in the learning and teaching process. His/her competence and performance must be the good model for the learner of English language especially. The essential of teaching is also processing and changing. When there is no changing for both learner and teacher, it means that the learner and teacher do not learn and teach anymore.

How to Build Character in the English Language Learning and Teaching (ELT)

Based on the description above, the basic character of a human being is good. But, in the proses of his/her life, it will have modifications or metamorphosis so that its fundamental character can be changed or lost. The nature of character is the best/holy attitude or behavior. It is derived from the good human hearth that has been being brought since he/she was born (Amin, 2011). In other words, the best/holy attitude or behavior, it is observable or can be called a "surface structure"/"performance", is based on the good human hearth, it is unobservable or can be called a "deep structure"/"competence" (Chomsky in Zainil, 2005). The best attitude/behavior or "performance" is determined by the competence. When the one has good hearth or "competence", she/he will have good attitude/behavior or performance. Therefore, the essential of CB is mantaning and empowering the core values of character: the best/holy attitude or behavior to face his/her life.

CB in ELL means that the core values of character are planted into the learner's heart while learning English in the classroom particularly. It can be done by himself/herself (internal factor) or his/her teacher/lecturer (external factor). CB for learner is a must. She/he will not be successful unless she/he has the values of good character and apply them in his/her real life: (1) truthfulness, (2) believing, (3) intelligence, and (4) delivery.

(1) Truthfulness

Oxford dictionary defines that truthfulness refers to "the fact of being true to life; realism". Westvalley (2005) classifies three theories of truth: (1) the correspondence theory: "a claim is true if it corresponds to what is so (the "facts" or "reality") and false if it does not correspond to what is so", (2) the pragmatic theory: "a statement is true if it allows you to interact effectively and efficiently

with the cosmos. The less true a belief is, the less it facilitates such interaction”, (3) the coherence theory: “a statement is true if it is logically consistent with other beliefs that are held to be true”.

Based on the definition and theory above, learner and teacher must think, behave and communicate well or in positive manner. They always try to save the truth things in their mind and apply them in the real life or interaction. But, for negative or bad things, they can use them to the valuable activity or situation. Also, they always make sure that everything is right or wrong before and after executing it. In other words, the learner and teacher place the truthfulness of something as the basis of their learning and teaching particularly.

So, the learner and teacher must apply the seven tips of character suggested by Yishunj correctly: (1) *the pillars of character* such as trustworthiness, responsibility, respect, caring, fairness and citizenship, (2) *your rules set the tone*: setting appropriate rules for classroom behavior, (3) *encourage good role models*: making an effort to point out positive character role models in history, literature, science and the arts, (4) *insist on respect*: self-respect and respect for others are the basis of all other positive character traits, (5) *build a caring community*: having a zero-tolerance policy on name-calling and character assaults or bullying, (6) *volunteerism*: allowing students to read or tutor younger children, assist in the computer lab, help at a local food bank, assist with reading comprehension or provide support for students recovering from an illness or injury, (7) *character in action*: challenging students to create class projects that can benefit the school or community.

Furthermore, they must be true in pillars of character, setting rules, models, respect, caring, volunteerism, character in action both in learning and teaching. CB can be successful if they are consistent with truthfulness for all their learning and teaching activities.

(2) **Believing**

The teacher, learner, and their life/activities can be believable when first value of character above has been being done by them well and continuously. They are not only true in applying the 7th tips of character but also believable. The essential of believing: honestly and responsible, must be alive in the heart of the teacher and learner. The teacher and learner are believed each other. The trustworthiness of the learner to his/her teacher's teaching or the teacher to his/her learner's leaning are in doubt. This is related to the definition of Oxford dictionary (2014): believe refers to “accepting the statement of (someone) as true; feeling sure that (someone) is capable of doing something”. For example, when the learner is give a homework, she/he does it seriously and honestly (without cheating his/her friend). She/he must be realize that “believing/trustworthiness” should be cared or and become his/her character forever.

(3) Intelligence

Intelligence refers to the ability to acquire and apply knowledge and skills; a person or being with the ability to acquire and apply knowledge and skills (Oxfordictionaries, 2014). To be a good learner and teacher, they must be intelligent to face their learning and teaching activities. They must know and be able to apply all of the truthfulness and believing about the 7th tips of character completely. Ariyanti in Amin (2011) classifies five fundamentals of intelligence: *Intellectual Quotient (IQ)*, *Emotional Quotient (EQ)*, *Spiritual Quotient*, *Social Quotient*, and *Skill Quotient (SQ)*. Intelligence is related to “understanding (the “head”)” the first category of character stated by Riyan, et al. in Berkowitz and Bier (2005), “caring about (the “heart””, and the third “acting upon core ethical values (the “hand””. So, the learner and teacher must be based on the intelligence-oriented in their learning and teaching English processes. As a result, they can follow and develop knowledge and skill. This become their character

(4) Delivery

And the fourth value of CB is delivery. Its operational meaning is that everything must be communicated by the learner and teacher: in verbal or non-verbal communication. Oxford (2014) defines delivery as “the manner or style of giving a speech”. Riyan, et al. in Berkowitz and Bier (2005) places this as the third category of caharacter: “acting upon core ethical values (the “hand””. Both learner and teacher are not stingy to share what they knowto other. Student and teacher’s communicative competence, as the ability to communicate culturally in a signifianct setting (Savignon in Zainil, 2005), is needed. Because of delivering all of knowledge and skills correctly, believable, and smartly, they will be useful for themselves or others.

Character Building in English Language Learning and Teaching’s Materials Development

CB is not only focused on the learner and teacher, but also on the material development of language learning and teaching. Tomlinson (2012) states that materials development refers to “all the processes made use of by practitioners who produce and/or use materials for language learning, including materials evaluation, their adaptation, design, production, exploitation and research”. He also suggests the principle of material development in language learning and teaching. They are (1) *material should achieve impact through*: (a) novelty (e.g. unusual topics, illustrations and activities); (b) variety (e.g. breaking up the monotony of a unit routine with an unexpected activity; using many different text-types taken from many different types of sources; using a number of different instructor voices on a CD); (c) attractive presentation (e.g. use of attractive colours; lots of whitespace; use of photographs); (d) appealing content (e.g. topics of interest to the target learners; topics which offer the possibility of learning

something new; engaging stories; universal themes; local references);(e) achievable challenge (e.g. tasks which challenge the learners to think), (2) *material should help learners to feel ease*: feel more comfortable with written materials with lots of white space than they do with materials in which lots of different activities are crammed together on the same page; are more at ease with texts and illustrations that they can relate to their own culture than they are with those which appear to them to be culturally alien; are more relaxed with materials which are obviously trying to help them to learn than they are with materials which are always testing them, (3) *material should help learner to develop confidence*: preferring to attempt to build confidence through activities which try to ‘push’ learners slightly beyond their existing proficiency by engaging them in tasks which are stimulating, which are problematic, but which are achievable too.

Dealing with the fourth values of character and the explanation above indicates that the components of the first, second, and third must be true, believable, intelligent, and delivered. They are in hands of the learner and teacher when they learn and teach English.

Conclusion

To be a good character of learner and teacher, they must apply the core values of character: truthfulness, believing, intelligent, and delivery in their English language learning and teaching continuously and consistently. Their mind should contain positive things so that their thinking, attitudes, and behaviors are good. In other words, having positive mindset will produce good performance. They must always think, behave, and communicate in a true manner. Whatever they do and state, it must be believable. They must be intelligent in thinking and acting in the right things and reason. They must deliver everything they know both in verbal and or non-verbal communication well.

And, CB can be done through the material development’s principles. All of the materials in the three principles are true, believable, intelligent, and delivered. So, the process of building character in ELT can run in a good way.

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The Development of Local Context CALL Materials for EFL Instruction in Ambon

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Abstract. The needs of local context materials in English instruction inspire the authors to work with a group secondary schools English teachers in Ambon, Maluku, to develop local context CALL materials. The program aims at empowering teachers to incorporate cultural values and local context as well as the use of technology in ELT materials. It is believed that the materials could motivate students to learn not only English but also their own cultural values and therefore could promote effective learning. This study describes the process of developing the materials, including the development, the try out, and the implementation. The process of the development is based on ASSURE model. ASSURE model incorporate the following steps: analyze learners; state standards and objectives; select strategies, technology, media and materials; utilize technology, media and materials; require learner participation; evaluate and revise. Step by step process to create the lessons that effectively integrate the use of technology and media are explained. Then, the authors discuss the try out and evaluation process such as: peer evaluation, one-to-one or clinical tryout and the implementation of the materials in the classroom. The materials were tested in 2 schools in Ambon with 30 students. The data obtained through the questionnaire reveals that all of the students were interested in using the materials, they found the materials interesting and their motivation to learn English increased. In order to convince these findings, the materials need be tested in more schools.

Keywords: *Ambon, computer assisted language learning (CALL), local context, material development*

1. Introduction

With the development of information and technology, computers and computer applications become widely used in almost every aspect of human life including classrooms. A study conducted by Son (2010:34) examine current level of literacy of Indonesian teachers and university lecturers finds out that teachers seems to be comfortable with computers, but they are not widely competent in the use of CALL. On the other hand, teachers showed highly positive attitudes towards the use of computers. Computer and its application can not only be used for teaching and learning sciences but also can be used for teaching languages and cultures.

There are many researches have been conducted related to the use of CALL in language learning classroom and in learning about the culture and one of the

computer applications that can be used to promote language learning and culture at the same time is Hot Potatoes, an Authoring tool that allows teachers to tailor activities to suit specific learning goals and objectives (Levy & Stockwel, 2006: 207). This program can help language teacher to motivate students to learn not only English but also their own cultural values and therefore could promote effective learning.

2. Literature Review

Materials for Language Learning

‘Materials for language learning’ according to Tomlinson (2012:143) is anything that can be used to facilitate the learning of a language, including coursebooks, videos, graded readers, flash cards, games, websites and mobile phone interactions. In Indonesia, teachers are provided with course books. Teachers use the course books to help the students and use them as guidelines for their own teaching. On the other hand, many teachers want to use their course books as a kind of springboard for their lessons rather than as a manual to be slavishly followed (Harmer, 2007: 182). This means that the teachers reserve the right to select which part of the book they are going to use and decide when and how to use them.

Littlejohn (1998: 205) argues if the course books are used inappropriately, they will impose learning styles and content on classes and teachers alike, appealing to be “fait comply” over which they can have little control. The solution to this problem is use of teacher-made materials (Hammer, 2007:182). In order to successfully create their own materials, according to Hammer (2007: 182), teachers need access to (and knowledge of) a wide range of materials, they have to make (and make use of) a variety of home-grown materials, they also need the confidence to know when and what to choose, becoming, in effect, syllabus designer in their own right.

Culture in Language Learning

Culture is a complex, intangible concept and it can be manifested in a wide variety of behaviors and beliefs, some of which are visible and some are not (Cennamo, Ross, & Ertmer, 2010: 277). Culture in English language teaching materials has been the subject to discussion for many years. Many scholars argue for the inclusion of local culture in English teaching materials (see for example Prastiwi, 2013: 512). The reasons for the use of cultural content in classroom are for the supposition that it will foster learner motivation (McKay, 2000:7), and for helping the students develop respect for diversity (Cennamo, Ross & Ertmer, 2010:281).

Students’ culture is a good source to use in the teaching materials. Cennamo, Ross, & Ertmer (2010: 277) propose several activities to understand students’ culture and how those can promote positive learning experience: using digital storytelling techniques to tell others about their cultural heritage; using concept

mapping software to support the discussion, using data-visualization software to support the presentation. If the teaching strategies and learning materials are chosen appropriately, the problem arising from introducing culture into EFL classroom are dealt effectively, the cultural content can be a key to effective teaching and learning.

The role of Teachers in CALL

CALL is the acronym for “computer-assisted language learning,” the area of applied linguistics concerned with the use of computers for teaching and learning a second language (Chapelle & Jamieson, 2008: 1). CALL materials allow learners to vary the amount of time they spent, the help they request, or the path they take through a learning activity. CALL materials can individualized interaction and offer learners explicit instruction to help the learners with specific knowledge and skills. (Chapelle & Jamieson, 2008: 7).

There are many commercial materials available for teachers to use in their classroom but sometimes they do not meet the need of the students. Teachers need to become familiar of many authorized materials available in the market so they can develop and create their own materials to meet their students’ needs. “This kind of customized design can increase motivation among students and contribute to their participation in various communicative activities in the target language which commercial software does not offered (Cennamo, Ross & Ertmer, 2010:359).

Using Authoring Tools to Produce Materials

An authoring tool is an installable program that allows someone to create materials in electronic format which can then be distributed on a CD-ROM, DVD, USB pen drive, floppy disc or via a web page to the learners (Dudeney & Hockly, 2007: 129). Authoring tools allow teachers to tailor activities to suit specific learning goals and objectives (Levy & Stockwel, 2006: 207). One of the better known authoring programs is Hot Potatoes, developed by Half Baker Software.

Hot Potatoes is particularly noted for its flexibility, ease of authoring, and lightweight HTML files, which can be used by teachers in a range of environments (Levy & Stockwel, 2006: 220). Hot Potatoes allows teachers to make matching, crossword, multiple-selection, sentence –order, and Cloze exercises. Readings, movies, audio, and hyperlinks can easily be incorporated into these exercises as well, making them uniquely suited for any language classroom. Authentic media can be reviewed through the use of these exercises, or they can serve as schema-building materials as students begin interacting with new or challenging content.

Like any browser-based materials, exercises developed in Hot Potatoes can be delivered via the Internet, a school-based intranet, CD, e-mail, or posted on a course management system. This flexibility ensures that no matter how limited your resources, you have multiple opportunities to integrate these materials into your classroom. (Cennamo, Ross & Ertmer, 2010:360).

3. Method

The research design used in this study is research and development (R & D). R & D is a process used to develop and evaluate instructional product (Gall, Borg and Gall, 2003:271).

The procedure of developing these materials follows Smaldino, Lowther & Russell's ASSURE model. This model helps teachers to plan lessons that effectively integrate classroom use of technology and media (Smaldino, Lowther & Russell, and 2008:87). ASSURE is an acronym of Analyze Learners; State Standard and Objectives; Select Strategies, Technology, Media, and Materials; Utimize Technology, Media and Materials; Require Learners Participation, Evaluate and Revise.

A group of university lecturers and a group of secondary school English teachers in Ambon collaboratively worked in order to produce culture and local content-based CALL materials. They used the most famous authoring tool, Hot Potatoes. Each team member should produce one set of the learning material. The materials were then evaluated and revised before being tried out with the students.

Tomlinson (2003:86) asserts that materials should meet learners' wants, achieve connections with learners' own lives, stimulate emotional engagement and promote visualization if they are to cause effective learning. Based on this statement, the materials are designed with the following research questions:

1. To what extent do the materials meet the learners' need?
2. To what extent do the materials stimulate students' engagement?
3. To what extent do the materials improve students' motivation to learn?

4. Findings and Discussions

4.1 Analyze Learners

General Characteristics. The materials are designed for the learners of Junior High School in Ambon who study English as a foreign language. The students are 13 up to 16 years old. Most of the students come from primarily moderate to low socioeconomic environments. Generally they are well behaved but they show less interest in studying English and not very active in the classroom interactions.

Entry competencies. The students' English competencies range between low to intermediate level of proficiency, and have acquired about 500-1000 words frequency level. Most of the students are able open and save documents in word

processing and could navigate the internet. Based on the teachers' observations, their students learn best when the teachers use media and when they work cooperatively in groups or in pairs.

4.2 State Standard and Objective

The standard used in developing the materials is National Curriculum of 2013 (KementrianPendidikandanKebudayaan, 2013:66-72)

The objectives to develop the materials are to achieve the standard competency of English for SMP as stated in National Curriculum 2013, including main standard competency and basic standard competency.

4.3 Select Strategies, Technology, Media and Materials

- *Select Strategies.* The materials incorporate teacher- and students-centered strategies for the lessons. The teacher-centered strategies are used for examples in drill and practice, and tutorials, when students need to review and practice information as part of earlier instructions, teacher-prepared CALL materials on several topics are made available for students to use. Students-centered strategies are used for examples in discussions and cooperative learning where teacher-prepared CALL materials on several topics with guidelines for working together are made available for student to use.
- *Select Technology and the Media.* The materials are developed based using authoring tools, Hot Potatoes. This program can be used in Windows or Mac program to create a variety of exercises and can be freely downloaded for educational purposes (<http://hotpot.uvic.ca/>). The program was installed in the computer and the web-based exercises were created. The following are the types of exercises created: multiple choice, short answer, jumbled sentence, crossword, matching/ordering and gap-fill. Audio files in MP3 format are also included in some exercises.
- *Select Materials.* The materials are arranged based on 13 selected topics related to the National curriculum of English for SMP students. The selected topics are presented in different kind of texts such as narrative, descriptive, procedure, factual or report and in different kind genre such as fable, folk tale, song, instruction, invitation, facts, nature, etc. The selected topics are related to the local content and culture of Maluku where the students are mainly originated. The details can be seen in the following table.

Table 4.1 Selected Topics

TOPIC	TYPE OF TEXT/GENRE	GRAMMATICAL ASPECTS	OTHERS
Traditional Building: <i>Baileu</i>	Descriptive	Simple Present Tense	
Conservation Area: <i>Manusela</i>	Descriptive	Simple present and position of time adverb	
Traditional Food: <i>Sagu</i>	Instructions	Simple present; number, measurement	
Myth: Princess Hainuele	Narrative	Simple Past Tense; questions	
Preserved animal: <i>PenyuBelimbing</i>	Factual report	Future simple with “If” or “When”	
Pearl Culture	Factual report	Simple Present, mass and unit	
Fishing village: <i>Osi Island</i>	Descriptive	Comparison of adverbs	
Traditional Wedding Ceremony	Descriptive	Adjectives and adverbs	
Traditional Dresses/ Costumes	Descriptive	Take/get/bring/show someone something	
Local tools: Fishing gears	Descriptive	Requests and offers	
Social Practice: <i>PanasPela</i>	Narrative	Simple Present; frequency adverb	
Traditional dance: <i>Maku-Maku</i>	Descriptive	Passive Voice	
Tourist attraction: Holy Eel	Descriptive	Going to do	
Local product: Eucalyptus Oil	Descriptive	Some, any, a few, a little; warning	

4.4 Utilize Technology, Media, and Materials

Preview the Technology, Media and Materials

The team leader and the master trainers previewed Hot Potatoes program and learnt how to create web-based exercises including the use of audio files, how to store the files and how to access the files. The program was then stored in the program folder and ready for use.

Prepare the Technology, Media and Materials

The team leader, the master trainers and the English teachers worked during 5-day workshop to learn about Hot Potatoes and to develop the materials. Each team selected one topic of his or her interest and developed one set of web-based exercises. The team also prepared handouts to give information for the students on how and what should they do in order to complete the exercises.

Prepare the Environment

The materials can be used in a computer lab at school or students can work at home or anywhere using a laptop or personal computer. The teacher needs to ensure that the students know what and how to work on the exercises.

Prepare the Learners

In order to prepare the students to work on the exercises, the teachers gave introductory lessons and did some practice in the classrooms. The students also received handouts describing the details information about how to work and finish the exercises.

4.5 Requires Learners participation

Students Practice Activities

Students can work individually or in pairs on the exercises. Depend on the type of exercises, they can type their answers on the screen, drag and match, fill in the blank or fill in the cross-words puzzles.

Feedback

Feedback is very important for learners as they need to know the correctness of their response. Learners can obtain feed back from teachers, their peers, when working in a group. In these materials, students can give direct feed back from the computers.

4.6 Evaluate and Revise

The materials have been proofread and evaluated by peers. The team leaders and the teachers took turn to evaluate the materials. The following are the criteria used for evaluating the materials (adapted from Cennamo, Ross & Ertmer, 2010: 200-201):

- *Content.* Is the content valid? Does it teach what it says it teaches? Is the vocabulary appropriate for intended audience?
- *Free of bias and stereotypes.* Is it inclusive and appropriate for both female and male students? Does it promote recognition acceptance of diverse cultures, languages, and religious? Does it avoid discrimination of any type? Does the learning resource promote tolerance and diversity?

- *Goals and standards.* Are the goals in line with the standard of National curriculum 2013 for SMP? Are learning objectives in line with the national curriculum 2013 for SMP?
- *Intended audience.* Is it appropriate for a range of students of SMP level?
- *Product quality and ease of use.* Are the appearance, language, text style, and graphic content appropriate for the intended audience? Is the interface logical? Is the program easy to use?

Based on the feedback given, the materials were revised. The revised versions of the materials were then tried with a group of 30 students to determine whether it holds the interest and easy to use, but the most important is whether the students learn from the materials (Cennamo, Ross & Ertmer, 2010: 202). The following is the result shown on the attitude questionnaire used to obtain information from students (n=30)

Questionnaire	Yes, very much	Yes	No
Is it easy to use?	24	6	-
Is it fun	27	3	-
Did you learn new things?	26	4	-
Would you use it again?	30	-	-
Would your friend like it?	30	-	-
Did you like it overall?	25	5	-

Figure 4.1 Attitude questionnaire (adapted from: Cennamo, Ross & Ertmer, 2010: 202).

From the above result, we can conclude that all of the students like the materials and want to use them again. 24 of the students find that the program is very easy to use and 27 of them think that it is very fun to work on these materials. Overall, 25 of the students like the materials very much, 5 students like the materials and none of them gives negative answer to this question.

5. Conclusion

Developing teaching and learning materials, especially CALL materials is time consuming and needs expertise. This collaborative model could reduce workloads and improve professional development of each team member. Gone through each stage of development process, the teachers and the team leaders had opportunities to learn from each other. The teachers become more proficient in

using technology and developing own materials while the team leaders learn more deeply about daily practices, and have opportunity to link theory and practice.

Based on the questionnaire distributed to 30 students in 2 schools who participated in this study, it is revealed that the materials have met the students needs and that they have found the materials interesting and they are motivated to use them again.

The materials need to be tested in more schools in order to convince the above findings and also to find out if the materials are effective in improving students' ability and foster effective learning.

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Designing Intercultural Materials for EFL Teaching/Learning to Young Learners Using Sociopragmatic Perspectives

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Abstract. The topic of intercultural has become more and more important during the past years in the English as a Foreign Language (EFL) teaching/learning context. This paper discusses the ideas of designing the intercultural teaching materials used to teach EFL from the sociopragmatics perspectives that can contribute to the development of young learners' competence in Indonesia. This is a way to claim that in teaching a foreign language, the knowledge about target language culture is a pivotal contextual factor facilitating success in learning English in contextual and meaningful way (Brown, 2007). To execute the aforementioned notion, first, this paper comes up with the discussion about the status of English as a local subject in the Elementary Schools in Indonesia based on the new curriculum of 2013 and its implication to the new paradigm in the teaching and learning process. Intercultural teaching materials designed in this present writing provide the ability for successful communication with people from different linguistic and cultural worlds. The sociopragmatic perspective refers to the culturally-based principles or maxims that underlie interactants' performance and interpretation of linguistic action. It works with the dimensions of social and culture and how the sentences are used based on its situation or context. Some topics in relation with the intercultural awareness are presented in a set of teaching materials. There are also some strategies in designing the intercultural teaching materials as proposed by the experts that links to the life and experiences of the learners. To sum up, designing the intercultural teaching materials for the young learners needs a better and meticulous plan in order to meet the criteria of an effective teaching.

Keywords: *English as a Foreign Language (EFL) teaching/learning, English to Young Learners (EYL), intercultural competence, sociopragmatics*

1. Introduction

The teaching of English in Indonesia always brings new paradigm due to many considered aspects, such as; government policy, the content of curriculum, teaching methods or techniques, teaching strategies, materials or textbooks, and evaluation or assessment. One of the current issues about language education in Indonesia is about the policy of English subject in the Elementary School that is stated on the curriculum of 2013. In curriculum of 2013, English subject in Elementary School is no longer positioned as the local subject; however, schools are still allowed to teach English within the frame of extracurricular subject.

Responding to that policy, teachers of English in the Elementary school levels are irrefutably challenged to create new paradigm of teaching. The time allotment for the English subject should be well allocated in Elementary Schools; as a consequence, this demands English teachers to optimize the more effective teaching learning process. This is so as to enable the students to learn English better.

Being able to communicate using English structurally/grammatically is no longer the main target of learning a foreign language, but the communicative competence is. It is because learners will be able to use the target language contextually when they are engaged with the native speakers of target language. This learning target, however, seems not to have been so far successful in the EFL education in Indonesia. It seems evident that the learners' learning outcomes of EFL learning are dissatisfying.

Promoting new paradigm in English to Young Learner (EYL) teaching aimed at getting better outcomes of learning. In elementary school local curriculum, it is mentioned that the students will be able to apply their English language skills in real life situation. One thing to promote in this paper is the intercultural teaching/learning materials that bring the learner to use the target language communicatively and contextually.

The proposed intercultural objectives and dimensions need to be incorporated into teaching practices by English teachers in EYL classrooms in Indonesia. Young learners are exposed to context of the nature, social and culture of Indonesia, as well as intercultural consideration of the things they know. These concepts are important to be understood by the students since their young age.

In order to meet the intercultural-based criteria, the developed materials refer to sociopragmatic perspective. It is culturally-based principles or maxims that underlie interactants' performance and interpretation of linguistic action. It works with the dimensions of social and culture and how the sentences are used based on its situation or context. Therefore, some relevant topics in relation to the intercultural awareness are presented in a set of teaching materials. Notably, each step comes with roles which can be played by learners and teachers optimally in any classroom context, along with materials and activities. Materials and contents should be employed in order to make learners aware of the intercultural mainstreams, encourage them to compare and contrast foreign cultures with their own. By giving some ideas on strategies in designing intercultural teaching materials, it is expected that this paper provides good examples of materials/contents and activities that provide plenty of opportunities for learners to examine other cultures and their own from a "third place" perspective.

2. Literature Review

Some fundamental theories related to the topic of this paper are reviewed. The Intercultural in EFL context is necessary to discuss in order to give an important guideline toward the implementation of intercultural awareness in the

EFL teaching/learning. The concept of intercultural materials for young learners is presented here. Also, some strategies need to be considered in developing the intercultural materials based on the sociopragmatic theory. They are elaborated in the following details.

a. Intercultural in EFL Context

Learning a foreign language has been engaged gradually with the dimension of intercultural context. Integrating the intercultural knowledge has changed the way of teaching/learning English as a Foreign Language (EFL) in Indonesia. The importance of culture knowledge in the teaching and learning process has been identified by some experts/researchers. For example, Valdes (1990: 20) states that ‘there is no way to avoid teaching culture when teaching a language’. Culture penetrates throughout language learning and teaching, and every teacher and learner should be aware of the influence of culture to ‘make the most of it’ (Valdes, 1990: 29). The importance of this knowledge is to make learners of foreign language more competent both linguistically and socio-culturally.

This is chiefly because ‘teachers’ play a pivotal role in helping them (students) take an intercultural stance, as students explore the nature of language and communication across cultures” (Ware & Kramsch, 2005, p. 190). Paige, Jorstad, Siaya, Klein and Colby (1999) provide the followings: Culture learning is the process of acquiring the culture-specific and culture-general knowledge, skills, and attitudes required for effective communication and interaction with individuals from other cultures. It is a dynamic, developmental, and on-going process which engages the learner cognitively, behaviorally, and affectively. (p. 50)

In the EFL context, teachers highlight the important role of culture to promote students’ interest and motivation, and influence their emotion. One of the young learner learning characteristics is their curiosity. They will extremely be interested in learning something new in their life. Providing students with the knowledge of other social and cultures will facilitate and answer their curiosity of foreign language learning. When students learn the intercultural aspects, they are motivated and they can learn the target language effectively. Intercultural aspects introduced in EYL classrooms should be presented based on their characteristics of learning, close to students’ daily life, with simple presentation, concrete, contextual and communicative.

b. Intercultural Materials for Young Learners

Synthesizing some notions out of several experts, there are a range of proposed tasks in developing the intercultural materials for the EYL classroom, such as: class discussions, storytelling, singing, role-plays, comparisons and reflections through demonstration and games. These can be arranged around subjects such as cultural symbols and products (popular images, pictures, objects, realia), cultural behavior (awareness and attitudes, and appropriate behaviors),

patterns of communication (verbal and non-verbal communication), and exploring cultural experiences (looking at learners own feelings and experiences of the target culture).

Moreover, English language materials from the learners' own culture such as children magazines can prove an excellent source of cross-cultural materials. In order to get a comprehensive picture of the target culture from many angles, teachers need to provide exposure to different kinds of information for their students. Besides, by using a combination of visual, audio and tactile materials, teachers are also likely to succeed in addressing the different learning styles of students. As such, the following list displays some possible sources of information which can be used as materials for teaching culture for EYL: DVDs, CDs, TV, readings, the internet, stories, students' own information, songs, newspapers, fieldwork, interviews, guest speakers, anecdotes, souvenirs, photographs, surveys, illustrations and literature (Lee, 2012).

In addition to the ideas proposed by Lee, Corbett (2003) also promotes other teaching/learning activities that can engage students actively in learning intercultural such as: role plays, reading activities, listening activities, writing activities, discussion activities, and even singing. The aforementioned activities and materials should be deliberately chosen to portray different aspects of culture, highlight attractive aspects vs. shocking ones, similarities vs. differences, facts vs. behavior, historical vs. modern, old people vs. young people, and city life vs. rural life, and so on. To make the classroom communicative, teachers must provide good examples of materials/contents that provide plenty of opportunities for learners to examine other cultures and their own from a "third place" perspective.

2.3 Strategies in Designing Intercultural Teaching/Learning Materials

In the EFL field, some writers, one of whom is Corbett (2003), describes a wide range of intercultural teaching strategies such as developing critical visual literacy (the reflective interpretation of images and media), ethnographic approaches, awareness of genres and conversation modes. To some extents, the context of intercultural learning offers an important justification for the presence of the first language. Language is not simply a vehicle for conveying intercultural meaning--intercultural meaning is deeply embedded in language. Therefore, the students' own culture should occupy a central place in intercultural learning.

There are some points to consider regarding the strategies in designing the intercultural teaching materials. First is about the text, in which it is allowed to be presented in the translation. Translation tasks perform other real-world cross linguistic functions, such as substituting, paraphrasing and summarizing (Pulverness, 2004).

Second, the materials must fulfill the criteria of authentic materials. It is about the relevance of the language used with the target intercultural understanding acknowledged. Young learners are focused on what the new language can actually be used for here and now. They are less willing to put up

with a language that does not hold immediate rewards for them. Moreover, young learners are also good at sensing language that is not authentic; therefore, “canned” or stilted language will likely be rejected. The language needs to be firmly context-embedded and not context-reduced. A whole language approach is essential. It means that if language is broken into too many bits and pieces, students will fail to see the relationship to the whole (Brown, 2001: 87-90).

Third, Lewis’ work in Pulverness (2004) emphasizes the significance of collocation and lexical phrases, partly subsumed under the category of ‘spoken grammar’. This is the underlined note about the essential aspects in the intercultural materials of language contents. Another aspect is lexical area that might be profitably explored in the materials suggested by research into cognition and cross-cultural semantics (Wierzbicka, 1991).

Fourth, on the basis of avoiding the gap between two different cultures, the materials also are not suggested to convey any stereotype. The presentation of the intercultural materials in the form of texts, images or other visualization should display the balance amongst different socials and/or cultures.

Last, the strategy in developing materials for young learners should be based on the students’ concepts and categories of things that they know (Sukarni, 2002). She writes that the interrelationship between the first language, second language and mental organization of a child will build the schemata in the child’s mind of a ‘new’ concept within the old concept.

1.4 Sociopragmatic Perspectives in Designing the Intercultural Materials

Curtin and Pesola (1994) emphasize that in teaching EYL, teachers need to provide contextual materials to young learners. The contextual aspects in this case at least contain social aspects, cultures, games, songs, storytelling, arts, crafts and sports. The first two mentioned are related to the aspects in sociopragmatic concern. The social perspective is important to learn because the learners need to know how to use the target language based on the real situation. Social norms are related to the understanding about human relationship in social situation, such as; human interaction, landscapes, climate, speech acts, politeness, imposition or social distance, etc. Meanwhile, the cultural perspectives are also necessary to be acknowledged because this norm will provide the students with the understandings about attitude, behaviors, habits, life style, etc. Both social and culture norms are part of intercultural study. Sociopragmatic concern enables to transfer the intercultural perspectives in EFL context, in this case, EYL classroom.

The theoretical reason for using sociopragmatic perspective in designing the intercultural materials for EYL is because of some basic concepts about sociopragmatics itself. It is stated that sociopragmatics is the interface of sociology and pragmatics and refers to “the social perceptions underlying participants’ interpretation and performance of communicative action” (Kasper & Rose, 2001, p. 2). Consequently, in developing the intercultural materials for EYL, the perspectives about social context of the target language need to be internalized. In addition, as Kasper and Roever (2005) assert that sociopragmatics encompasses

the knowledge of the relationships between communicative action and power, social distance, imposition, and the social conditions and consequences of what speaker do, when, and to whom. Through the EFL learning, the learners also learn how the language is used in real situation. The failure of the learner in learning the target language is also due to the lacks of understanding on the intercultural aspects.

3. Results of Study and Discussions

Bearing all the above-mentioned concepts in mind, this paper offers some teaching activities that can be developed into the teaching materials. Parts of the activities and materials presented below have been implemented in the EYL classes conducted by student-teachers under the writer's observation in the last two years.

The use of these topics supports the success of the teaching of EYL because the materials are based on students' experiences and interests. They can associate any word, function, and situation involved to the specific topic. The association helps the students in the memorization stage, so that learning language through context helps them in comprehension. 'When you are concentrating on a particular topic, the content of the lessons automatically becomes more important than the language itself. This means that it is easier to relate the lessons to the experiences and interests of your pupils (Scott and Ytreberg, 1993: 84).'

Some topics to be dealt with the intercultural aspects in EYL class especially for grade four, five and six are as follows:

- Grade Four : Telling about Time, Day and Date, Meal Times, Things Around the House, Farm animals, My Idol, Birthday Party, etc.
- Grade Fifth : Good and Bad Manner in the Classroom, Things Around the Park, Campsite, Go to the zoo, Cartoon Film, Visiting Grandma, etc.
- Grade Six: Leisure Times Activities, Seasonal Clothing, Public Places, Sports, Festivals, Songs and Dances, etc.

Those topics can be developed into various activities, in which one topic at least is taught in two or three meetings, and each meeting focuses on different area of intercultural materials. As mentioned in the literature review, there are various ways to integrate intercultural awareness in EYL class especially for upper grades because students in these grades have more experiences in learning a foreign language. Some examples of integrating the intercultural materials into the teaching/learning activities are presented below:

Table 1. The examples of integrating the intercultural materials into the teaching/learning activities

No	Types of teaching activities	Intercultural materials
1.	The teacher integrates the cultural awareness through songs.	Some classic children English songs commonly use foreign countries settings. The example is <i>Old Mc.Donald</i> song. This song can be presented in the topic of <i>Things Around the Farm</i> . The concept of farm shown by the song is different from that of in Indonesia. Besides, some animal's sounds are also different. Another song is <i>White/Black Sheep</i> in the topic Seasonal Clothing. This song is used by the teacher to introduce to students that some clothes for winter are made from wool which is produced by the sheep. However, it is not common to take the sheep's fleece for clothes in Indonesia because there is no winter season.
2.	The teacher integrates the cultural awareness through fun activities.	Some fun activities are presented for EYL classes. They involve all students to take part in the activities. For <i>My Idol</i> topic for grade 4, some students love to be a superhero like Superman and Spiderman. They are assigned to imitate what Superman or Spiderman do. They can also mention the name of heroes in Indonesia such as: <i>Gatut Kaca</i> or <i>Wiro Sableng</i> , etc. Another activity to show the students intercultural material is about <i>Birthday</i> . This topic is taught at grade 4 and the teacher is involving the students to do some activities such as: making invitation card and naming different stuffs for birthday party. The information gaps on vocabulary of stuffs among different cultures lead to good intercultural learning.
3.	The teacher integrates the cultural awareness through teaching media.	Big Ben is a media used to introduce the students about <i>Day, Date, and Time</i> . The teacher explains that Big Ben is the only big clock in London as one of English speaking countries. Another example is to clarify about the kinds of food in the topic of <i>Meals Time</i> , here the teacher shows the students some foods from English speaking countries, such as: cereals, pizza, hotdog, sandwich, french fries, salads or omelet; and the teacher compares them with the food the students usually find in their meals.
4.	The teacher integrates the	Some worksheets are used to evaluate the students learning. They can easily be adopted from the internet

- cultural awareness through worksheets. or teacher’s made worksheet. Here are some examples of parts of worksheets for grade four, five and six which are reflecting the intercultural materials.
- a. I don’t like pizza because it is sweet/ salty, but I like *Onde-onde*.
 - b. Search the word that does not belong to clothes: boots, coats, pullover, dress, sweater, jumper, ring.
 - c. Valentino Rossi is my idol. What is yours?
 - d. What time do you go home? 7 p.m. or 7 a.m.?
 - e. I want to celebrate my 11th birthday. Would you like to come?
 - f. What I know about penguin is.....
 - g. Explain the expressions of ordering and serving based on the dialogue?, etc

In practice, this may be, for example, designing learning experiences where classroom time is spent in deliberate exploration of intercultural awareness implied in spoken or written texts, and consideration of how these awareness may differ from the home culture. Language learning topic areas, such as homes, schools, leisure, food and drink, festivals, and social problems are approached by considering the relevant practice of both the home culture and the target culture, making active connections in reflecting on similarities and differences in practice. To be more concrete, here the writer presents two examples of strategy in developing the intercultural materials by using sociopragmatic perspectives.

Table 2. The examples of strategy in developing the intercultural materials by using sociopragmatic perspectives.

No	Topics	Intercultural Awareness (social and cultural norms)		Sociopragmatic Perspectives
		L1 (Bahasa Indonesia)	L2 (English)	
1.	Seasonal Clothing	Hot and rainy seasons in Indonesia. In hot season, people wear shirt, short pants and hat. In rainy season, people wear jacket, raincoat, hat and sweater.	Summer, autumn, winter and springs in western country. In summer, people wear hot-pants, shirt and short pants. In autumn, people wear pullover, sweater, and cardigan. In winter, people wear jacket and coat. In spring,	Acknowledge the learners with the social situation of seasons and weather of both Indonesia and English speaking countries. Introduce the learners to the

		people wear dress, suits and blouse and skirt.	customs of people wearing clothes in different seasons.
2. Festivals	Independence Day Festivals, Kartini's Day or Mother's Day (the moment/event, time and the celebration)	Halloween Party, Valentine's Day or Thanksgiving (the moment/event, time and the celebration)	Acknowledge the learners with the situation of different types of social celebration. The learners can also learn the way people do the celebration, their acts, the things used in celebration, their clothes, phrases usually used in the celebration, etc.

The examples of materials above can be more elaborated into sub-topics and using various fun activities. The kinds of activities that work well in presenting the intercultural awarenesss are games and songs with actions, total physical response activities, tasks that involve colouring, cutting and sticking, simple repetitive stories, simple repetitive speaking activities that have an obvious communicative awareness. Teacher should also concerns on the classroom organization, whether the activities require individual, pairs, groups or whole class participation. Other considerations such as; the level of students' difficulty, time allotments, materials/stuffs to prepare before the class and feedback must also bear in mind.

4. Conclusion

This writing has implications for the teaching and learning of intercultural awarenesss in EYL teaching in Indonesia. The issue related to the curriculum of 2013 in which the English subject is no longer taught in the intracurricular subject does not mean that EYL is not to be the teaching concern anymore. However, EYL teachers still need to think more on how to develop the effective teaching with the present condition. The development of teaching material (printed or unprinted) is important in order to provide support for developing teachers'

knowledge of pedagogy from an intercultural perspective and to develop students' communicative competence.

The term sociopragmatic perspective is used in this paper to synthesize the intercultural teaching materials, that is culturally-based principles or maxims that underlie interactants' performance and interpretation of linguistic action. The materials and contents should be employed in order to make learners aware of the intercultural mainstreams, encourage them to compare and contrast foreign cultures with their own. There are a range of proposed tasks in developing the intercultural materials for the EYL classroom, such as: class discussions, storytelling, singing, role-plays, comparisons and reflections through demonstration and games. These can be arranged around subjects such as cultural symbols and products (popular images, pictures, objects, realia), cultural behavior (awareness and attitudes, and appropriate behaviors), patterns of communication (verbal and non-verbal communication), and exploring cultural experiences (looking at learners own feelings and experiences of the target culture).

Some sources of information such as from DVDs, CDs, TV, readings, the internet, stories, students' own information, songs, newspapers, fieldwork, interviews, guest speakers, anecdotes, souvenirs, photographs, surveys, illustrations and literature are possible sources to use in teaching intercultural. At least, there are five strategies to use in designing the intercultural teaching materials, they are; 1) the text is allowed to be presented in the translation, 2) the materials must fulfill the criteria of authentic materials, 3) the collocation and lexical phrases is more emphasized, 4) the materials are not suggested to convey any stereotype and 5) they should be based on the students' concepts and categories of things that they know.

The examples of materials presented in this paper can be more elaborated into sub-topics and using various fun activities. Careful plans such as: classroom organization, level of students' difficulty, time allotments, materials/stuffs to use in teaching and feedback must also bear in mind. All in all, we have to consider that internalizing the intercultural awareness in teaching EYL can increase students' communicative competence, so it is suggested to the young learners' teachers to develop some topics of teaching materials and various activities that suitable with their students' characteristics. The success of the class is on the teachers hands, so be creative, do some innovations, but above all, have fun!

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Needs Analysis For English For Specific Purposes Course Development For Students of Economic Faculty, Tridinanti University

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Abstract. English is regarded as the one of the most important abilities in Indonesia regardless of job seekers' major field. Communication ability for economic students has become as important as their major related abilities. The purpose of this paper is to provide detailed description of the needs analysis to develop an ESP course, especially English business course for economic students in Tridinanti University. Prior to collecting data the literature on English for economics was reviewed, semi structured interview and questionnaire survey were adopted as the method of the needs analysis. Survey questionnaire was done on two different groups: economic students, and business professionals as the domain experts. The finding of the study provided valuable implications for curriculum developers and teachers in developing English for Specific purposes course.

Keywords: *ESP, economic major, needs analysis*

1 Introduction

English is a language for wider communication (among nations) in all aspects of life. Typically English as foreign language is learned either to pass exams as a necessary part one's education, or for career progression while working for an organization or business with an international focus. In addition, English communication ability has become a crucial qualification for a job applicant to be hired in Indonesia as well as abroad. Thus, English speaking countries dominate in the world's culture, politics, and economy (Petrus, 2014:89).

Since the early 1980s, research on English for specific purposes, especially in economy or called business English, has flourished as English has become widely accepted as the primary language for international business (Huh, 2006). Therefore, Many institutions have offered economy English course to improve the students business English communication skills which are including business

writings, conversation, communication, and strategies. According to Seedhouse (1995:64), the general English courses are in the lower years and ESP courses are in the higher years of curriculum, which are expected to help students to perform their career activities globally. Therefore, it was thought to be better to focus on content areas in which students might be interested.

Economic department as ESP materials, they should fit in with the students' needs and background knowledge (Richterich and Chancerel, 1980). Materials that fulfill their needs will motivate them to learn better and faster, whilst those that are relevant to their background knowledge will help them activate it (Robinson, 1980). Besides the students' needs and background knowledge, the materials also have suit their level (Ellington, 1985) and offer a variety exercises (Nonan, 1988)

From an observation, it reveals that economic students of Tridianti University, in general, do not show good English competence. Even in the seventh and eight semesters, they still have problems with their English.

Obviously the students' English competence needs to be improved if the economic faculty is to procedure professional graduates. Since it is impossible to add the time allocated to the English course, this can only done by improving the English materials and the learning process. The materials that are in use at present are of General English type. To improve the students' competence, the materials should be geared towards their field of study, i.e. ESP (English for Specific Purposes).

To maximize their benefits, the English material should provide the students with an opportunity for individualized learning. As stated by Ellington (1985), individual learning can enrich and control the main instructional process (in this case, the regular classes). The improvement of both materials and the learning process is expected to help the students increase their competence in English. Thus, it can motivate them to perform better.

Based on the above theories, the purpose of this reserach is to provide detailed description of the needs analysis to develop an ESP course for economic students in Tridianti University. This paper presents the findings of the study starting with semi-structured interviews and then the questionnaire survey which were adopted as the bases for needs analysis. The materials for economic major identified through the interviews and questionnaire. The course aimed at improving students' English for specific purposes. Experts as business professional and the students were interviewed and administered questionnaire.

2.1 Literature Review

1.1 The Needs Analysis

The needs analysis was carried out in order to solve a particular problems, and proved succesful in identifying the source of the problem and course design and materials design can be based directly on needs analysis in the General English Classroom. The needs analysis data suggested a direction for materials design to tackle the problem. Needs analysis may be prefered basis for design because of the concept of learner authenticity, and because a direct link can be drawn form needs to aims to course design, classroom implementation, and evaluation (Seedhouse, 1995:64)

To suit the students' needs and background knowledge, the English materials for the economic students are developed on the basis of a needs analysis. The needs analysis concerns the identification of the students' competence in the four language skills (according to their own perception), the reasons why they need English, the priority of the skills, and the types of economic texts they are exposed to. These data are obtained through questionnaire.

2.2 English for Specific Purposes

ESP (English for Specific Purposes) is an approach to language, which is based on learner need. The foundation of all ESP are terget needs and learning needs. Target needs refers to what the learners to do in the target situation. Learning need refers to what the learner needs to do in order to learn and how the leaner learns the language item. It refers to the skills that he or she uses. Hutchinson andWaters (1987). The foundations of ESP are target needs which refers to what the leaner needs to do in the target situation, learning needs which refersto what the leanerneed to do in order to learn. They show the learner learns the language items that refers to the skill she or he used.

2.3 The Development of ESP Course

It is noticable that ESP has developed at different speeds in different countries. Hutchinson and Waters (1987) said a five stage of the development of ESP are register analysis, rhetorical or discourse analysis, target situation analysis, skills and strategies and learning-centered approach.

Hutchinson and Waters (1987) state that register analysis stemmed from the basic principle that it requires identifying the grammatical and lexical features of those registers. So, the syllabus supporting register analysis include teaching materials consisting of those linguistic features. The syllabus gave high priority to the language forms students would come across in their Science studies and would give low priority to forms they would not come across with. The second stage, rhetorical or discourse analysis emerged as a result of the developments of linguistics in the world. Attention was paid to how sentences were combined in discourse to produce meaning. Identifying the organisational patterns in texts and specifying the linguistic means by which these patterns were signalled was the main concern (Hutchinson and Waters, 1987). The third stage, the target situation analysis aims at establishing procedures for relating language analysis more closely to learners' reasons for learning. In order to enable the learners to function adequately in a target situation, the situation in which the learners will use the language they are learning and the target situation should be identified, an analysis of the specialized language forms needed in that situation which is known as the procedure of needs analysis should be carried out (Hutchinson and Waters, 1987). The fourth stage, the skills and strategies stage "considers not the language itself but the thinking processes that underlie language use" (Hutchinson and Waters, 1987:13).

3 Method

The population in this study were all students of the Department of Accounting and Management, Faculty of Economics, University of Tridianti Palembang.

Following the literature review, semi-structured interviews were conducted to obtain a better idea of the English for economic context and to identify English target materials for the purpose of developing a questionnaire. Finally, a questionnaire was designed and administered to professionals or experts in order to investigate business English use in the various parts of the Indonesian business context. The questionnaire aimed at identifying the core business English materials that business professionals perform in the workplace as well as the frequency of each task and examining the students attitudes toward taking English for specific purposes courses and their particular wants for the courses.

The data collection instruments used for the study were attitude scale to forty students.

4 Findings and Discussions

The questionnaire aimed at identifying the core business English materials that business professionals perform in the workplace as well as the frequency of each task and examining the students attitudes toward taking English for specific pupposes courses and their particular wants for the courses. The following table is the desriptive statistics of the percentage and means of the questionnaire.

4.1 The Results of Questionnaire for Students

The English materials and test are evaluated to see whether they can be offered to the economic faculty. There instruments used to evaluate the materials is questionnaires for the economic students and experts. The unstructured interview is used to obtain the lecturer's opinion of any aspects of the materials. The scale consisted of the following descriptors: 1: Unimportant, 2: Of importance, 3: Moderately important, 4: Important and 5: Very important.

The subskills with the highest importance were making inferences, guessing the meaning of unknown words from context, identifying main ideas transferring informationand paraphrasing. The subskills with the lowest importance were scanning, referencing, and paraphrasing.

Table. 1 Importance of Subskills of Reading Regarded as Learning Needs by Students

Subskills of Reading	1	2	3	4	5	Mean
Prediciting	-	2.2	17. 8	55. 6	24. 4	4.02
Scanning	2.2	6.7	15. 6	42. 2	33. 3	3.98
Skimming	4.4	-	20	44. 4	31. 1	3.98
Reading intensively	-	-	17. 8	37. 8	44. 4	4.27
Guessing the meaning of unknown words from context	2.2	2.2	2.2	31. 1	62. 2	4.49
Referencing (focusing on pronouns, numbers, etc)	2.2	2.2	33. 3	40	22. 2	3.78
Analysing	-	-	20	62. 2	17. 8	3.98
Synthesizing	-	-	31.	46.	22.	3.91

			1	7	2	
Making inferences	-	-	-	48.9	51.1	4.51
Identifying main ideas	-	-	8.9	40	51.1	4.42
Finding supporting ideas	-	2.2	13.3	48.9	35.6	4.18
Paraphrasing	2.2	2.2	17.8	20	57.8	4.29
Summarising	-	2.2	15.6	44.4	37.8	4.18
Transferring Information	-	2.2	8.9	40	48.9	4.36
Responding critically	-	6.7	31.1	40	20	3.75

The subskills with the highest importance were expressing clearly, using appropriate vocabulary, structuring sentences, addressing topic and developing ideas. The subskills with the lowest importance were using correct punctuation and spelling correctly.

Table.2 Importance of Subskills of Writing Regarded as Learning Needs by Students

Subskills of Writing	1	2	3	4	5	Mean
Structuring sentences	-	-	6.7	28.9	64.4	4.58
Addressing topic	-	-	8.9	28.9	62.2	4.54
Developing ideas	-	-	2.2	51.1	46.7	4.45
Linking ideas	-	2.2	11.1	31.1	55.6	4.40
Organising the product	2.2	-	20	26.7	51.1	4.25
Using appropriate vocabulary	-	-	6.7	28.9	64.4	4.58
Expressing clearly	2.2	-	2.2	20	75.6	4.67
Using correct punctuation	2.2	6.7	24.4	37.8	28.9	3.85
Spelling correctly	2.2	4.4	26.7	40	26.7	3.85

The subskills with highest importance were producing correct Pronunciation, answering questions, expressing oneself, solving problems, asking questions and reacting to speech and lecture. The subskills with the lowest importance were describing and criticising.

Table. 3 Importance of Subskills of Speaking Regarded as Learning Needs by Students

Subskills of Speaking	1	2	3	4	5	Mean
Asking Question	-	-	15.6	35.6	48.9	4.33
Answering questions	-	-	2.2	37.8	60	4.58
Expressing oneself	-	-	6.7	15.6	77.8	4.71
Summarising	-	-	8.9	55.6	35.6	4.27
Describing	-	4.4	33.3	44.4	17.8	3.76
Solving Problems	-	-	6.7	40	53.3	4.47
Reasoning	-	22	13.3	42.2	42.2	4.25
Making presentations	-	4.4	8.9	48.9	37.8	4.20
Criticising	-	4.4	28.9	46.7	20	3.82
Reacting to Speech and Lecture	-	2.2	8.9	42.2	46.7	4.34
Producing Correct Pronunciation	-	-	-	42.2	57.8	4.58
Wording quickly	-	-	22.2	31.1	46.7	4.25
Using appropriate intonation and stress patterns	-	4.4	20	42.2	33.3	4.05

The subskills with the highest importance were obtaining specific information, obtaining gist, listening for summarising, deducing the meaning of unfamiliar words or word groups and extracting the information not explicitly stated. The subskills with the lowest importance were evaluating the importance of information and recognising language structure.

Table.4 Importance of Subskills of Listening Regarded as Learning Needs by Students

Subskills of Listening	1	2	3	4	5	Mean
Obtaining gist	-	-	2.2	42.2	55.6	4.56
Obtaining specific information	-	-	-	42.2	57.8	4.58
Listening for summarising	-	-	4.4	53.3	42.2	4.38
Listening for taking notes	2.2	8.9	13.3	42.2	33.3	3.96
Listening for translating	4.4	6.7	17.8	33.3	37.8	3.94
Recognising language structure	-	11.1	22.2	33.3	33.3	3.89
Understanding complex sentences	2.2	-	15.6	51.1	31.1	4.09
Deducing the meaning of unfamiliar words or words group	2.2	-	13.3	37.8	4.67	4.27
Evaluating the importance of information	-	4.4	22.2	55.6	17.8	3.87

Listening for discriminating intonation and stress pattern		6.7	13.3	42.2	3.78	4.11
Recognising speech organisation patterns (lecture,announcement)	-	2.2	28.9	35.6	33.3	4.00

4.1.2 The Results of Questionnaire for Experts

Twenty-four business English tasks identified through the semi-structured interviews were presented in Table.5, and the students were asked to indicate the appropriate frequency scale point for each task on a Likert scale. The response options are assigned values of 4 for Usually, value of 3 for often, value of 2 for sometimes, value of 1 for never. To examine the consistency of the answers to the questions, an internal-consistency reliability measure (Cronbach alpha) was employed, and Cronbach alpha (α) for the whole questionnaire was .98. Since the high reliability of the whole questionnaire could indicate that the subsections in the questionnaire were not as different as they were designed to be (Brown, 2001), Cronbach alpha (α) was calculated for each subsection as well. In addition to the reliability estimates, factor analysis was employed to explore and verify the convergent and discriminate structures of the subsections (Brown, 2001).

Among correspondence tasks, email correspondence was the most frequently used by experts (professional business). All participant answered that they had written an email in English. In 1996, Louhiala-Salminen conducted a survey study on written business communications with Finnish business professionals and found that mail and telefax were the most common mediums of communication. In a recent study on Mexican business executives' English use, Grosse (2004) reported email and phone calls as the most frequently used communication channels. Compared to the results of these studies, it seemed that the use of phone calls and fax in English had been relatively reduced in company context in Palembang.

In relation to writing a business document, writing a proposal was the most frequently performed task. Writing a proposal was also frequently performed among the respondents.

With regard to the tasks related to business meetings, conference was the most frequently performed task followed by briefing. Although many students answered that they wanted to improve presentation and negotiation skills to prepare for business meetings, most of the students seemed to have few chances to participate in business meetings was the least frequently performed task in this section.

The tasks related to orders and purchasing were found to be the least performed tasks by the students. This finding might be due to the fact that only employees from certain departments of a company deal with orders and customer satisfaction while other task types are generally performed by the employees regardless of department types.

Considering that taking business trips to foreign countries is not an usually task, it is quite noticeable that almost half of the students marked *never* (2) for business trips to foreign countries.

Other target tasks that were remarkable that ‘reading articles, magazines, and books related to your job’ was performed very often by the respondents. Indeed, it was the second most frequently performed task among all the tasks. More than 50% of the students answered that they read material in English related to their jobs often.

5 Conclusion

Teachers and curriculum developers can build business English courses around the frequently performed tasks. For example, email correspondence was ranked as the most frequently performed task. Thus, teachers and curriculum developers can give special attention to the email correspondence task during the course so that students can be prepared for the various purposes and genres of the email task. In order to do this, teachers and curriculum developers should also be well informed of the nature of each target task by referring to the findings of genre and discourse analysis studies on business English tasks when developing pedagogic tasks for classroom use. According to the results, it seemed that taking English courses related to their jobs was not implement to the economic students. Also, the responses regarding previous experiences of taking English courses for economic indicated that many English courses were not specialized enough to substantially deal with economic or business-related tasks and materials. Many of the respondents, even though they answered that they had taken business English courses, seemed to have taken general English courses rather than a business English course, given what they had learned. As Hutchinson and Waters (1987) pointed out in their distinction among necessities (what the learner has to know in order to function effectively in the target situation), lacks (the gap between what the learner knows already and the attainment goals that the learner needs to acquire), and wants (what the learner wants to learn in the course), considerable

discrepancies were found between the target tasks that the professionals performed at work using English and the tasks that they wanted to learn. The students did not want to learn all the target tasks while some target tasks that were not frequently performed were more desired by the students. For example, although the students did not have many chances to perform presentations in real business meetings, presentation skills were the tasks most desired by the students.

The same tendency was found in Chew's study (2005) on the business English use of Hong Kong bankers. The discrepancy between the target tasks and wanted tasks might have arisen because the students felt that they were weak in performing some tasks and consequently wanted to improve those skills, which can be defined as lacks. Or the students might have perceived presentation and negotiation skills as the most required skills to succeed in business settings, thus wanting to improve these skills. In this case, these skills can be defined as their wants. Regardless of being lacks or wants, the discrepancies between the target tasks and the learners' wants or lacks offer a valuable implication for developing a business English course or English for specific purposes.

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***Rationale*TM:
An Argument Mapping Software Tool to Promote Task-based
Argumentative Writing Instruction**

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Abstract. Computer-mediated communication (CMC) technologies have been progressively integrated into language classrooms especially in writing subject, such as online discussion boards, blogs, emails, writing software tools, and relevant websites. Despite some challenges to use them, these technologies provide new approaches to improve writing instruction as well as students' writing skills. Considering their potential benefits for developing instructional materials in the writing classroom, teachers start designing technology-mediated writing tasks in virtual learning environments. However, there is little published research on Task-based Language Teaching (TBLT) in technology-mediated contexts particularly on which application technologies can be used for the argumentative writing classroom, and how to design effective tasks and implement them in the classrooms. To bridge these gaps, this article briefly reviews the principles of *Rationale* as an argument mapping software tool in argumentative writing activities especially for students at tertiary level. Then, this article offers some practical task designs for enhancing students' argumentative writing skills by using *Rationale* and their implementations into language classrooms.

Keywords: *Computer-mediated communication (CMC), Task-based Language Teaching (TBLT), technology-mediated writing tasks, Rationale software tool, argument mapping, argumentative writing instruction*

A. Introduction

Argumentative writing has been a compulsory task at tertiary level as it is an effective tool to demonstrate students' critical thinking. In other words, this task may facilitate tertiary students to practice their argumentation skills in making opinions and clarify them with sorted evidence so that they can provide logically persuasive arguments (Atai & Nasser, 2010; Bacha, 2010; Barnawi, 2011; Samanhudi, 2011). However, studies claim that argumentative writing has become problematic particularly for English as a Foreign Language (EFL) students (Al Ghamdi & Deraney, 2013; Barnawi, 2011; Liu, 2013). Students' argumentation problems may generally derive from lack of persuasion and logical reasoning. These problems are strongly related to teaching writing for EFL learners which is mostly emphasized on grammar, sentence-level translation, paragraph-level form. Apparently, writing instruction abandons some aspects to improve students' critical thinking skills such as making logical reasoning and

persuasion (Botley, 2014). On the other hand, EFL writing teachers may overcome common technical issues such as dealing with time constraints and class size, and providing students with effective writing tasks outside the classroom. Therefore, there is a need of designing a powerful writing environment for EFL students particularly in order to allow them to practice their argumentation skills effectively.

Regarding these issues, Second Language Acquisition (SLA) researchers and practitioners have recently integrated technological tools into language classrooms due to their potential benefits especially for teaching writing. Also, many research studies suggest that Computer-mediated Communication (CMC) tools may facilitate students to develop their writing skills by using innovative pedagogical practices such as blogs, online discussion boards, and wikis (Coffin & Hewings, 2005; Coffin, Hewings, & North, 2012; Ho, Rappa, & Chee, 2009; Miyazoe & Anderson, 2012; Noroozi, Weinberger, Biemans, Mulder, & Chizari, 2013; Pozzi, 2011; Stegmann, Weinberger, & Fischer, 2007; Weinberger et al., 2006). In brief, these previous studies examined how participants worked collaboratively and argued in online asynchronous technologies and to what extent activities in online environments and their participation affect students' critical thinking skill; as a result, benefits them in argumentative writing.

However, little research has investigated how an argument mapping software tool (e.g. *Rationale*) can complement and blend with face-to-face argumentative writing instruction for EFL students especially in Indonesia higher education context. Therefore, this paper will first review the features of *Rationale* as a software tool to help students to create logical argument mappings and drafting in order to construct well-written argumentative essays especially for students at tertiary level. Then, this article addresses argumentative schemes in the writing process. Finally, it offers some pedagogical implications for enhancing students' argumentative writing skills by using *Rationale* and their implementations into language classrooms.

B. *Rationale*: An Overview

Rationale is an argument visualization software tool that assists students from basic brainstorming tasks towards evaluated reasoning and to be able to construct clear and structured argumentative essays. By using diagram, it supports rapid building, modifying, viewing, and sharing reasoning (van Gelder, 2007). Regardless of topics, reasoning consists of crossing over evidence of relationships among propositions. The most common way to do this is with 'box and arrow' diagrams. *Rationale* helps users to produce box-and-arrow argument maps.

Rationale is constructed in an infinite virtual workspace where argument maps can be displayed. Units of information or meaning are created on the workspace and assembled into structures. The *Rationale* development team uses the quasi-technical term 'infons' for these basic units, but for *Rationale* users they have various more familiar names such as 'item', 'claim', 'position' or 'premise',

depending on their contexts. By default, infons are displayed as rectangular white text boxes with rounded corners, but their visual appearance changes depending on the role they are playing. Drag-drop operations are used to assemble infons into ‘thought structures’ of various kinds. At this time there are three kinds of thought structures, called maps of grouping, reasoning and analysis. Each of them is used based on its purposes.

Unlike concept and mind mapping software, *Rationale* has different purposes. *Rationale* is concerned with expanding the inferential structure of arguments (Davies, 2011; van Gelder, 2007). It is designed to facilitate the analysis of argumentations and the production of good reasoning in learning environment where there is a simple list of sources for arguments to support a claim (e.g. assertions, definitions, common beliefs, data, example, expert opinion, personal experience, publications, web, quote, and statistics) (Carrascal & Mori, 2010). While mind and concept mappings have a high degree of generality in their application, argument mapping is more specific in application of all.

Arguments are known as the construction of premises to result in claims or conclusions. An example of an argument mapping defending the proposition that *In-class laptop use should be banned* is provided in Appendix 1. At the first level of the argument there is ‘contention’. This is followed in this example by a supporting ‘claim’ (under the link word ‘support’) and an ‘objection’ (under the link word ‘oppose’). In turn, these are supported by more claims of support or objection which become rebuttals when they are objections to objections. In this software, claims, objections, and rebuttals are colored differently. Finally, ‘basis boxes’ which provide defence for the terminal claims are provided at the end of the argument map. Objections and rebuttals to objections can be added at any point in the map with different colors for easier identification. The ‘basis’ boxes at the terminal points of the argument also require evidence in place of the brackets provided. Some evidence has been provided (i.e. ‘statistics’, ‘expert opinion’, and ‘quotation’).

According to van Gelder (2007), *Rationale* as one of critical thinking programs is considered to represent better arguments for the following reasons: 1) *usability*, software designed for argument mapping is said to augment the human brain’s ability to understand and present reasoning. It provides a more usable way of improving critical thinking skills, just as tools in other areas help the development of other skills; 2) *complementation*, it is claimed that this software also improves the human brain’s ability to process information. It does this by complementing what the human brain can already do; and 3) *semi-formality*, it is claimed that this software provides a usable, complementary tool for semi-formal reasoning. Human beings typically reason very informally with the imprecise instrument of human language.

In a similar vein, Davies (2009) has evaluated the use of *Rationale* as a computer-assisted argument mapping (CAAM) tool for Economics students to do some assessment tasks. It is found that they had better understanding of

assessment tasks and enjoyed the experience using *Rationale*. Although this study did not test whether students' reasoning skills were improved or not after using this application, it is believed that this software can be potentially used in other discipline contexts as all disciplines require either explicitly or implicitly the use of arguments and inferences from premises to conclusions. Further, argument mapping can be integrated with mind and concept mapping if applicable.

C. Argumentative Schemes in Writing Process

Writing process is the result of the interaction of multiple factors that have a different weigh in the various stages of the writing itself (Carrascal & Mori, 2010). The relative importance of these factors depends on contextual circumstances related to the topic, the social context, and the idiosyncratic features of the interlocutors. In consequence, the process of writing argumentation should integrate besides the traditional logical, dialectical and rhetorical elements, also inputs relative to the textual linearization or linguistic coding, the motivation and goals of the arguers and some other psychological and contextual considerations. Nor cognitive psychology not argumentation theory alone have given a satisfactory account of the process of writing argumentative texts.

Regarding the motivation of the arguers or the importance the issue at stake, it is a crucial factor that determines much of the depth of the argumentation. For example, Iglan (2009) shows that adolescent students argue differently according to the challenges they face: arguing about a practical matter, a more abstract point or about a question related to similar controversies and discussions in the social environment. She also shows that they react differently when they think that there is some space for negotiation or that the matter is not negotiable.

In the argumentative writing process, there are at least four components that should be taken into account by a writer. First, argumentative writing requires the monitoring of the different steps needed to reach the goal of the argumentation: planning the general strategy of the argumentation, translating to words, checking for local coherence, and finally reviewing the resultant text using linguistic, epistemological and rhetorical criteria (Kellogg, 1994). □ A second ingredient is the acquisition of the knowledge about the issue and about the concrete argumentative situation in which it occurs (e.g. social context, audience's characteristics, time constrains, possible sources of information, means, helps). The more the arguer masters a topic under discussion, the better the product will be. □ A third focus of attention should be pointed to the epistemological or dialectical space (i.e. from the more automatic reasoning, followed by logic inferences and pragmatic processes, to the more conscious reflection about the global structure, argumentative stages and the adequate and reflexive use of argumentative schemes to support the claim). □ Lastly, the integration of the rhetorical space in order to negotiate with the audience which is one of the principal constituents of the argumentation. In writing argumentation, the voice of readers needs to be integrated in the text. The use of communicational and

rhetorical devices designated in classical rhetoric as disposition and style, is also needed to make clear the content of the argumentation, to maintain the attention of the reader, to develop a positive ethos for a writer, and, as a consequence, a receptive attitude in the audience.

There is not a definitive psychological explanation of the way in which our brain or cognitive system realizes ordinary inferences. Nevertheless, there are nowadays more and more suggestions to indicate that some of the skills that interact in the argumentative process are unconscious and automatic as the overall planning, for example, require constant attention and monitoring. Writers mostly do not need to explicit all the implicit premises to grasp the logic of the inference (i.e. the link between the reasons and the conclusion). They do it in an automatic form linking it with common knowledge taken from the actual situation in which they place themselves and the audience. The process occurs fast and unconsciously. For instance, we think that a premise that states that “smoking is unhealthy” is enough to discourage smoking without any other implicit premise as “anything that is a danger to the health should be avoided”. Moreover, even if we try to explicit some of the information needed to strength the inferential nature of the argument, in many cases, it is quite difficult to decide where to stop it.

Briefly, the goal of written argumentation is to produce a meaningful text containing not only a sequence of ordered arguments but also other communicative elements as explanations, clarifications, etc., directed to persuade the audience of a standpoint supposedly in doubt or in dispute. A minimal argumentation will use a unique scheme, but in an elaborate written argumentation, due to the debatable character of the subject, there are always several arguments, each of them using one or a combination of schemes to justify the claim. There will be also other arguments to answer to presupposed objections and criticisms. A writer has to cope simultaneously with linguistic requirements and rhetorical strategies that introduce elements of our actual and real world experiences. The dialectical and the rhetorical space can be dissociated for theoretical purposes but as in the practice they have to interact if we want to achieve “effective” persuasion (Leff, 2002).

D. Pedagogical Implications

As it has been argued at the beginning of the paper, the advent of technology is pushing researchers to broaden their conceptualization of tasks (Ortega, 2009) and to reassess the issues related to task design when implementing Task-based Language Teaching (TBLT) in technology-mediated environments. Chapelle (1997) proposed a set of criteria which tasks in technology-enhanced environments should take into account. In Chapelle’s view, tasks must focus on meaning and form and be authentic to allow the possibility of students successfully engaging in such tasks outside the classroom or in their future life. The benefits of tasks in a technology-mediated environment need to ensure the availability of adequate resources and support to aid the task

performance. Building on Chapelle's work, Hampel (2006) added two more important criteria: tasks should (a) foster electronic library both in terms of technical use and approaches to learning and (b) support a gradual systematic increase in learners' competency in orchestrating the combined potential of various modes for communication. Further, teachers should assist learners in critically interpreting information and communication in social contexts so that learners can acquire the skills necessary to engage in effective cross-cultural communication and collaboration. Despite their different emphases in each of these researchers approaches, they are sending the same message: designing tasks in technology-mediated environments demands attention to a much more complex set of issues than designing tasks in face-to-face communication contexts.

Using technology to mediate TBLT is also driving researchers and practitioners to explore what TBLT pedagogical cycles would work effectively in such a new environment. Currently there are two major propositions about TBLT pedagogical cycle: the pedagogical-tasks-to-target-task cycle (Long, 1985) and the pre-, whilst, and post-task pedagogical cycle (Ellis, 2003). One fundamental difference between these propositions is the controversial issue of focus on form: whether and when to focus on form. Therefore, in technology-mediated environments, teachers should understand what TBLT pedagogical cycle is appropriate and how it can focus on form in this cycle.

Having reviewed previous studies above, the paper offers a task-based argumentative writing activity based on Ellis' (2003) TBLT pedagogical cycle for an argument task by using *Rationale* software tool. Before coming to argumentative writing tasks, there are at least six steps that maybe done throughout this task by using features of *Rationale*.

First, students should be able to organize information they have. The key is that the information is selected and structured appropriately. With *Rationale's* grouping maps, students can drag information from the web straight onto their workspace. The pyramids like maps provide a guide for students to structure the information in such a way that reveals the connections between the main topic and its various themes or categories.

Second, student can structure reasoning. Many students provide opinions but rarely give supporting reasons for their view. *Rationale's* reasoning maps encourage students to support their responses and to consider different opinions. It uses color conventions to display reasoning – green for reasons, red for objections, and orange for rebuttals. It also includes indicator or connecting words so that students understand the relationship between statements.

Third, student should provide evidence. A test of a solid argument is how good the evidence is that underpins claims being made. *Rationale's* basis boxes provide a means for students to identify the basis upon which a statement is given. The icons provide a visual guide as to the range of research utilized and the strength of the evidence that is provided.

Fourth, students should be able to identify assumptions. Teachers often talk about analyzing arguments. This can mean a few things including, looking at the logical structure of the argument and identifying assumptions and co-premises. For students that require such levels of analysis, *Rationale* provides an analysis map format to show the relationships between main premises and co-premises.

Fifth, students have to evaluate their arguments. Once arguments for and against an issue have been logically structured, they need to be evaluated. *Rationale* provides a visual guide for the evaluation of claims and evidence – stronger the color, the stronger the argument – while icons design acceptable or rejected claims. These colors and icons provide immediate understanding and communication of the conclusion at a glance.

Finally, students should be able to communicate a conclusion of their ideas. Presenting ideas is crucial and is often the distinguishing feature between good results and average ones. *Rationale* has essay and letter writing templates to build skills and confidence. Templates provide instruction and generation of prose. When exported, there is a structured essay plan with detailed instructions to assist understanding of clear and systematic prose.

Following these steps, this paper provides two examples of task-based argumentative writing which can be used to enhance students' critical thinking skills in argumentative writing by using *Rationale* before starting to write an argumentative essay. Further, these tasks may be modified and developed depending on students' needs. The first task is to have students 'analyse an issue'. This task will assess students' ability to think critically about a topic of general interest and to clearly express their thoughts about it in writing. Each topic makes a claim that can be discussed from various perspectives and applied to many different situations or conditions. Students' task is to present a compelling case for their own position on the issue. Before beginning to write their responses, teachers should have students to read an issue and instructions (see Appendix 2. for instruction) that follow the issue statement. Teachers may ask them to think about an issue from several points of view while considering the complexity of ideas associated with those views. Then, they will be assigned to make notes about positions they want to develop and list main reasons and examples they can use to support a position they set. They can use the feature of *Rationale's* reasoning maps to visualise their views.

The second task is to have students 'analyse an argument'. This task assesses students' ability to understand, analyse, and evaluate arguments according to specific instructions and to convey their evaluation clearly in their writing. Teachers need to introduce the elements of an argument (e.g. claims, evidence, rebuttals, etc) to their students. The task consists of a brief passage where the author makes a case for some course of action or interpretation of events by presenting claims backed up by reasons and evidence. Students' task is to discuss the logical soundness of the author's case by critically examining the line of reasoning and the use of evidence and put those elements into *Rationale*

maps (see Appendix 3. for instruction). This task can cover some aspects such as 1) what is offered as evidence, support, or proof; 2) what is explicitly stated, claimed, or concluded; 3) what is assumed or supposed without justification or proof; and 4) what is not stated but necessarily follows from what is stated.

In addition to this second task, students should consider the structure of an argument – the way in which these elements are linked together to form a line of reasoning (i.e. recognise the separate, sometimes implicit steps in the thinking process and consider whether the movement from each step to the next is logically sound. In tracing this line, students need to look for transition words and phrases that suggest the author is attempting to make a logical connection (e.g. however, thus, therefore, evidently, hence, in conclusion). These transitions should be provided by teachers before assigning this task or have been explained in the previous lesson. Therefore, in this task, students are not assigned to discuss whether statements in arguments are true, to agree or disagree with the stated position, and to express their own views on the subject being discussed. Rather, they are asked to evaluate the logical soundness of an argument of another writer, and thereby, to demonstrate their critical thinking skills, perceptive reading and analytical writing skills that are important skills at tertiary level.

E. Conclusion

Argumentative writing task may facilitate tertiary students to practice their argumentation skills in making opinions and clarify them with sorted evidence so that they can provide logically persuasive arguments. In other words, the goal of written argumentation is to produce a meaningful text containing not only a sequence of ordered arguments but also other communicative elements as explanations, clarifications, etc., directed to persuade the audience of a standpoint supposedly in doubt or in dispute. However, this is a challenging cognitive process which needs systematic learning and clear argumentation scheme. As technology-mediated learning has grown rapidly for educational use, *Rationale*, as one of the argument mappings application tools, can be effectively used to help students to visualise their arguments in order to construct a well-written argumentative essay. This software can be used to promote task-based argumentative writing especially in the language classrooms. Using its features, *Rationale* can be used to assess students' critical thinking skills by employing it into particular tasks. In this paper, there are two kinds of tasks that can be applied before starting writing argumentative essays: 'analyzing an issue' and 'analyzing an argument tasks'. These tasks can be integrated into writing instruction particularly for argumentative writing. Therefore, using this visualization argument tool may improve students' critical thinking skills as well as develop their argumentation skills in academic writing.

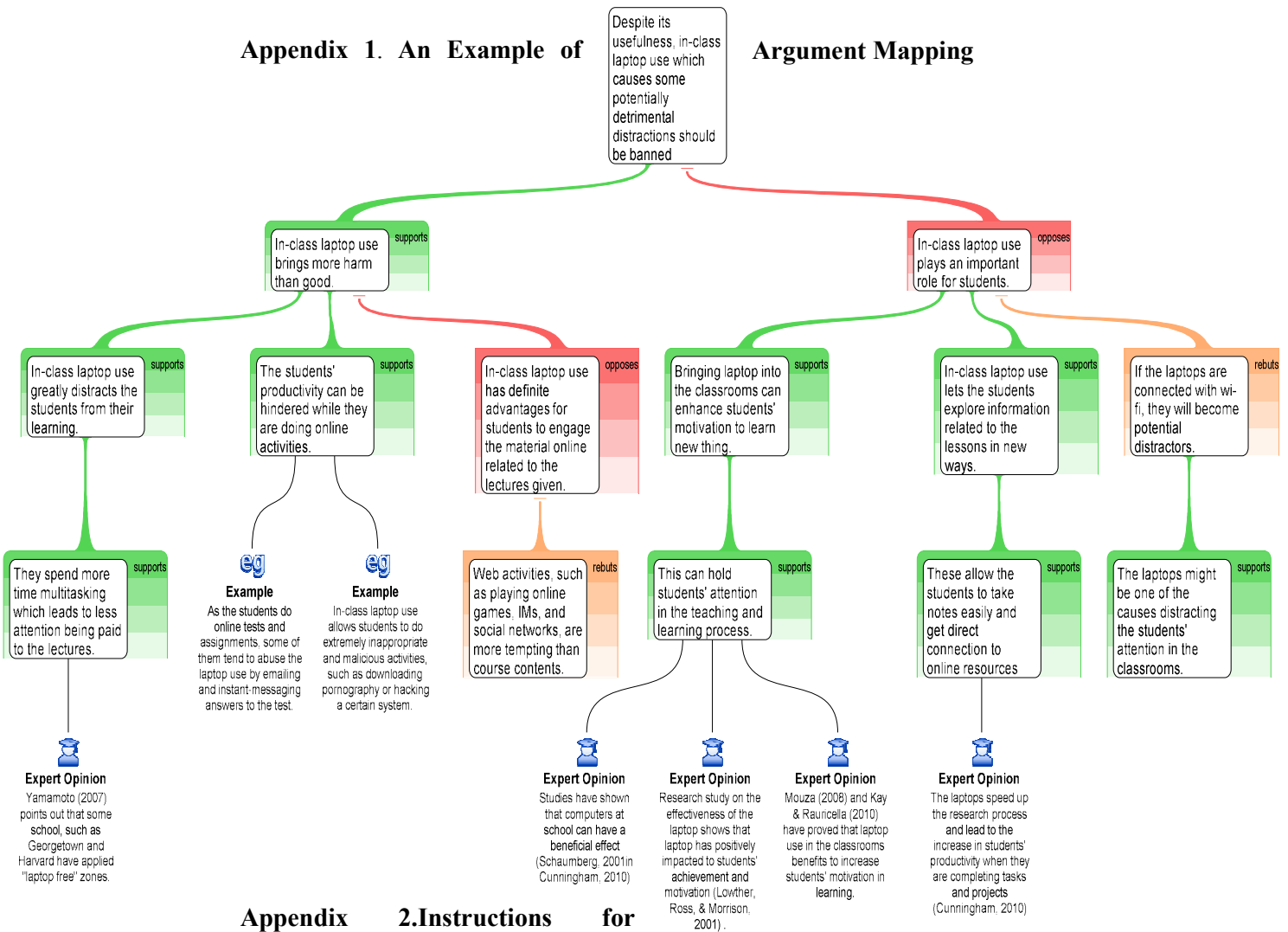
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Appendix 1. An Example of

Argument Mapping



Appendix 2. Instructions for

'Analysing an Issue' Task

Direction: Please address the central issue according to the specific instructions.

Write down your response in Rationale's reasoning maps. Each task is accompanied by one of the following sets of instructions.

- Write a response in which you discuss the extent to which you agree or disagree with the statement and explain your reasoning for the position you take. In developing and supporting your position, you should consider ways in which the statement might or might not hold true and explain how these considerations shape your position.

- Write a response in which you discuss the extent to which you agree or disagree with the recommendation and explain your reasoning for the position you take. In developing and supporting your position, describe specific circumstances in which adopting the recommendation would or would not be advantageous and explain how these examples shape your position.
- Write a response in which you discuss the extent to which you agree or disagree with the claim. In developing and supporting your position, be sure to address the most compelling reasons and/or examples that could be used to challenge your position.
- Write a response in which you discuss which view more closely aligns with your own position and explain your reasoning for the position you take. In developing and supporting your position, you should address both of the views presented.
- Write a response in which you discuss the extent to which you agree or disagree with the claim and the reason on which that claim is based.
- Write a response in which you discuss your views on the policy and explain your reasoning for the position you take. In developing and supporting your position, you should consider the possible consequences of implementing the policy and explain how these consequences shape your position.

Appendix 3. Instructions for ‘Analysing an Argument’ Task

Direction: *Please address the argument according to the specific instructions.*

Write down your response in Rationale diagram. Each task is accompanied by one of the following sets of instructions.

- Write a response in which you discuss what specific evidence is needed to evaluate the argument and explain how the evidence would weaken or strengthen the argument.
- Write a response in which you examine the stated and/or unstated assumptions of the argument. Be sure to explain how the argument depends on these assumptions, and what the implications are for the argument if the assumptions prove unwarranted.
- Write a response in which you discuss what questions would need to be answered in order to decide whether the recommendation and the argument on which it is based are reasonable. Be sure to explain how the answers to these questions would help to evaluate the recommendation.
- Write a response in which you discuss what questions would need to be

answered in order to decide whether the advice and the argument on which it is based are reasonable. Be sure to explain how the answers to these questions would help to evaluate the advice.

- Write a response in which you discuss what questions would need to be answered in order to decide whether the recommendation is likely to have the predicted result. Be sure to explain how the answers to these questions would help to evaluate the recommendation.
- Write a response in which you discuss what questions would need to be answered in order to decide whether the prediction and the argument on which it is based are reasonable. Be sure to explain how the answers to these questions would help to evaluate the prediction.
- Write a response in which you discuss one or more alternative explanations that could rival the proposed explanation and explain how your explanation(s) can plausibly account for the facts presented in the argument.
- Write a response in which you discuss what questions would need to be addressed in order to decide whether the conclusion and the argument on which it is based are reasonable. Be sure to explain how the answers to the questions would help to evaluate the conclusion.

STARTING FROM NOTHING: A SURVIVAL GUIDE FOR ENGLISH TEACHERS OF YOUNG LANGUAGE LEARNERS

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Abstract. The shift of paradigm in language teaching has made the learners the center of the teaching and learning process instead of teachers. However, in many cases it is often found that materials become the center of teaching and learning process. Teachers rely heavily on available textbooks. However, there may be some teachers who start teaching with empty hands. This happens with the English teachers of young language learners, for whom a formal syllabus and materials are rarely, perhaps not, provided. This paper tries to discuss several ways to choose, adapt, as well as develop materials for the teaching of English for young language learners. It starts with the discussion of the principles to construct an English for young learners program. It is then continued by giving insight to the teachers how to choose the best materials, to adapt, even to develop the materials. Some activities will be given in addition to be used with particular materials.

Keywords: *teaching materials, textbooks, young language learners*

1. Introduction

Introducing English language as early as possible to young learners is believed to be beneficial for their academic achievement especially in terms of language intelligence. Clark (2000: 183) states that young learners are able to speak the target language quickly with a native-like pronunciation. In line with the statement, Espinosa (2008:10) argues that since the age of three to eight years old is critical for language development, children need to be continually exposed to two languages in order to get full benefit of learning the languages.

Beside giving exposures, the success in learning a language is influenced by three factors: teachers, curriculum, and learning materials (Khairani, 2014). Teachers of young language learners should understand the difference between teaching English to children and teaching English to young adult even adult. Curriculum also plays an important role as it gives guidance to the teachers in teaching. The last one is material. The materials should be in line with what is stated in the curriculum and also be appropriate to the characteristics and the needs of young language learners. However, since English subject is not a compulsory subject in the early childhood education as well as in elementary schools curriculum, English teachers of young language learners are struggling to

teach the subject. Since they can not find the guidance in teaching English from the curriculum, they teach the subject by relying heavily on available commercially produced textbooks which are very limited with the content and activities they may not agree with. Even some teachers, especially those who are teaching English in early childhood education, starts teaching with empty hands.

This paper tries to discuss the possible ways to construct a program of English for young language learners who in this paper refer to students of three to twelve years old . It will also tries to give insight to the English teachers of young language learners of how to choose, to adapt, even to develop their own teaching materials.

2. Young Language Learners

Ten years old children can do things quite differently from five years old children. Even there is a difference of capability among children at the same age. Children develop emotionally, morally, physically, and cognitively at different speed. (Linse, 2005: 3). Some children develop early, some later. It also happens when children learn a new language. In learning a new language, children go through a number of stages with some children pass these stages more quickly than others (Paradis, et.al., 2009: 2). Linse (2005: 5) also states that there is a child who does not develop in all areas at the same rate. In other words, a child may be able to read at a very early age but behave emotionally and socially immature.

Although children have different rate of development, it is possible to point out certain characteristics of young learners which a teacher should be aware of. Having an understanding of how far individual student develops is important for planning an appropriate language program. Besides, by getting to know the students, the teacher may learn what they find interesting. Hence, (s)he will be able to create motivating English lessons as well as developing appropriate learning materials.

Linse (2005: 7) gives several ways to learn about children's development and interest. *First* is by observing children both in and out of the classroom. The teacher will be able to look at the students' emotional and social development by watching their interaction with their peers, other teachers as well as their parents. Having the information about emotional/social development will be useful when the teacher wants to create activities which require students to work with one another. *Second*, the teacher should pay attention to their children's belonging. It provides information about their interests and development. Another way is by asking the students to take simple surveys. Children are asked to answer simple questions with words and/or pictures. *Fourth*, the teacher can learn about her students' development by examining their work including drawings and writings they usually do everyday. The other way is to have the students create a *Talking*

and Writing Box . The children can cover the box with pictures they like. They can fill the box to carry items related to their English class.

3. Developing an Early English Program

As stated in the first part of the paper, English teachers of young language learners mostly ‘teach the book’ since they can not find an official curriculum for teaching English. However, there are some teachers who are not lucky enough to have a coursebook as a guidance. They have to work the whole program out from nothing. Halliwell (1992) offers ways of constructing a language program:

1. Teachers need to find a unifying thread and purpose.
Teachers need to have a clear purpose for their language program. This is especially true because it is believed students will learn better if teachers can see what it is they are trying to do. Accomplishing this task will lead teachers to the second task which is to sort out what to include in the language program.
2. Second, teachers need to decide what topics to include. They can start by listing aspects of life a child really engaged to. The next step is to identify what the children use the language for in each of the aspects listed previously. Next, teachers can start identify key concepts, key vocabulary, and key structures. The product of these steps will look like a syllabus.
3. Third, the time allocation and the frequency of the lessons should be decided prior to the implementation of the program. There is actually no clear rules in planning the frequency and duration of language lessons. The teachers should consider various possible patterns of teaching and sort out the advantage and disadvantages of the patterns.

When the teacher has accomplished planning out a language program, the product will be more or less look like a curriculum. She can use this plan again even she pass it to other teachers who are also interested in starting an English program. Having this plan is also helpful in deciding what book she will choose or adapt or even develop to be used in her teaching. This will bring us to the next discussion: teaching materials.

4. English Teaching Materials

Materials discussed in this paper refer to coursebooks. English coursebooks for elementary students can be found easily in bookstores, though there is limited choice of books available. Most teachers go straight choosing a particular book without considering whether or not it is appropriate for their classes. Before deciding to use a book extensively, the teacher should better evaluate the materials. Materials evaluation refers to ‘a procedure that involves measuring the value (or potential value) of a set of learning materials (Tomlinson, 2003). Evaluation to a book can be done pre-use, in-use, or post-use. Evaluating

materials pre-use can help teachers to identify their strengths (Rubdy, 2003). In-use and post-use evaluations are used to get information of how successful the materials are (McDonough & Shaw, 2003).

Halliwell (1992) provides a checklist that a teacher can use to identify strengths and weaknesses of a coursebook. By doing so, the teachers can have a clear picture of what this particular book offers. They can also compare one book to others to have a basis for choosing which is best for them. One book perhaps may not be used extensively or be adopted. In this situation, teachers should be creative in adapting the book.

Adapting existing books means modifying them in order to meet the students' needs and their level of ability. Adapting a coursebook can be done by re-writing it in an easier form, adding relevant materials at a simpler level (Westwood, 2005:10), increasing the interaction by creating various activities (Halliwell, 1992:117). Westwood (2005:10) summarizes several principles which can be applied for modifying materials: simplify vocabulary, shorten sentence length and/or change sentence structure, provide illustrations, improve the layout and format of the sheet, and use bullet points or lists when preparing worksheets or notes. In adapting existing materials, surely there are many other ways beside those stated previously. The teachers are free to explore their creativity and use their knowledge and sense in deciding what to add or what to eliminate from the existing one.

On the other hand, English teachers of pre school are not that lucky. English teachers of elementary schools are helped by the existence of commercial books, while teachers of pre-school may start the class out from nothing. It means that the English teachers of pre-school have a more demanding and time consuming task: creating their own learning materials. In doing this, they should pay attention to the most fundamental bases in creating materials: determining teaching objectives or instructional goals (Dick and Carey, 1990), identifying students needs, and planning topic-based lessons (Pinter, 2006:124). When they are ready with those three stages, they can start develop the teaching material by first designing it, then implementing it to the target students, and evaluating it during and after the program.

5. Teaching Activities

Planning various activities is one way to increase the use of a coursebook. Paradis, et.al. (2009:13-14) offers some tips for activity planning.

- Encourage interaction. Children should be encouraged to have conversations with peers and adult who will model more advanced language use rather than relying on activities that just require children to respond by either nodding their heads or pointing to a picture.

- Interact with the children. It deals with how teacher responds to students' error. Teachers should try to expand on children's language. For example, if a child says, "My shoes," then the teacher can talk about the colour or type of shoes the child is wearing.
- Use repetition. It helps students to improve their pronunciation. Children need to feel secure and successful even when they are beginners. Incorporate the same language functions, vocabulary and sentences in many activities and across themes. Children should get numerous opportunities to *both* hear and use language functions in conversation.
- Introduce new material slowly. Introduce new linguistic material in small chunks at a time. For new activities at the beginning of the year, start with you talking and the children listening, but as soon as children are comfortable and capable, teachers can move to activities where children are encouraged to produce English.
- Be flexible. The language program should be flexible to be able to cater children with diverse characteristics and abilities.
- Allow for breaks. Students need to be given a break from the pressure to interact using the target language. Provide activities like the sand table, building blocks or picture drawing for students.

6. Conclusion

Considering the benefit of introducing English as a second or foreign language as early as possible, teachers of young language learners are faced to some challenges. Starting from choosing and adapting existing materials, to develop or create their own teaching and learning materials. Starting a language program may be time consuming and exhausting job for the language teachers. It needs full commitment to do such challenging task. This paper describes only at the surface of teaching English to young learners. Therefore, there are many different ways of how to develop a language program as well as to develop the teaching materials. One basic thing to take into account in teaching English to young learners is to pay attention to the target students.

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**Interpersonal Meaning in the Interaction between Teachers and Students:
A Critical Discourse Analysis**

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Abstract. This research aims to describe: 1) the domination occurred in the interaction process through the speech functions realisation 2) the appropriateness between speech functions and its mood selection, and 3) the interpersonal relationship between teachers and students in the classroom. The study uses descriptive qualitative method and was carried out in three schools in Poso: SMA Negeri 2 Poso, SMA Negeri 3 Poso, and SMK Negeri 1 Poso, involving 15 classroom interactions as the samples. The data were analyzed using systemic grammar by M.A.K. Halliday, and interpreted using the framework of critical discourse analysis by Norman Fairclough. The study indicates that the interaction in the classroom is dominated by teachers through their speech function realisation. Such domination is likely to be influenced by the social status of the participants in the interaction. Most of the speech functions are implemented congruently that they do not influence the interaction process. Besides, the interpersonal relationship between the teachers and students are mostly determined by power dimension while contact and emotion dimensions do not give significant effect on the process of interaction. Teachers tend to demonstrate their power by directing the students' behaviour through the use of commands and questions.

Key words: interpersonal meaning, interaction, critical discourse analysis

INTRODUCTION

Communication is an interactive process by means of language. Languages deliver messages from an interlocutor to others. Since communication is available to exist among people, it is inevitably influenced by interlocutors. Therefore, it is important to pay attention to how language makes meanings in spoken or written discourse in terms of grammar and meaning. There are many ways of determining functions of languages. One way is to consider grammar as a set of rules which specify all the possible grammatical structures of the language. Another approach is focusing on the functions of grammatical structures, and their meanings in the social context. The latter approach of grammatical analysis is called functional; it is Systemic Functional Linguistics.

Systemic Functional Linguistics focuses on how grammar of a language that serves resources for making and exchanging meanings. It is concerned with

the grammatical patterns and lexical items used in text, as well as choices of those items, focusing on the development of grammatical systems as a means for people to interact with each other.

Certain grammatical structures and certain words do not always make the same meaning. The same words can have a different communicative function in a different situation. That is, meanings are influenced by the social situation. On the other hand, different utterances can work with the same communicative function. In line with this, Bloor & Bloor provides example; ...a woman might tell her child to take off his shoes in a direct way (Take your shoes off, Robin) or in a less direct way (Would you take your shoes off please, Robin?) or in an extremely indirect way (You haven't taken your shoes off, Robin). In each case, the function of directing the child to take his shoes off his broadly similar even though the wording and the tone convey different nuances (Bloor & Bloor, 2004: 10). The choice of grammatical structure should depend on the situation in which the utterances were given. As a result, it can be considered that social contexts decide words and grammatical structures.

The interaction between teachers and students could be seen through their language practices in the process of teaching and learning. The language practices are resulted from their language awareness which is influenced also by many factors like social, economic, cultural and ideological factors. For many teachers, natural speaking in the form of dialogues in teaching and learning process seems to be a problem. It can be noticed from the inappropriateness construction of interpersonal meaning in their interaction with students.

According to Stubbs (1983: 44), teachers' talk is characterized by a high percentage of utterances which perform certain speech acts including: informing, explaining, defining, questioning, correcting, prompting, ordering, and requesting. It is also characterized by discourse sequences which have few parallels outside teaching, including: drills around the class, dictation to the class, group answers, and the like. Teachers have to devote a great deal of time and effort simply to keeping in touch with their students, not only because of the far from ideal communication conditions in the average school classroom, but also because of the very nature of teaching. They have to attract and hold their students' attention, get them to speak or be quiet, to be more precise in what they say or write. They also have to try and keep some check on whether at least most of the students follow what is going on.

Yet, those teachers' characteristics may result on communicative problems in the classroom. According to Young (1992: 10), teachers have more power and control than students, and this should also be identifiable in their language. Many classroom talks are characterized by the extent to which one speaker, the teacher, has conversational control over the topic, over the relevance or correctness of what students say, and even more when and how many students may speak.

In order to explore more about these language practices, a critical analysis is needed. Therefore, this thesis aims at revealing the interpersonal meaning

between students and teachers in their interaction in classroom by critically looking at texts (transcribed conversations). A study of classroom data is conducted in order to have two aims. Firstly, it might enable us to define a certain characteristic discourse style. Secondly, since it seems intuitively clear that teachers' talk is particularly characterized by utterances which serve particular functions, this may enable us to collect and analyze a rich source of data on this range of speech functions.

This research reports a scientific work conducted in the framework of critical discourse analysis (CDA). CDA is used in this research because it can describe, interpret and explain the relationship among language and important educational issues. One such issue is the current relationship between language practices in classroom. CDA is amply prepared to handle such relationship as they emerge and demonstrate how they are enacted and transformed through linguistic practices in ways of interacting and representing.

I. A Glance at Critical Discourse Analysis (CDA)

1.1 Meaning of CDA

As explained previously, critical analysis towards language practice (critical discourse analysis) is based on the concept of Critical Language Awareness (CLA) in education field proposed by Norman Fairclough (in 1992). Through CLA, students are expected to have critical awareness toward many language use phenomena. In the context of CLA, critical discourse analysis (CDA) appears as one of analysis framework for language practices.

CDA is concerned with studying and analyzing written texts and spoken words to reveal the discursive sources of power, dominance, inequality, and bias and how these sources are initiated, maintained, reproduced, and transformed within specific social, economic, political, and historical contexts (van Dijk, 1988: 144). CDA is necessary for describing, interpreting, analyzing, and critiquing social life reflected in text. Fairclough also (1997; 132-133) provides us a useful definition that encapsulates most other definitions of CDA:

CDA is the study of often opaque relationships of causality and determination between (a) discursive practices, events, and texts, and (b) wider social and cultural structures, relations and processes; to investigate how such practices, events, and texts arise out of and are ideologically shaped by relations of power and struggles over power; and to explore how the opacity of these relationships between discourse and society is itself a factor securing power and hegemony.

II. Systemic Functional Grammar

The discussion on systemic functional grammar (SFG) has been very popular in recent years. This is driven by the fact that this notion offers a new perspective of seeing language in terms of its function. Systemic functional grammar is part of a broad social semiotic approach to language called systemic linguistics. The term 'functional' indicates that the approach concerned with the

contextualized, practical uses to which language is put, as opposed to formal grammar, which focuses on compositional semantics, syntax and word classes such as nouns and verbs. It is functional in three distinct although closely related senses: in its interpretation (1) of texts, (2) of the system, and (3) of the elements of linguistic structures.

Further, it is functional in the sense that it is designed to account for how the language is used. Every text that is, everything that is said or written unfolds in some context of use; it is the uses of language that have shaped the system. Language have evolved to satisfy human needs and the way it is organized is functional with respect to these needs, it is not arbitrary. A functional grammar is essentially a 'natural' grammar, in the sense that everything in it can be explained by reference to how language is used.

Following from this, the fundamental components of meaning in language are functional components. All languages are organized around two main kinds of meaning, the 'ideational' or reflective, and the 'interpersonal' or active. These components are called 'metafunctions' in the terminology of the present theory, are the manifestations in the linguistic system of the two very general purposes which underlie all uses of language: to understand the environment (ideational) and to act on the others in it (interpersonal). Combined with this is a third metafunctional component, the 'textual' which breathes relevance into the other two.

Halliday (1994: 198) introduces three functional modes of meaning of language from the point of semantic system: (1) ideational (experiential and logical); (2) interpersonal; and (3) textual. He states that they are different kinds of meaning potential that relate to the most general functions that language has evolved to serve.

2.1 Ideational (experiential) meanings

Ideational meaning deals with the ways the language represents the interlocutor's experience: 'how we talk about actions, happenings, feelings, beliefs, situations, states and so on, the people and things involved in them, and the relevant circumstances of time, place, manner and so on (Lock, 1996: 9). That is, it focuses on how the text represents the external/internal reality: a certain happening by a certain situation in the reality. Taking "Mike arrived at school at nine o'clock" as an example, it can be analyzed that a man (i.e. Mike) represents his act (i.e. arrive) at the past tense (i.e. --- ed) in a certain situation (i.e. place = school, time = nine o'clock). Obviously, the interlocutor of the text represents his event in the experiential world.

2.2 Interpersonal meanings

Interpersonal meanings focus on the interactivity of the language, and concern the ways in which we act upon one another through language. In either spoken texts or written texts, an interlocutor expects to tell listeners/readers via text. This means that each text has a relationship between providers of information and recipients of information.

It is noteworthy that such relationships of interlocutors are, naturally, influenced by the social situation, and as such, the interlocutors' position will maintain some element of flexibility. Example 3 above, Tell me when Mike arrived at school, can be replaced by (1) You should tell me when Mike arrived at school, or (2) Would you tell me when Mike arrived at school? etc. Sentence (1) demands the service more strongly by using the word should rather than the original. On the other hand, sentence (2) represents a very polite request by using the phrase Would you....., and the demand of service is not so strong as the original. Although each sentence conveys the same message, they show the difference in terms of the subtle nuance behind the message. Moreover, sentence (1) carries a demanding message by a declarative sentence, and sentence (2) does it through an interrogative sentence. This means that the interlocutor of sentence (1) can become a recipient of service. As a result, sentence forms sometimes work together to make up for meanings.

Considering the use of words, in texts is strongly connected with the interlocutor's internal reality, it is important to pay attention even to decorative words found in texts. For instance, when example 1 contain the word probably, or the phrase I suppose, the certainty of the meaning of the text will be reduced. On the other hand, when it has definitely, or I know, the certainty will be increased. Such words, extending the meaning of texts, are called modal verbs. The types of modality are various and the functions of modality are also various, depending on modal words/phrases. A sample case of modality is shown as follows:

Degree	Probability	Permission/obligation	Frequency
Low	Could / may / might / possibly	Can / may / it is permitted that.....	Seldom
Middle	Will / perhaps	Will / it is required that.....	Sometimes
High	Must / certainly	Must / should / have to / it's obligatory that.....	Usually

Table 2. Types and function of modality

By using modal words/phrases, the interlocutor can decide his/her own positioning in communication with a listener/reader. As a result, it can be said that interlocutors can produce various levels of interactivity by the choice of text forms, as well as vocabulary in the various social contexts. That is, 'politeness, formality, intimacy, the power relationship between speaker and listener and the degree that the speaker indicated willingness to negotiate the demand' (White, 2000: 9) can be created variously.

2.3 Textual meanings

Textual meanings deal with 'the way in which a stretch of language is organized in relation to its context' (Lock, 1996: 10). See the example of declarative above, Mike arrived at school at nine o'clock. The same message can

be delivered in other forms, such as: (1) He arrived at school at nine o'clock; and (2) It was Mike who arrived at school at nine o'clock. Although the core messages of the three sentences are the same, the interlocutor of each sentence can express a different nuance to listener/reader by using a different form. Replacing the subject Mike with the pronoun he in (1), it can be seen that the interlocutor expects that the listener/reader should already know how he/she is mentioning. In the case of (2), the interlocutor puts a strong focus on the subject Mike as an actor of the event. Hence, it is obvious that the way of expressing the interlocutor's experience decides the atmosphere of the three sentences.

RESEARCH METHODOLOGY

This research was a qualitative research due to the nature of the data it possessed. The data were in the form of written texts (conversation transcript). The research method was descriptive with critical discourse analysis approach. The data of class interaction collected through audio tape were transcribed using conversation analysis by Schegloff's theory (cf. Sidnell: 2009). Further, the data were analyzed using critical discourse analysis based on systemic functional grammar.

Population of this research was the students of three Senior High Schools in Poso city. Sample of this research was the text dialogues taken from 15 interactions occurred in the classroom. Those samples were selected based on purposive sampling technique. Besides, the sample selection was based on the classroom interaction considered providing much data. The researcher defined the number of text dialogues being analyzed because the texts were based on the audio visual transcription. It was divided into 5 classroom interactions each school.

ANALYSIS

This part discusses about the realization of speech function in which to all level of classes as the source of data. It can be seen that there is difference realization of speech function between teachers and students in each part (initiation and response). There are 1166 speech functions that can be identified from the data. The percentage of each part can be seen as follows:

Those percentages of the speech functions realization above can be made in the form of table as follows:

Speech Category	Function	Teacher			Student		
		Total	%	Rank	Total	%	Rank
<i>Statement</i>		207	17,75	2			
<i>Offer</i>					2	0,18	3
<i>Question</i>		408	35	1	18	1,54	2
<i>Command</i>		128	10,97	3			
Total Initiation		743	63,72		20	1,72	

<i>Acknowledgement</i>	47	4,03	4			
<i>Acceptance</i>	2	0,18	6			
<i>Answer</i>	12	1,02	5	315	27,01	1
<i>Compliance</i>				24	2	
<i>Contradiction</i>				1	0,08	4
<i>Rejection</i>	1	0,08	7	1	0,08	5
<i>Disclaimer</i>	1	0,08	8			
<i>Refusal</i>						
Total Response	63	5,39		340	29,17	
Total	806			360		

Table 8. Realization of speech functions

It is clearly shown that the realization of speech functions between teachers and students is very different. Teachers mostly give speech function in the form of initiation (63,72 %) and the other is in the form of response (5,39 %). The most quantity number of initiation is question (35 %), statement (17,75 %) and command (10,97 %). It means that the initiation of action is only shown by one speech function, which is statement. Meanwhile, the initiation of offer does not appear in the data. On the other hand, the initiation in the form of demand action are represented by two speech functions, which are question (35 %) and command (10,97 %) that place dominant role in the process of interaction. The total of the two types of speech functions is 45,97 %. If it is compared with the initiation conducted by students, there are only 1,72 % initiation which are conducted by them.

It can be interpreted that by producing more speech functions than students in classroom, teachers seem to apply their power to the student. It could be happened because of the indication of their position in the classroom. As the person who has authority to manage the classroom, teachers are free to behave as what they expect. Based on the interview conducted with teachers, the writer finds that most teachers consider their performance in the classroom as something normal or natural. It is their right to produce more statements, ask question or give commands. They do not realize that such performance will result on the ineffectiveness of teaching process.

In the next part, the writer is going to discuss about the appropriateness between speech function and its mood construction. From the data findings taken by the writer, it can be made the percentage of the realization of speech function and its mood construction as follows:

Speech function and its mood construction	Total	%
Congruent	1010	86,63
Total	1010	86,63
In-congruent		
Command is realized through interrogative	140	12
Command is realized through declarative	16	1,37
Total	172	13,37

Table 2. Speech functions and its mood selection

From the percentage of the findings above, it can be seen that majority of speech functions are realized congruent. It means there is appropriateness between speech function realization and its mood construction. From 1166 identified speech functions, there are only 156 (13,37 %) realization of speech functions which are in-congruent. Those in-congruent characteristics can be found into several parts, which are: command is realized through interogative and command is realized through declarative. It can be interpreted that the incongruent realization only contributes less significant impact toward the whole realization of speech function because it has less number of percentages in the speech function.

Next, the researcher analyzes the data based on dimensions of relationships proposed by Cate Poynton. She suggests that interpersonal relationships can be analyzed along three dimensions: power, contact and emotion. To sum up, we can think of interpersonal relationships as depending on Contact (horizontal social distance), Power (vertical social distance), and the kind and amount of emotion expressed. Emotion is partially dependent upon the Contact and Power dimensions; we tend not to express strong emotion to people of higher status or Power, or those who are distant on the horizontal axis. The expression of emotion will often in itself be an attempt to change the horizontal distance between discourse participants.

1.1. Power

The most obvious way in which we show Power is by regulating the behavior of other people in accordance with our wishes or the wishes of the institution we represent. If we wish to regulate listeners' physical behavior then the most straightforward way of doing this is to issue commands or insist on the listeners' obligations. If we wish to regulate their verbal behavior, we will tend to use questions, demanding a reply. In either case there are more and less forceful ways of achieving compliance with our wishes.

From the data taken in this research, it can be seen that all commands with imperative mood are performed by teachers. It means that teachers are having more demanding than students. In this case, students are not having demand to teachers because it cannot be found in the data. Most of the commands performed

by teachers in the data are categorized as more forceful or high degree. It can be revealed through their mood realization in demanding commands.

From the data analysis above, it can be summarized that teachers perform command to maintain their status as teacher who have authority to control the class. Such control is persisted by forcing students to do what is expected by teacher. It means that this kind of interaction emphasizes on status and authority of the teacher who can force the other participant of interaction (students) to act or behave as expected in classroom. As less powerful participant in the classroom interaction, students tend to realize their status in classroom that has no authority in the teaching process. That is why all commands are only performed by teachers. It would be strange for students to demand commands for their teachers which are considered as more powerful participant in the interaction.

Next, the most direct way of demanding verbal behavior of a listener is to use questions, technically the interrogative mood. The effect of interrogatives on interpersonal relationships is not as clear as in the case of commands. On the one hand, on the Power dimension, questioning assumes authority, the right of the speaker to demand information from the listener. On the other hand, a typical question assumes that the speaker possesses knowledge which the speaker does not have but wishes to have.

In the data, it can be found that teachers' utterances are dominated by question (35 %). Most questions are initiated by teachers. Students only perform 1,54 % question of the total utterances. As stated previously above, on the Power dimension, questioning assumes authority, the right of the speaker to demand information from the listener. In this case, teachers have the authority as the expert of the subject lesson that can manage the situation in the classroom to demand information from students. By dominating in giving questions to students can be assumed that teachers possess knowledge which they do not have but wishes to have. Probably, it is a way of introducing or stimulating interest in an issue or discourse topic in the classroom.

From the analysis above, it can be summarized that by demanding more question in classroom, teachers tend to show their status as the expert of the knowledge. It can be indicated that teacher is the person who has more access to knowledge and education. For that reason, they have ability to deliver knowledge for students in school. Meanwhile, student as the person who has lack of knowledge and education would be considered as less dominant participant in school. As the result, they should accept everything provided by teachers in classroom even more by taking for granted. It can be interpreted that such kind of interaction emphasizes on status and expertise of teachers in classroom.

Next, most commonly teachers in the classroom make statements (rather than issue commands or ask questions) using what is technically known as the declarative mood. When statements are uttered, teachers are trying to claim higher status or expertise than students, setting themselves up as an 'authority'. This happens because teachers have power to manage what should be stated in

producing declarative mood in the classroom. It can be identified through their mood in giving statements.

1.2. Contact

The contact dimension depends on the frequency and duration of meeting talking face to face. It is clear enough that there is a contact between teachers and students in the classroom in everyday meeting. Yet, in order to reveal the contact dimension, we have to analyze the interaction process in the form of transcribed conversation. Such transcription will be a written text that would be easier to analyze to see the contact dimension. On the other word, a written text which gives the flavor of speech will be more personal and stimulate some degree of contact. In order to analyze the contact dimension from the transcribed conversation, the writer uses one linguistic device which is related to the imitation of dialogic speech, which is the use of incomplete sentences, technically, minor sentences.

Minor sentences are stretches of text punctuated as sentences but with the main verb or subject missed out. In dialogue (classroom interaction), obviously, such utterances or sentences occur quite naturally, for example in response to questions. When an utterance is incomplete, as in answers to questions or minor sentences, then the reader/hearer has to supply the missing information. This will either come from the previous question or from knowledge brought to the transcribed interaction brought by the hearer. Incomplete sentences assume that speaker (teacher) and hearer (student) share a good deal of information which does not need to be explicitly spelled out. It can be further assumed that between teacher and student there is a high level of contact. It means that teacher (as speaker) and student (as hearer) are having high frequency and duration of interaction in classroom. It is obvious because they always meet everyday in the teaching process.

1.1. Emotion

There are three main ways of encoding emotion in the transcribed texts. First, there is what we call emotive “spin”. Take for example:

Positive	Neutral	Negative
slim	thin	skinny

It can be seen that these words are three identical balls, three identical concepts, but *slim* spins positively, *skinny* negatively and *thin* does not spin at all.

These words with emotive “spin” are different from a second class of words which are empty of conceptual meaning, it is called affective words, for example swear words. In English context, the swear words like *fuck* has no reference to copulation, *bloody hell* no connection with blood, and *piss off* nothing to do with urination. They are simply strong expressions of negative emotion. Less strong expression of negative emotion include *terrible*, *horrible*, *awful*,

disgusting, pathetic and at positive include *nice, fine, cool, great, wonderful, smashing, fabulous* and so on.

In the data, it can be found that teachers use more positive and neutral spin than negative spin. It is proved from the use of words in which there is no negative spin found in the data. This is probably because the situation is more formal in classroom or even teachers realize their position in front of the classroom. For that reason, they tend to use many positive and neutral spin in teaching process.

Second, a further aspect of emotive meaning is euphemisms, words used to avoid a direct reference to something considered impolite. Because the more common core word is taboo or has negative emotive spin, these terms are substituted, for example in English we have *comfort woman* is substituted for *prostitute* and *motion* is substituted for *faces/shit*.

There is no data that show about euphemism found by the researcher. It seems that teachers tend to use positive or neutral spin. Probably this is because they want to create positive emotion with students or the condition in classroom is comfortable for them to show positive emotion.

A third way of conveying emotion is to conceptualize it. In English, this is when we use words like despair, depression, nervous, amazement to describe rather than express one's own or other people's feelings as it were objectively and from the outside. Emotional attitude can also be conceptualized through the use of modals of disinclination, e.g. *need, want to, am inclined to, am keen to, would like, would rather, unfortunately, hopefully*, etc. There are several examples in the data that show about this conceptualization.

The data shown above may perform positive emotion from teachers in teaching process. They tend to use positive and neutral spin by conceptualizing the concept of what is being spoken. For instance in data 1 above, the teacher uses words *diandaikanpacarkamu* 'supposing your special friend' to give explanation to student about how to describe the person. On the other hand, students give positive response towards teacher's way by laughing as a response to the statement. Beside that, the next data also show that teachers want to make conceptualization towards the context by expressing inclination, as shown from some expressions like *maunyaibu* 'I (the teacher) want', *maksudnyaibu* 'I (the teacher) mean'. It seems that teachers want to maintain positive emotion by using positive or neutral spin in delivering speeches.

However, there are also several data found in this research that show contrastive attitude in the process of interaction. It can be revealed through high intonation performed by teachers in giving commands to students. Such intonation can be identified through some stresses uttered by teachers in demanding command. Such intonation may lead to an interpretation that teachers want to be obeyed by student and expect to get quick response. As strongest demand, command need to get quick response. Yet, by showing high intonation in giving command, it would create a force to hearer. Moreover, high intonation is usually

connotated with anger, as shown in the data (*kamujanganmenungguhasil daripapan 'Do not expect the result on the board'*). For that reason, in this context, it can be assumed that teachers are performing negative emotion when they are giving command.

Not only that, if it is related with the strength of obligation that has been explained in the previous part, the use of transitive or intransitive verbs by speaker to give command will insist hearer to do what is expected by the speaker. It can be also found in the data in which teachers use transitive verbs in giving commands: *Buatkelompok 1, 2, 3 dan 4!* 'Make group 1,2,3 and 4!', *Majukamulihat! Masing-masingbikin 5 kalimat!* 'Come forward! Make 5 sentences for each!', *Kamujanganmenungguhasil yang daripapan! Ayo kerjakan!* 'Do not expect the result from the board!' Do it!' From the discussion above, it can be summarized that the interpersonal relationships between teachers and students in classroom is much more determined by power relation. Such relation can be revealed through linguistic practices performed in the classroom.

CONCLUSION

From the result of analysis about the realization of speech functions, it can be concluded that the interaction in the classroom is dominated by teachers. From 1166 speech functions analyzed in the data, there are 806 (69,11 %) speech functions are realized by teachers. Meanwhile, there are only 360 (30,89 %) speech functions are realized by students. This domination is mostly influenced by social status of the interaction participant. Teachers become dominant participant in the classroom who is more authoritative (managerial and knowledge) because they have more power than student. It can be seen that by dominating the initiation process teachers want to create one way communication in teaching process in the classroom.

From the analysis about the appropriateness between speech functions and its mood selection, it can be concluded that most speech functions are realized congruent, which is 86,62 %. Meanwhile, there are 14,73 % speech functions which are realized incongruent. The incongruent realization occurs when teachers have intention to soften their tone in demanding command. It means that teachers (speaker) realize their speech function appropriately in the classroom, especially in giving initiation. For that reason, it would create positive response from students (hearer) as expected by teachers. It can be further concluded that the incongruent realization of speech function does not have significant impact towards the interaction process in the classroom.

From the data analysis, it can be also concluded that the interpersonal relationships between teachers and students in classroom are more influenced by the Power dimension. Meanwhile, Contact and Emotion dimension do not give significant impact toward the process of interaction between teachers and students in classroom. Further, it can be concluded that teachers mostly demonstrate their power by regulating behavior through the use of commands and questions. Mostly

data show that teachers use high degree in producing commands. For that reason, it can be interpreted that as the authoritative persons who have more access in knowledge and education (expertise), teachers keep maintaining their status by showing their domination in the interaction process. This may create on the communicative problem in the interaction in which students are more passive in the classroom. Everything delivered by teacher is taken for granted by them.

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**Developing Thematic Interactive Supplementary Reading Materials
in a CD Form for Students of Elementary Schools with International
Standards –Part II**

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Abstract. The present study aims at developing thematic and interactive supplementary reading materials for elementary school students in a CD form. The study is motivated by the fact that in the current era of information and communication technology young learners are exposed more intensively to not only English but also information sources that are bound to be massively and electronically packed. To address the needs of young learners in such a situation, the present study employs educational development research. The study is carried out in a two-year phase: In the first year, an Research @ Development design (Borg & Gall, 1989) was utilized involving several steps as follows: needs assessment, product blueprint and principles for designing the product, development of a prototype of the product model, expert validation and focussed group discussion (FGD), and limited tryout for grades 3 and 4. The result of the first year study is a model of thematic and interactive supplementary reading materials for elementary school students in a CD form containing 4 units, each unit of which contains these components: warm-up activity, vocabulary, grammar, reading aloud, and reading comprehension. Results of the FGD and the limited tryout of the product in the first year showed that the materials, while a lot of fun to do, are perceived by students and teachers to be useful and educative to provide students with functional reading skills to meet the challenge in the new millennium. However, some points in the product and the principles need improving. In the second year the present study is intended to address these crucial points for a better product. In the second year, the study employs Design and Development Research (Richey & Klein, 2007) conducted in four main steps: reviewing the basic design and principles of product development, model development, expert validation and FGD, and real classroom tryout in grades 5 and 6.

Keywords: *reading, interactive, thematic, elementary school*

Background

To anticipate challenges of the third millennium, Indonesian human resources need to be well prepared far in advance so that they will become individuals who have competitive advantages in the globalized world. The present study is conducted as an attempt to contribute to the provision of young learners of Indonesia, grades 5 and 6, with English reading skills involving higher-order thinking skills, essential skills inevitably required in the global competition in Millennium 21. This study is in accordance with results of previous studies that reveal the impact of earlier years to start learning English in the elementary school level on the subsequent learning of English in the junior secondary levels (Rachmanajanti, 2006; Handayani, 2014).

The present study is the continuation of the first year study (Sulistyo, Rachmajanti, and Andreani, 2013) which was motivated by the concern with the absence of reading materials suitable for the provision of young learners of Indonesia with English reading skills at higher-order thinking skills with reference to schools with international outlook. Results of needs observation indicated a number of challenges faced by students in their learning English at schools. The challenges are obvious in these areas. In the first place, there was no reading materials available yet to meet the need of elementary school students to face the challenges in Millennium 21 which suit the Indonesian context of learning English as a foreign language. Secondly, instructional materials available in the market are commonly products of foreign writers and publishers which are not suitable for the students as these materials contain cultural elements not reflecting Indonesian characters. In addition, the language expressions used in the materials for sale in the market do not match the students' level of English ability. Finally, instructional materials available on CD focus on mastery of materials for early levels such as introduction of vocabulary items, sentence level grammar items, and stories and games at the lower level of ability. In such a condition, students are faced with challenges to get suitable materials that can facilitate them in improving their competences in learning English.

The aforementioned situation is not desirable. Therefore, supplementary materials in English for elementary schools are inevitably required. The instructional materials that are developed in the present study take the form of a *compact disk (CD)* as in learning a language, including learning English, young learners need to have more exposure to the language in a varied form of language input, including both non-electronic and electronic materials (Scott dan Ytreberg, 1990). In terms of instructional contents, the instructional materials that are developed in the present study are thematic-integrative. By being thematic, it means that the themes of presentation include contents across the curriculum (Grenfell, 2002; Kostelnik, 1991), embracing topics of different subjects such as biology, environment and so on, while being integrative means that the presentation of the materials involves a varied number of interactive tasks in reading activities. All this is based on two reasons. First, the development of

reading materials for children should be oriented to the development of theme-based reading contents. In the long run it is expected that this endeavor would accommodate children's development of conceptualizations of real-life materials that would become the cornerstone in their understanding, thinking and arguing (Kostelnik, 1991). Second, interactive reading activities designed in the development of these materials, according to the model theory of reading, is an attempt to combine the advantages of bottom-up models of reading and top-down (Boothe and Walter, 1999). English-language reading materials that are thematically-developed into interactive CD in this present study is expected to attract students to learn and develop their reading skills in English in particular and English in general as demonstrated in the development of similar instructional materials in the previous studies (Andriana, 2012; Dewantara, 2013).

Phase I of *Penelitian Unggulan Pengembangan Prototipe* has been completely accomplished. Several points are revealed based on the result of input from elementary school teachers during focus group discussions and try-out results of the product "Interactive Thematic Reading Supplements Package for Elementary Students / MI Global Perspective" to students in an elementary school in Malang that implements English learning programs. First, to teachers, in terms of appearance, the cover looks designed professionally in that it includes titles, users, language skills to be learned, contents of the CD, and the developers. It is also revealed that in terms of contents, the CD comes with a manual using simple language that students can understand easily. Also, it has guidelines informing the contents in the CD, a list of themes/topics of interest presented systematically, the level of difficulty of the material in accordance with the ability of students in grades 3 and 4, text readability level, a variety of learning activities allowing students to choose learning activities that are of interest. In addition, the content includes an effective animation, games presented in an interesting and relevant way. The content also uses the appropriate letters with a size that is easy to read. The materials are also colorful so that the overall CD looks attractive and easy to operate, especially buttons and menus etc. Themes / topics accord the ability level of students, and are graded from easy to difficult ones. The animation is presented according to the characteristics of students and the level of vocabulary and sentence patterns match the student's ability level. Third, with a view to student responses, to the teachers, the user guide and the instruction are easily understood; the steps in each learning activity are easily followed. They were also of the belief that the material on this CD could equip the students with reading skills. Lastly, viewed from another aspect, the sound of the CD has a level of clarity and sharpness. Pictures and illustrations allow students to understand the content of the passages and exercises more easily, and the background of the passages which is colorful fits the sub-titles.

The teachers' perception during the focus group discussions as described previously are also supported by the students in the tryout of the product. In general, most students as the respondents stated that, first, the CD package is quite

fun because they can learn while playing. Next, this CD package makes students learn while doing things with fun. To them using the package, learning is fun as the materials are attractive and easy to understand. The package is a good material to learn as they can better understand varied information in passages presented with colorful backgrounds. Finally, they believed that this CD package can be used anywhere.

It can be concluded that the CD package is beneficial for elementary school students to increase their knowledge and skills in reading English language development to meet the millennium in 2015, the so-called 'Millennium Development Goals' in accordance with the birth of the 'Millennium Declaration of the United Nations' (2000).

The results of this study are expected to support the government program launched through the Decree of Education 060/U/1993 about learning English in primary schools as a local content. This regulation implies that students will be able to function in English more fundamentally if they, starting at earlier ages, are exposed more to reading materials in English as a way to comprehensible input to enrich their mastery of vocabulary items, grammar patterns and their English reading skills. Such conditions should be accommodated by reading sources in accordance with the level of students' English proficiency. To realize this goal, more research needs conducting as efforts to find ways to improve and to sustain English of the elementary school students. In other words, the research previously conducted needs to be developed further still on the basis of interactive thematic CD for learning English.

On the bases of the context described previously, the present study aims at developing further a package of supplementary interactive thematic reading materials in the form of CDs which are conceptually based and empirically supported.

Significance of the Study

The results of this study are expected to benefit the following parties. In the first place, the product of the present study will contribute to the elementary school teachers. The package which is in the form of supplementary interactive thematic reading materials in a CD form can be used in the classroom to improve reading skills of students by learning with more fun.

Secondly, the result of the present study is expected to benefit lecturers in the English Department, Faculty of Letters, State University of Malang in particular. The package can be used as useful feedback and reference as a basis for further development of technology in learning and teaching English to young learners. In addition, the instructional material developed in the present study will benefit course designers. They can use it as a topic of study materials for students in designing a learning resource. In addition, the package can be used as a trigger for the development of other kinds of lesson packages that supplement other

materials for elementary school students.

Finally, for future researchers in EFL, the results of this present study can be used as a valuable input for the development of further research. The studies, for example, are action research, experimental research, survey research and reading ability of students to see the impact of learning by implementing the supplementary reading materials for elementary school students.

Characteristics of Young Learners of English

Viewed from the standpoint of their language competence (Dunn, 1983, and Elliot, 1994), young learners - ages between 6 and 11 years - have different rates in their language acquisition. Young learners master language relatively faster than adults primarily when the atmosphere of learning is conducive, that is when they learn the language while playing or doing something fun.

What follows discusses characteristics of young learners in the Indonesian context. What is meant by young learners in this context is those who are ready to go to grade 5 (five) according to Scott and Ytreberg (1990). In the first place, learners in this age group are considered miraculous in learning because they start to understand the adult world in that they begin to learn to interpret the basic concepts around them and they can sort out between the real world and the fictional one. Secondly, they begin to understand the system of a language so that their sense of curiosity about language leads them to studying linguistic matters that are not obvious to them. Third, they start to demonstrate their ability to cooperate and learn from each other. Therefore, in language learning, including learning English, they should be exposed to various forms of learning resources, such as dealing with others, being exposed to various types of media teaching, and learning a variety of materials including non-electronic materials and electronic learning sources.

In this era of information technology both electronic and non-electronic learning materials are easily obtained, for instance by downloading from the Internet sources. However, not all instructional materials available are in accordance with the characteristics of young learners in Indonesia. Not only do they need to learn English, but they should also be exposed to the cultural values of the nation. Therefore, the availability of learning materials necessary to learn the nuances of the culture of Indonesia is essential in addition to learning foreign cultures. Learning English also means learning to master English language skills that include listening, speaking, reading and writing. This study is focused on reading skills because children basically enjoy reading stories (Ng, 1994). It is through reading activities may values close to their local culture and lives be embedded for the young learners to learn while learning English as not only a foreign language but also a part of foreign cultures.

Interactive Reading and Reading Skills for Elementary School Students

According to the Content Standards for elementary / primary school (Content Standards, 2006), the English language is presented to elementary school students with the aim that students have the competences in the four English language skills: listening, speaking, reading, and writing. This study is focused on the development of reading skills competency interactive because basically the your learners are excited about reading stories as they play.

What is interactive reading? The term ‘interactive’ reading can be understood in the context of understanding passages involving not only physical, emotional, but also mental activities during reading sessions. Reading as interactive activities, first, refers to the activities that arise from the result of interactions between a reader and a passage during reading activities. Reading as interactive activities is commonly understood as a reader’s response to reading passages manifested in the form of physical activities, be it activities of pronouncing individual words or other physical activities as a reflection of understanding the content of the passage being read.

Reading as an interactive model of reading is different from theories of interactive reading as physical activities. Interactive reading as a theoretical model of reading attempts to combine the strengths of the bottom-up and the top-down models during reading activities (Boothe and Walter, 1999). In this study, interactive reading is interpreted as the first meaning, namely physical activities that occur during reading activities. In this activity, there is a possibility of an interactive mechanism in the meaning of reading as an interactive model.

Reading Skills in the Content Standards for Elementary Schools

The scope of English in elementary schools include the ability to communicate verbally limited to the context of school environment, which includes aspects of listening, speaking, reading and writing. Writing and reading skills are geared to support the learning of oral communication.

Based on the contents of the Content Standards 2006, the competences in reading that the fifth and sixth graders must achieve are as follows. By the end of the lesson, students are expected to have competences in reading aloud and spelling the English alphabets, producing acceptable pronunciation involving words, phrases, and very simple sentences as well as understanding written sentences and very simple messages.

Achievement of reading competences will be more optimal if the teaching of reading skills involves the selection of interesting reading materials and in accordance with the child's world. Kostelnik (1991) suggests that the reading materials for children should be developed on the basis of themes, namely theme-oriented reading materials that would accommodate the future development of the right conceptualization of things around the young learners with which these concepts will form a basis for understanding, thinking, and arguing in their future lives.

Reading Skills according to an International Standard Syllabus

What follows presents detailed micro-reading skills that should be mastered by students of primary schools that will implement an international curriculum that integrates the X factor as a plus in the syllabus of English language learning. The X factor may be adopted from an international curriculum so that the curriculum of primary school is a synergy of the national education standards and the international standards.

Based on the contents of an International Standard Syllabus, competences in reading skills that grade 5 (five) must achieve are as follows: At the end of the lesson the student should be able to do these: read different types of stories, poems, and informative books; read books consisting of units; identify the division of paragraphs in a discourse and a unit/chapter; read the play and dialogues with various situations; identify a wide range of related stories and themes; provide commentary on the books written by an author; reading aloud expressively that the listener captivated; read poetry; find the words (eg, adjectives, verbs) that significantly alter the meaning of the passage; find the main idea in a text; find detailed information; find information in non-fiction texts; find the main idea in a variety of functional text types such as lists, tables and the like; read instruction; and find books with a certain classification and search for sources of information with the virtual world .

While competencies in reading skills to be attained primary school students / primary school grade 6 (six) are as follows: At the end of the lesson the student should be able to do these: extend the analysis of literature read in addition to stories, poetry and informative books; compare the contents of the reading of literature; explore the differences in the process of silent reading and reading aloud; review the settings and characters in a discourse; understand the narrative discourse structure; understand the style of language in a discourse; identify explicit and implicit meanings; understand the content of a play and play a role; find similarities and differences in the content of the poems; identify a wide range of fiction texts and their characteristics; read reports in newspapers; distinguish between facts and opinions; identify the structure of the text form of argument; analyze the persuasive text form; find the words or key phrases in a discourse, and identify how the ideas are organized in a paragraph and unit/chapter.

The competences of an international syllabus presented above include a wide range of competences. When it is compared to the local content one, these competences cover wider abilities. In addition, it is obvious that the content of reading competences in the syllabus for grade 6 (six) is the extension of the syllabus of grade 5 (five) in which in the grade six syllabus, the students are expected to have reading competences higher than those for grade 5. For the purpose of the current study however, not all competences of the international syllabus are considered. The reason is that in addition to the time constraint, the

competences selected should constitute higher ones but they are still realistic for the students' level of language abilities.

Interactive Learning-Based Multimedia

Multimedia according to Heinich et al. (1982) is one of the technological developments that incorporate a wide variety of audio and visual media for the purpose of learning and teaching. In practice, the concept covers not only the inclusion of audio and visual media alone. However, it is more complicated than that. Multimedia involves the integration of two media, audio and visual format that is packed with a systematic and structured in its presentation.

The use of multimedia in learning English is actually a teacher' effort made to enhance the students' learning by way of language exposure in a more concrete fashion. Thus, it attempts to engage students in the learning process more intensively, or even it is used as the basis for overall learning processes (Harmer, 2007). In general, multimedia is used for both practical purposes and for purposes that are motivational. In learning, multimedia will encourage students to be more active and more motivated to participate in learning activities.

There are a wide variety of multimedia that may be used in the teaching learning process such as a combination of slides, films, television, computer and LCD, Machine CD / DVD. The use of multimedia in English class can create an environment that is rich with cultural and linguistic information about the language. Multimedia provides the opportunity for teachers to explore the more profound aspects of verbal, non-verbal, and culturaleal aspects.

In connection with interactive multimedia, this term can be interpreted as a medium that consists of several elements, including images, texts, sounds, videos and photos which can be used to interact with users (Priyatmono, 2009). Computer softwarethat is commonly used is Macromedia Flash and Macromedia Director. The latest oneis Adobe Flash CS 3.

Research Procedures

Unlike research steps in year I, the second year of this present study is designed to adapt a D & D design (Richey and Klein, 2007) which is research involving design processes followed with the development activities to be performed next. This plan is employed without research steps as those performed in R & D designs (Borg and Gall, 1989). R & D steps were performed in the first year of the present study in which several aspects were already identified:students' learning needs and materials development model. As this present study is the continuation of the first year research activities, in the second yeartherefore research activities needing to be completed areas follows: planning, development, validation and verification, and a limited-scope tryout.

In the second year of the research scheme, the implementation of measures includes several steps as follows: reviewing the concept and the principles of materials development already established in the first year; determining the themes and topics as a result of mapping the themes and topics that have been created in the first year; writing 6 (six) manuscripts for the package of English language based on first the concept and the principles of materials development, second the selected themes and topics for primary school students, and third mapped reading skills; internally reviewing the 6 (six) manuscripts; developing the manuscripts into interactive electronic media presentation; reviewing internally the interactive electronic media presentation of the 6 (six) manuscripts; validating externally the package of supplementary interactive reading materials by experts; verifying the package through focused group discussion (FGD); revising the package based on the feedback by experts and the results of FGD; trying out the package in a real class activity; and finally revising the package based on feedback from students, teachers, and observations on the limited trial.

This study was conducted according to the stages of the study design. Therefore, the study subjects are distinguished by phase of the study. In this study, the subjects are determined based on two stages: expert validation - verification stage and limited-field testing stage.

Subjects in the expert validation - verification stage are an expert in media and multimedia who specializes in teaching English for young learners (EYL). The selection criteria are as follows: holding at least a master's degree, and having minimum of 5 years of teaching experience in the expertise.

For FGD purposes, six elementary school teachers involved in year one were involved. The following criteria are used to select the teachers: holding a minimum of an S-1 degree; having a minimum of 5 years of teaching experience; having been officially certified; teaching in upper grades, i.e. grades 5 and 6; and not exceeding 45 years old.

The subjects for a limited field tryout are two teachers who each teach in grades 5 and 6 at different schools. In addition to the two teachers, the subjects in the field tryout are the students who are taught by the two teachers. When the two teachers teach parallel classes, one class will be chosen at random.

Data collection instruments are also developed based on the stages of the research conducts: the expert validation and verification and limited field testing. In the expert validation and verification validation and verification sheets are developed for also use in FGD. In the limited field test field stage, fieldnotes, questionnaires and interviews are employed.

Preliminary Results

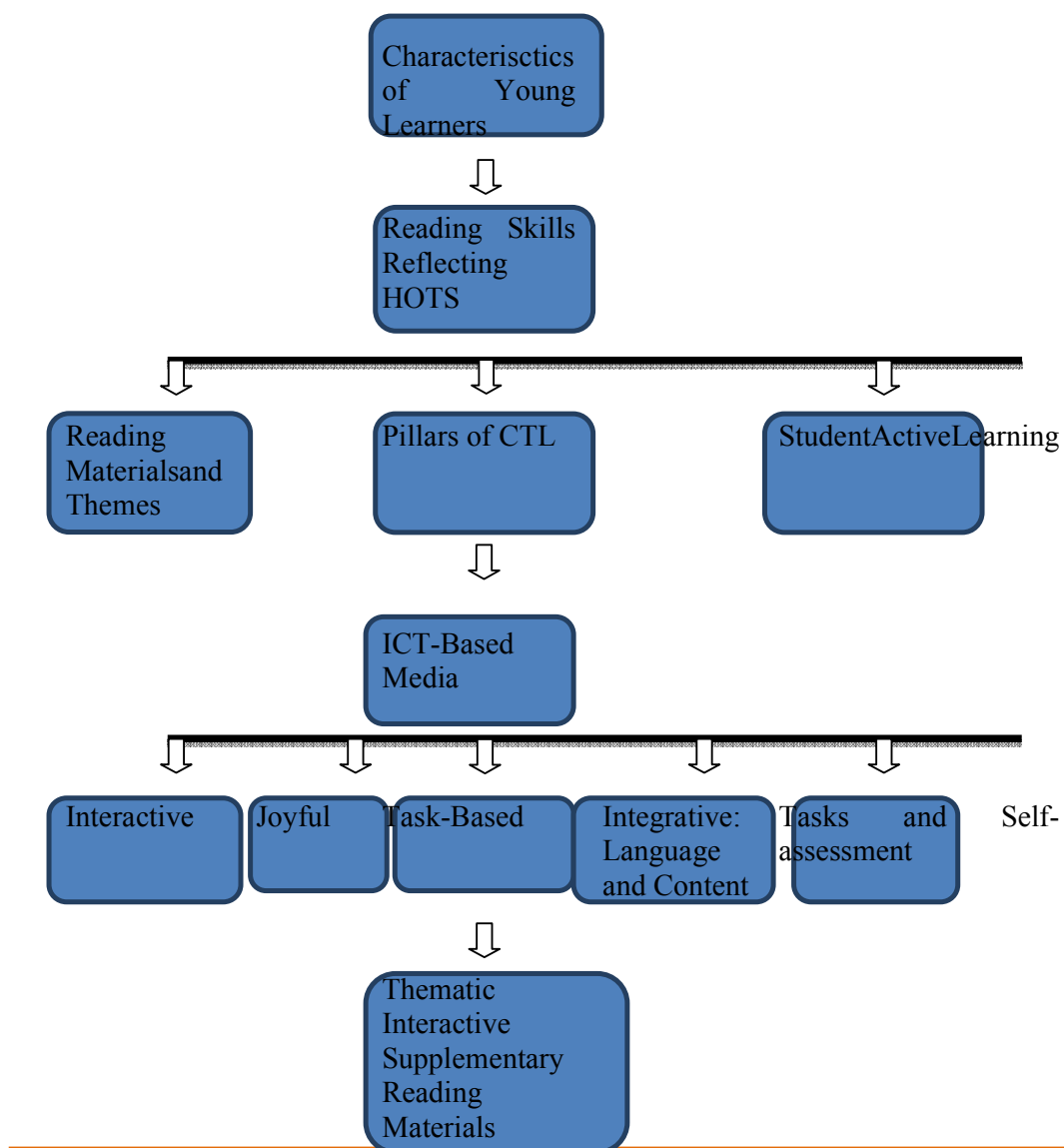
The present study is still in progress when this report is written. However, several steps have been carried out. These activities include reviewing the

concepts and the principles of instructional material development, writing the manuscripts for each unit of the package, and internal review of the manuscript.

Reviewing the Concepts and the Principles of Instructional Material Development

Based on the results of the research in year 1, several points in the the concepts and the principles of instructional material development for the present study need reviewing.

The chart that follows roughly outlines the concepts underlying the development of instructional materials for research in year 1.



Meanwhile, the principles for developing the instructional materials in the first year of the research are outlined as follows: considering the characteristics of early young learners, bilingual, ICT- based (Dudeny & Hockly, 2007), interactive, based on pillars of contextual teaching and learning (CTL) (Johnson, 2002; Sears, 2002), based on ideas of student active learning, integrative, theme-based (Kostelnik, 1991), involving HOTS of reading skills, based on joyful learning principles, task-based, and oriented to character building.

In year 2 the concepts underlying the development of instructional materials for research in year 2 undergo a small change, not in terms of the chart, rather in terms of the content of the cell. So, the chart remains the same but the cells for contents for integration and authentic assessment are redefined as follows: integration refers to integrativeness of language and content, implying ideas of English across the curriculum in which popular themes and topics of different subjects are more focused on current issues and relevance. Meanwhile, authentic assessment is meant to be very specific, which includes a varied form of tasks and self assessment.

As with the principles, a more focus is offered: language-content. This principle is meant to cater for the concept of integrativeness of language and content. This means that in year 2, reading materials are concerned more with popular topics reflecting English across the curriculum. In addition to these, as the package is meant to be for grades 5 and 6 students, the complexity of the reading materials as well as the tasks will be raised a bit with a purpose to pose the students with a more challenging tasks and thinking.

The basic design used as a format for developing each unit includes these components: the title of the unit and unit's learning objectives, warm-up activity, vocabulary, sentence building, and reading comprehension. However, for each unit there is still a possibility for providing a variety of exercises in the form of interactive tasks. In addition to these, a variety of other learning activities intended to enrich learning experience that reinforces mastery of vocabulary skills, grammar, spelling and reading comprehension where relevant may be employed in each unit. The forms of the activities can be oriented to science activities, fun activities, games, and others. Wherever possible, each component is colored and illustrated with relevant and interesting pictures. Additional elements of sound are considered.

Results of Writing the Scripts for Each Unit of the Package

There are 6 (six) themes that are decided to be developed in year two research activities. These are information technology, environment awareness, roles and rules, safety in transportation, cultural events, and idols. These six themes are further developed into corresponding topics as follows: for the theme 'information technology', the topic is 'smart tools'; the theme 'environment awareness', the topic is 'global warming and climate change'; the theme 'roles

and rules’, the topic is ‘my family members’; the theme ‘safety in transportation, the topic is ‘how to ride a bicycle safely’; the theme ‘cultural events’, the topic is ‘several cultural festivals in Indonesia’, and the theme ‘idols’, the topic is ‘outstanding figures’.

Results of Internal Review of the Script.

Each of these six units is developed by different writers. Therefore, prior to transformation of the scripts into the electronic media presentation, an internal review is performed on each script made by different writers. The goal is to examine more closely these areas: suitability and relevance of the tasks with the learning objectives; level of difficulty of the reading passages; suitability of passages and topics; suitability of visual illustrations, correct use of language, both grammar and vocabulary items; suitability of the form of tasks; a variety of tasks, and equality and continuity between units.

The review is carried out through a discussion in which each writer shows their work later for critical comments and discussion. Four people are involved in these activities, all of whom are actively involved in the present research. Revision is made based on feedback during the review.

The results of the internal review are as follows. Some tasks are considered difficult. So, they need simplifying. Other tasks need adding. In general, however, the tasks are relevant and suitable with learning objectives. The topics of all passages are also suitable. But, some passages are technical and need simplifying in terms of using technical terms. Some illustrations need sharpening and replacing relevant with the theme of the passage under discussion.

Some minor grammatical errors and typographical inappropriateness are identified. Also, inappropriate dictions are spotted. These inaccuracies are then revised accordingly. The tasks developed in general are varied. However, when it comes to equality and continuity between units, reduction and addition of tasks in different units need to be made proportionately.

Discussion

After the basic concepts and the principles of developing the package of the present study are reviewed and thus reformulated with the purpose of relevance and facilitating the writing of scripts, these are basic concepts and the principles used as a reference in developing interactive reading activities. Basically, the general design and the principles can be put into interactive reading activities in the form of scripts for each unit. However, a similar challenge happens in the process of developing the tasks. In the first year, interactive reading activity scripts were successfully developed, although it did not reach 100% as has been idealized in the basic concepts and the principles. Approximately the majority (75%) of the concepts and the principles can be ‘translated’ successfully into interactive reading activities in the scripts (Sulistyo,

Rachmajanti, and Andreani, 2013). But, another challenge arises when the scripts present accompanying visual forms and illustrations without having to sacrifice the main focus of learning activities, namely reading comprehension. There is a concern that the visualization would potentially look more interesting to learners than reading interactions as the main objective of the product development. However, without visualizing the context, it seems also feared that the material itself without illustrations will make the learners not interested in undertaking reading tasks considering that the target for the package are young learners who have a tendency not to focus solely on reading without illustrations which would keep them interested in reading.

The idea of combining reading passages and illustrations is supported by the idea of Gelda (1993) stating that reading with illustrations offer a unique opportunity for young learners to develop visual literacy in which the students are given their chance to see the illustration to explore, reflect, and to critically evaluate the image of the illustration and the content of passages. When young learners explore and develop their ideas guided by pictures, they also develop the ability to read the passage. Thus, they will gain a deeper meaning when reading and awareness of how visual imagery can be used to construct meaning from the passage they read. With the belief that the illustrations would have an impact on learning that supports students' reading, reading and illustrations combination is expected to provide more opportunities for students to develop the imagination of the content of reading passages on the student part. Use of pictures also enhances comprehension as a study by Pan and Pan (2009) reveals although the respondents of their study were college students. A similar finding is also revealed by Tavassoli et al. (2013) when they investigated the impact of pictorial contexts on reading comprehension on Iranian high school students. With elementary students, a study by Gerrard (1988) reflects the important role of pictures in reading comprehension.

Conclusion and Recommendation for Future Works

This study is still underway when this report is made. Several more steps need accomplishing to fully conclude this study. However, a tentative conclusion can be drawn as follows. Developing theme-based and interactive instructional materials for equipping elementary school students with higher order thinking skills in reading is an endeavor that requires accuracy at different levels of development: needs assessment, development of concepts and principles of materials, script writing, and presenting the scripts into ICT-based visualizations. Not all of what is idealized in the concepts and principles can be fully realized in the ultimate form as there are often times technical constraints that do not automatically lend by themselves to the creation of the product we image. However, this does not mean that idealization in concepts and principles of instructional materials development should be put aside. They are inevitably obligatory to be there as they will guide the writer during the development

process. To that direction, material developers need to be resourceful, innovative, and if possible creative in ‘translating’ ideas into tangible instructional products.

As developing instructional products is a long process requiring several critical stages, an achievement or a challenge in a stage is a signal that may direct the developers to look back and reflect success or failure in the previous stages.

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Istanbul as an Authentic Material

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Abstract. This study is about an authentic material which was designed for a trip to Spain and Poland through Erasmus Teaching Mobility Program. Based on Tourism and Hotel Management Department students' needs, a new lesson was designed by utilizing real-life information about Istanbul. The activity was titled as *Istanbul Travel Guide: Top 10 must-see travel attractions*. Although the focus was on Istanbul, the activity can be adapted into different forms and it would be interesting for students all over the world. This lesson involved students' hands-on application of previously activated, up-to-date knowledge with the help of authentic videos. Oral, auditory and tactile skills have been actively involved and integrated into the tasks as much as possible. Students showed great enthusiasm and reported success at the end of the lesson. Student evaluation (Davies, 2002) questionnaire was administered and the outcomes of the lesson were examined by the researcher.

Keywords: *authentic material, culture, materials design, student evaluation*

1 Introduction

This study is grounded in a 5-hour lesson conducted at Rzeszow University in Poland through ERASMUS Teaching Staff Mobility program. The Programme fosters not only learning and understanding of the host country, but also a sense of community among students from different countries. The Erasmus experience is considered both a time for learning as well as a chance to socialise. (http://en.wikipedia.org/wiki/Erasmus_Programme) In order to promote the internationalisation of universities on several levels, the student exchange scheme is complemented by a staff mobility programme, which is to encourage university staff to take on short-term positions abroad so that they contribute to the curriculum of partner universities and learn from best practice. Not only are lecturers given the opportunity to go to enhance their career and personal development, but they also contribute to the internationalization of their host university, promoting the exchange of knowledge and experience among European teachers and students. (cited from http://www.rwth-aachen.de/cms/root/Studium/Im_Studium/Stipendien_Foerderung/~bduk/ERASMUS_Dozentenmobilitaet/lidx/1/)

2 Literature Review

There are different definitions of 'authentic' in literature. The most common is 'exposure to real language and its use in its own community'. cites, Rogers (1988) defines it as "'appropriate' and 'quality' in terms of goals, objectives, learner needs and interest and 'natural' in terms of real life and meaningful communication"(cited in Kilickaya, 2004) . Harmer (1991), (cited in Matsuta (n.d., para. 1) defines authentic texts as materials which are designed for native speakers; they are real texts; designed not for language students, but for the speakers of the language. Jordan (1997, p. 113) refers to authentic texts as texts that are not written for language teaching purposes. Authentic materials is significant since it increases students' motivation for learning, exposes the learner to the 'real' language as discussed by Guariento & Morley (2001, p. 347).

Many studies have been carried out on the concept of using authentic materials, designing materials according to needs of students, using culture while teaching English as foreign or second language. Block (1991) cites three reasons for using teacher-made materials in classroom: contextualization, timeless, and the personal touch. As Block points out, personalized materials are appreciated and valued by learners as evidence of teacher commitment. They are immediately more relevant and accessible of stimulating learners' curiosity as a prerequisite to motivating them to engage productively with the topic matter of each lesson. (Cited from Davies, 2002) Davies (2002) states, "'preparing your own materials' in this way also means that as teachers and materials developers we really we really begin to 'close the gap' between ourselves and our students. In this more global and involving dual role it becomes even more important to understand our students, and get to the very heart of what it is that they really want from their learning".

English language teachers design materials as supplementary to use cultural elements according to the needs of the learners in their particular context. Lending support to Wyatt (2011), "materials design, this is a topic which I believe is worthy of study, since despite the preference shown in diverse national contexts for a top-down approach to curriculum development, there will always be a need for DIY materials design skills in language teachers". As Howard and Major (2004) note, " modern technology provides teachers with access to tools such as Clipart, Internet Access and digital pictures that enable professional in material production".

Davies (2006, p.9) reports of survey data gathered over time which "consistently reveal that general English textbooks do not inspire my learners, who often find topics, activities, and level do not match their needs or expectations". Other criteria are important, too. To support language acquisition, Masuhara and Tomlinson (2008) argue, learning materials should provide exposure to English in authentic use in meaningful ways, promote such use and provide opportunities for feedback. They should interest the learners, engage them affectively and cognitively, stimulate discovery and set achievable challenges.

They should also sustain positive impact, encouraging the culturally appropriate and meaningful use of the international language outside the classroom.

3 Method

3.1 Steps of the lesson

The teacher taught English to students who are studying at the department Tourism and Hotel Management. Therefore; the lesson contains some cultural elements of both the host and the visitor country. Learning outcome of the lesson is that students will be able to integrate oral, auditory and tactile skills into the tasks by the end of the lesson. Subskills of the lesson is that students will be able to read an authentic text and write a paragraph based on the newly learned culture. Steps of the lesson are as follows:

1. The lesson starts with speaking. In this part, there are some characters from Turkey and they are planning to visit Poland. Description of characters includes their names, ages, personalities, likes and dislikes while they are having holiday in Poland. The Polish students give some advice to these people as where to go, what to do, how to do, what to eat and why? In this step, students talk about their experiences and discuss with their classmates.
2. After talking about Poland, the teacher asks some questions about Turkey and Istanbul to learn whether they have background information or not.
3. Then, students have their worksheets for matching reading activity. There are pictures and ten description paragraphs about 10 must-see places of tourist attractions in Istanbul such as historical, interesting and popular places (see the pictures below). Students look at the pictures, read descriptions that are simplified and changed to make them more clear, made suitable for their levels and some key words were inserted into each description.



The Maiden's Tower

It is a tower lying on a small islet located at the southern entrance of the Bosphorus strait 200 m (220 yd) from the coast of Uskudar in Istanbul. The tower was possibly built as a custom station for ships coming from the Black Sea. There are many legends about the construction of the tower and its location. According to the most popular Turkish legend, an emperor had a much beloved daughter and one day, an oracle prophesied that she would be killed by a snake on her 18th birthday. The emperor placed her away from land to keep her away from any snakes, had the tower built in the middle of the Bosphorus to protect his daughter until her 18th birthday. The princess was placed in the tower, where she was frequently visited only by her father. On the 18th birthday of the princess, the emperor brought her a basket of exotic fruits as a birthday gift, delighted that he was able to prevent the prophecy. Upon reaching into the basket, however, a snake that had been hiding among the fruit bit the young princess and she died in her father's arms, just as the oracle had predicted.



Blue Mosque

Facing Aya Sofya across a small park and mirroring its dome, the early 17th-century Blue Mosque is one of only a handful of mosques in the world that has six minarets. Is it really blue? Well, no, although all the walls have fine İznik tiles. To view it as the architect, Sedefkar Mehmed Aga, originally intended, use the side entrance from the Hippodrome. Afterwards, look into a building the size of a small mosque on the corner of the complex. This houses the tomb of Sultan Ahmed I, the man who gave his name to both the mosque and the neighbourhood.

- Sultanahmet Square, bluemosque.org. Open outside prayer times

4. After the activity to improve their reading skills and learning some vocabulary items, students watch a short video about Istanbul as listening activity. This video includes some places that they learned more about while reading. Another

speaking process starts here to discuss which places they have just seen in the video clip and which different places they have seen watch while watching.

5. Students are exposed to the language and learn a lot of things about Istanbul. The teacher tries to remind them some popular movies which were shot in Istanbul and let them watch another video about three films, three actors and one city: Istanbul. They also remember the places they have studied before and talk about films and Istanbul attractions.
6. Teacher talks about film genres and teaches some new words which are necessary while talking about films and then shows students a guided writing plan consisting of some points such as title of the film, genre, characters, theme, film set and short description of the plot. Teacher asks a question: ‘ If Istanbul were a film set, what would your film be like?’ Students work in small groups or pairs to create their own movies that take place in Istanbul, by using the pictures in step 3. When they finish the writing activity, they exchange papers and share their writing pieces with their classmates and choose the best one.

3.2 Course Evaluation Questionnaire

The course evaluation questionnaire was adapted from Davies (2002). The questionnaire consists of six sections. The first section aims to measure goals and objectives. The second section aims to identify if the content was suitable and easy to you for students. The third section is about the task and activities and attempts to calculate whether the activities were useful for the students. The fourth section is focused on skills and aims to figure out whether the material provided good balance of skills. In the fifth section of the questionnaire, the focus is on the student, and aims to assess whether students enjoyed the material, participated actively and had good opportunities to express themselves. Finally, the last section regards the physical appearance of the material, asks questions about whether the learners’ impressions were positive and also whether the design was clear and easy to understand.

The students are given three options: yes, OK and no.

4 Findings and Discussions

In a related research, as cited in Davies (2001), “the initial reaction and feedback on the materials in use with my learners has been extremely positive and encouraging, and certainly enough to convince me that the basic concept of teacher-generated biography as input material is worth developing further”. Results of evaluation questionnaire show that lesson materials designed especially for a special group of students make them special and get them noticeably motivated.

Students showed positive attitude about goals and objectives of the class. In content part of the questionnaire, students had the same tendency. When task and activities mentioned, only one student was not happy with the group and pairwork activities, however; almost half of the students had in difficulty with the writing part. It can be said that skill emphasis was balanced well. One student didn't enjoy using the material and half of the group indicated that they didn't participate actively in the activities. Their teacher also had the same problems and she thought they were shy. The same student was not happy with the lesson so he displayed a negative attitude towards the physical appearance of the material. At the end of the lesson, students were happy with the videos used in the class. They also informally stated that they enjoyed watching video clips a lot and their teacher told me that this was the best part of the lesson.

5 Conclusion

All things considered, using authentic materials and cultural issues in the class mean to bring real world into classroom to expose real language so the teacher enlivens EFL classes. These kind of activities help generate deeper understanding and disregard what is not relevant to the topic. Raising awareness of the cultural aspect of language use and gaining confidence in being able to function in English-integrated approach motivate learners. Materials designed to meet needs and expectations of learners are the best ways of filling gaps of course books. This authentic material with a cultural activity about Istanbul enabled presenting clear objectives, adjusting the difficulty level of the content to students' level and allowed the use of tasks and activities sufficiently challenging but the same time motivating for the students.

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**TECHNOLOGY IN TEACHING LITERATURE AS THE EFFECTIVE
WAY IN FILM AND LITERARY APPRECIATION**
(Study of film *Kung Fu Panda*, *Secret of The Furious Five*)

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Abstract. In teaching literature, film provides many things dealing with literary appreciation. Besides that, teaching literature using film shows us that technology also can be used for lecturers to solve some problems in teaching literature like, to give the effective way in study of literary appreciation. By using film as the media for teaching literature, it is hoped the study will be an interested subject for students, particularly in literary section. This study is aimed to describe the technology in teaching literature, in this case film appreciation. What has been done in this paper is based on the class observation, and it takes the subject Study of Film and Literature with the film *Kung Fu Panda The Furious of Five* as the object of study. The students are specialized in literary section, particularly on semester six. The observation is based on the lesson plan of the related subject, during seven meetings before the mid test. To obtain the data, the students are instructed with some instruction dealing with film appreciation. Students have to present the story into dramatic structure which shows the chronological events. Picture captured must be included to support the analysis. Moreover, the analysis on elements in film like character, setting and symbol are recommended too. The result shows that technology in teaching literary gives the effective way for students. The teaching and learning process can be done more effective since it doesn't take much time to obtain the data, so that students can do the appreciation better.

Key words: *Technology, film, and teaching literature*

1. Introduction

Reading literary texts or literary works not only give us entertainment but also lessons of life since literary works offer us many things like love, pride, jealousy and curiosity. From literary texts or literary works people learn about life and everything that significant for human life. Reading literary texts not only can do by reading novels, short stories, plays and also poetries, but also can be done by watching films or movies. It is usually done since the readers or viewers don't need take a long time to understand the whole of the story, and grab the message from the story. By watching film is also more interesting because we can directly watch the performance of the characters, how they play the role, and how the setting and conflict are performed. By watching film as the object of literary appreciation, it is hoped that it will give the method for the students to appreciate a literary work easily.

As mentioned above, film is also used for teaching literary appreciation like analyzing the character, plot, setting, conflict as the elements in a literary work. Sometimes students get difficulties in describing a literary work, especially when they have to describe the sequence of the story, plot, and events happen. Literary text makes the students bored since they have to spend much time only for getting the content of the story. The sentences in a literary work is also difficult to be understood so that's why the students often get wrong perception or interpretation. This situation can be handled with the choice of tools or devices which is used in teaching literary appreciation. Film as one of the literary genre besides poetry, play and prose provide us the better way to overcome the problem in teaching literary appreciation like mentioned before. Beside to help the teacher and the students in literary appreciation, the usage of film as a tool in teaching shows that technology also can be used in the teaching and learning literature.

Film as a literary genre is known for the first time at the end of twentieth century, and it is used in literary criticism. Basically, film has the same characteristic with play. Both are preformed and presented the story by using dialogues. As the other literary genre, film also has intrinsic elements like character, conflict, plot, point of view, and theme. The difference between film and play is from the technique of presentation. In play, the characters perform the story directly on a stage, meanwhile in film the event or act is presented together with sound, effect and screen. According to Mario Klarer in his book *Introduction to Literary Studies*, it is stated that a film can perform different cities at the same time, while play cannot do this as well. Film is recorded while play is not. In study of film appreciation the students can understand clearly and easily how the characters present the story, how they perform conflict, together with setting. Here the students can appreciate as much as possible based on what they watch, hear and feel, so the data which is described can be presented well according to the fact they find.

As literary, film also has genre, like horror, mystery, comedy, drama, action, cartoon and many more. Whatever the genre is, the basic idea behind teaching literary appreciation by using film as a media for studying is to get the result of a literary work which is presented by audio visual technology. The result of film appreciation doesn't emphasize on the information and technology itself since in studying literature, film is only used as the object of study. The students still have to present the result of analysis on the intrinsic elements of literature like character, conflict, setting, plot and theme.

In teaching film appreciation, the fact shows film is considered as the most effective media compare with the other literary genre like prose, play and poetry. Film also present play, prose, and even poetry since the characteristics of film are not different from the literary genre. Even it is considered as the most effective media in teaching literary, sometimes the students get difficulty in presenting the idea of appreciation, since they also have to correlate the action which is captured with the analysis. Moreover, the film script must be attached to support the analysis and the action which is captured. This condition seems difficult to do. However, this method gives students the best way to solve the problem in literary appreciation.

More specifically, this paper is aimed to describe the usage of film as media for teaching literature, especially for the students of Dian Nuswantoro University. This study is based on the class observation, particularly on the subject Study of Film and Literature. The

object for observation is the students of Faculty of Humanities, particularly for those who take the literary section as their study concentration, academic year 2013-1014. The film genre which is used here is animation, kids and family, entitled *Kung Fu Panda, Secret of The Furious Five*.

2. Literature Review

According to kungfupanda.wikia.com/wiki/secret_of_the_Furious_Five, *Kung Fu Panda, Secret of The Furious Five* tells us about the main character Po who was assigned by Shifu to teach kung fu class for a group of rambunctious rabbit children. In fact, Po found that he cannot bring himself to calm down the class since the rabbit children are so crowded. Finally, to overcome the situation, Po used the story the furious of five as the illustration for him to teach those rabbit children. This story contains a basic philosophical of kung fu that they can learn, so that it can make them to be the master for kung fu.

In study film and literature appreciation students not only focus on the structural elements in film which build the unity of a film. They also must concern with the basic ideas behind the story. The characters convey they own message through incidents or acts. Boggs in *The Art of Watching Film* divides Central Concern in film analysis into Focus on Plot, Focus on Emotional Effect and Mood, Focus on Character, Focus on Style or Texture, Focus on Idea. Based on Focus on Idea, Bogs states that:

The idea can be communicate directly through a particular incident or stated by a particular character; most often, however, the concept is presented more subtly, and we are challenged to find an interpretation that we feel fits the film as a whole (Boggs:14-15)

Analysis on the basic idea of a film is not only based on the elements of film like character, conflict, setting, plot or narrative structure, but it also depends on the individual interpretation. Subjective interpretation is required, but it doesn't mean that the interpretation of all film elements can be ignored. Theme must be the result of correlation among the elements and it is supported by individual interpretation. Dealing with Perrine statement about theme, it is stated that theme is a controlling idea. Theme is not stated in the text, but it is it is explicitly stated somewhere in a story. It could be stated by the author or the characters. Theme of a story also must deal with the life, and we must determine the purpose of theme. Perrine stated about theme as follow:

The theme of a piece of fiction is it controlling idea or its central insight. It is the unifying generalization about life stated or implied by the story. To derive the theme of a story, we must determine what its central purpose is: what view of life it supports or what insight into life it reveals (1984:92)

Besides theme, another intrinsic element in film like plot, character and setting are also important in film appreciation. We can see the outlook of a story by analyzing plot. As the definition of plot stated by Klarer it can be seen that by describing plot, we can understand the sequence of a story. Plot also can be describe in dramatic structure or chronological of the story. Klarer states that:

Plot is the logical interaction of the various thematic elements of a text which lead to a change of the original situation as presented at the outset

of the narrative. An ideal traditional plot line encompasses the following four sequential levels: exposition – complication – climax or turning point – resolution (1999:15)

The term character refers to a person who is the actor in the story, who is the main character and who is the protagonist. A character usually brings his or her desires, interest, and attitude. It can be presented directly and indirectly in method of character presentation. Further Perrine states:

Authors present their characters either directly or indirectly. In indirect presentation they tell us straight out, by exposition or analysis, what characters are like. In indirect presentation, the authors show us characters in action ;we infer what they are like from what they think or say or do (1956: 67)

Meanwhile, Klarer also states about setting in *Introduction to Literary Studies* that “*The term “setting” denotes the location, historical period, and social surroundings in which the action of a text develops*”, (1999:25). The last analysis in structural elements in film is indentifying theme. Actually it is difficult to identify a theme in a film even we’ve already left the theater and discuss this. Sometimes we can get something we look for by discussing with someone who hasn’t seen this film yet.

3. Method

The method used here is based on the class observation. To obtain the data, the students were asked to analyze the structural elements of film like plot, character, conflict, setting, and theme. Besides that, the students are recommended to describe the symbol that might be found in the film. The object analysis is focused on the short movie, *Kung Fu Panda, Secret of The s* this method whether it is effective or not.

4. Discussion

Teaching literature and film here is based on the subject *Study of Film and Literature*. The class activity is done according to the syllable and lesson plan of this subject. The activity of film appreciation in this subject is divided into two kinds of films. Short time film which is about 20-30 minutes and the duration is about 1-2 hour. Short film appreciation is given on the 1st until 7th meeting (before mid semester), and for the long film appreciation is given on the 8th -14th meeting (after the mid semester until the final exam). The type of film appreciation is about dramatic structure as a plot, character, and setting.

Dramatic Structure of *Kung Fu Panda, Secret of The Furious Five*.

Kung Fu Panda Secret of the Furious Five contains much about basic philosophical of Kung Fu like patience, courage, confidence, discipline, compassion. By the five characters in Furious Five which is told by Po as the main character, the basic philosophical idea is reflected by Mantis, Viper, Crane, Tigers, and Monkey. Before analyzing the structural elements which build the story the students are instructed to describe the chronological of the

story into dramatic structure. We can see the outlook of the story by describing the dramatic structure. By describing the dramatic structure, it will guide the students to grab the series of the story easily, so that the analysis on the other structural elements will be easy to do. Based on the film *Kung Fu Panda, Secret of The Furious Five* the dramatic structure is divided into the following:

The Dramatic Structure

Kung fu Panda Secret of Furious Five

1. Po and Master Shifu run to gain the top of the mountain and he asks Master Shifu about what should they do there.
2. Po is shocked when Master Shifu asks him to teach kung fu to a bunch of rumble bunny kids
3. Po finally finds the way how to calm them down, and he starts by telling him the story about The Furious Five as the based knowledge before they do Kung Fu.
4. The story begins with Master Mantis.
5. Master Mantis is a bug who runs like a flash. He is a hero for those who need help at the valley. Unfortunately he is impatient.
6. When he helps the villager to get them wool coats back from the gang of crocodiles, he doesn't listen that there is a trap on the place, but he moved fast as he got the trouble makers. He could not escape from this.
7. Mantis finally finds the secret to excellence of self, the power of Patience and a brilliant plan.
8. Finally with the brilliant plan he can escape himself from the bandit.
9. The bunnies still missing the point about Kung Fu. Then Po gives another example by telling them about Master Viper.
10. It tells about Master Viper and his greatest of fabled clan which can fall 15 gorilla warrior with his poison fang technique.
11. At the moon festival, the great master meets a gorilla bandit. Master Viper couldn't fight him with his fang, because the gorilla wears a poison-proof armor, and beats Master Viper into a fight.
12. Viper still runs on the fight, although she was afraid of her weakness by having no fang. He carries her ribbon to fight the gorilla.
13. Viper finally found courage which is more power than venom.
14. After that, Po tells the next story about Crane.
15. Twenty years ago, the best students from China studies at the famed Lee Da Kung Fu Academy. May Ling is the best student there. Crane was there as a janitor.
16. The tryout for new students will be held next week, and Crane wants to be one of the students, but he thought he was too skinny.
17. Crane is tough more than the other students, and May Ling sees his power, so she suggests him to follow the tryout.
18. The day of the try-outs came, and no one could do that even though the big one. They already fell as soon as they get in to the gate.
19. It is left Crane as the last participant and people start to laugh of his skinny and ask him to cleaned the place as usual

20. Crane starts to sweep the floor, suddenly he steps on the tryout gates and the coach tells him to step out slowly
21. That story gives teaches us about confidence.
22. The fourth story beginning at the Bau Gu orphanage. The children of Bau Gu were given a chance to find a family, a happy place.
23. But actually, they had a terrible secret of a monster. A ferocious and powerful beast that no one could tame. Tigress.
24. The Poor Tigress had no idea about how strong she is and nobody will come there to adopt a child because they're afraid of her.
25. Until Master Shifu came to the orphanage to help the little tiger to control her strength so people don't look at her as a monster anymore and made the Bau Gu as the happiest place in China.
26. But as a tiger, no one likes to adopt her. Until someday, Shifu comes again and asks her to go back home with him. From this story we can learn about discipline.
27. The bunnies was happy to listen the story and it makes them laugh, and that makes Po tells them the story about laughing others
28. It was a monkey with his bad attitude who loves to makes a joke of others.
29. The villagers comes up with a plan to extrude the monkey and decide to make him to leave. He could, quite literally, beat the pants off anyone
30. Oogway comes and tells the monkey to leave the village. Then Oogway beats him in the battle and saves him from the accident. That makes the monkey surprises and asks him why
31. Oogway says that the monkey had shown him great skills also sense in his great pain and ask him to stay and used his skills for good as a young warrior to find the one thing that he were denied so long ago, Compassion.
32. Monkey learned how to treat others and the way he wanted to be treated
33. After the last story, Master Shifu comes to see how the lesson goes
34. Shifu thinks that Po will fail at his first day of teaching, until he asks the kids about what they gain from him about kung fu
35. The kids told Shifu, kung fu is about fighting, having patient, courage, discipline, compassion and built a confidence. That makes Shifu feels surprise and call him Master Po

Focus on character, conflict, setting and theme

As mentioned above, dramatic structure is used to present the chronological of the story. It is similar to plot, where we see can characters, setting and theme. In study of film and literature appreciation, to present character, conflict, setting and theme is done with the same way as novel and play. On the other hand, film is more effective than novel and play, since the general description of the elements mentioned before can be described in a short way. The result of analysis is also more objective and real because the data is proved not only based on the text in the script, but also snapshot of the pictured cropped.

Before describing the structural elements, first of all students are asked to make the classification on the structural elements, like main character, and setting and theme. The function of this classification is as a guide for the students to analyze each of the structural

elements according to the figures and dialogue. The analysis is presented according to the each element, and it was supported with snapshot, dialogue as a figure. Here students are able to present the object of analysis more easily compare with the analysis taken from literary text.

The following analysis was done based on the classification of structural elements.

Analysis on Character and Setting

In presenting the general description of the main character, snapshot and dialogue are used to support the analysis. Here, students get the characteristic of the main character more objective since it is real on the screen. They can give the interpretation more effective than reading novel or play which needs much time to do. The following discussion presents the example of the analysis includes character and setting. The structural element is limited on character and setting since these elements give more contribution to the film, and it is presented in a real presentation.

Character

Enthusiastic

According to Cambridge Dictionary, enthusiastic is an act showing enthusiasm. Po belongs to an enthusiastic man when he runs to the temple with Master Shifu. They run with full of courage. Po guesses what they will face. Then, he opens the gate enthusiastically. It can be proven by the following snapshot and dialogue:

Figure 1a



Figure 1b



Dialogue:

-You ready?

- Ready's my middle name. (*Kung Fu Panda and Secret of the Furious Five*, 00:00:20,75-- >00:00:22,921)

-What do we got?

-Gang of terrible rhinos? (*Kung Fu Panda and Secret of the Furious Five*, 00:00:29,496-- >00:00:31,730)

- Crocs? Rabid wolves?

- Let's do it!(*Kung Fu Panda-Secret of Furious Five*, 00:00:31,798 --> 00:00:34,299)

Responsible

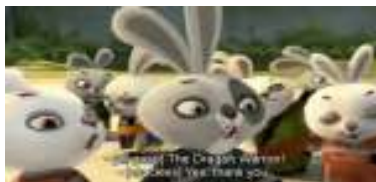
Po looks relax when he greets the little bunnies after he can accept his duty as a teacher although he feels worry about that. He is also feeling unsure of what he should do

dealing with teaching kung fu. The way he laughs makes the kids become close to him. The following snapshot and dialogue show the analysis:

Figure 2a



Figure 2b



Dialogue:

- Ok, uh, if you could take a seat.
- [chuckles] Hello?
- Hey, hey. Settle down now. (*Kung Fu Panda-Secret of the Furious Five*, 00:01:14,374-00:01:23,048)
- Are we gonna learn the cool kung fu moves?
- Yes.
- [all] Yeah! (*Kung Fu Panda- the Secret of Furious Five*, 00:01:34,427-00:01:37,896)

Sensitive

Po is described as a sensitive man especially when he is weeping himself after telling a story about the Tigress. Based on Cambridge Dictionary, it means that he is easily influenced, changed or damaged, especially by a physical activity or effect, and Po expresses this. It can be seen as follow:

Figure 3a



[Weeping] (*Kung Fu Panda and The Secret of Furious Five*, 00:17:28,715-00:17:30,649)

The selected findings above are analyzed based on the dramatic structure of the film. It must be in a row with the events described in the dramatic structure. The result of classification is attached in the appendix actually. However, this paper will present the result of classification to make readers understand the content easily.

The classification of general description of Po as the main character:

NO	QUOTATION	CLASSIFICATION	CONTEXT	TIMES	FIGURE
1.	<i>You ready? Ready's my middle name What do we got? Gang of terrible rhinos? Crocs? Rabid wolves? Let's do it!</i>	Character: Enthusiastic	Po and Master shifu are running to a temple. Po guessing what they will face. He runs enthusiastically. Po enters the temple with his courage.	00:00:20,75-- 00:00:22,921 00:00:29,496- 00:00:31,730	1a & 1b
2.	<i>Ok, uh, if you could take a seat. [chuckles] Hello? Hey, hey. Settle down now. Are we gonna learn the cool kung fu moves? Yes. [all]</i>	Character: Responsible	Master Shifu leaves the children to Po. He must teach them kung fu. Po can ignore them, but he takes the responsibility to teach them.	00:01:14,374- 00:01:23,048 00:01:34,427- 00:01:37,896	2a & 2b
3.	<i>[Weeping]</i>	Character: Sensitive	Po is weeping after telling a story about Tigress.	00:17:28,715- 00:17:30,649	3a

Setting

Setting in film, whether setting of place, time and social, can be found more easily compare with setting in literary text, like novel and play. In teaching film appreciation, setting can be described directly while we watching the film, since it is real and more objective. Besides that we also don't need to waste much time to describe this. The following snapshot is selected to present setting of place and time.

Figure 4



Figure 5



Figure 6



Figure 7



Figure 8



Figure 9



Figure 1 until 9 show us the setting place and time. From the snapshot it can be seen the real condition of setting of place and time. It's different from analysis based on text like novel and play. It is more objective and real, and students don't need to improve their imagination, so they can start the analysis as well. Still the same as analysis on character, analysis on setting is also based on classification.

The classification of setting in *Kung Fu Panda The Secret of Furious Five*:

NO	QUOTATION	CLASSIFICATION	CONTEXT	TIMES	FIGURE
1.	<i>Introduction to Kung Fu Class</i>	Setting of Place	Here Master Shifu brings to the Kung Fu Class	00:00:44,010 00:00:45,978	4
2.	<i>Crocodile bandits! Crocodile bandits? East? Wool coats! I knew it! I'll need a boat.</i>	Setting of Place	Mantis eager to go to see the bandits because his high temper	00:03:34,614 00:03:38,951 00:03:39,052 00:03:41,553	5
3.	<i>A trap! Why didn't anyone warn me?</i>	Setting of Place	Mantis was trapped by bandits	00:04:08,314 00:04:11,650	6
4.	<i>Ok, well not right now Soon. Soon!</i>	Setting of Time	At the moon festival, where Viper finally shows that she is able to fight whether she has no vang	00:07:58,111 00:08:01,980	7
5.	<i>It all started years ago at the Bau Gu orphanage. It was a happy place.</i>	Setting of Place	A place where Tigress lives in.	00:14:08,348 00:14:11,583 00:14:20,927 00:14:23,429	8
6.	<i>[thunder claps] [growling]</i>	Setting of Time	It shows the situation which is raining, and thunder claps	00:14:31,104 00:14:33,138	9

The above discussion shows the presentation of appreciation in film as the object in study of literature. More than this another elements in literature still can be included for the further analysis.

5. Conclusion

Based on the above discussion finally it is concluded that teaching film as the object of literature is based on the analysis on structural elements like dramatic structure as a plot, character and setting. According to the lesson plan of Study of Film and Literature, the film duration is divided into two types, short and long film. The short film is given before mid test and the long one is given after mid test. The short film duration is about 20-30 minutes, and the long one is 1-2 hours. The way to present the discussion in this paper is only limited into three structural elements like dramatic structure as a plot, character, and setting. Moreover, it is possible to include the other structural elements in literature and also symbol. On the other hand, this paper only discuss the three elements, because the limitation of the place and time, It can be more effective compare than novel and play since students can analyze two kinds of films at once on one semester. Besides that, symbol and other approach in literature is recommended to be discussed. The result of class observation shows that the students can get or obtain the data more effective and objective with this object. It is hoped for the next occasion, this method of teaching can be used for further literature appreciation like analysis on symbol and also sociology.

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Build the Students' Character Energy Through English Days Program (EDP) in STAIN Bukittinggi

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Abstract. English Days Program (EDP) is the program that created to improve communicative competence and enhance students' confidence in speaking English. There are four activities in EDP; speaking English, weekly motivation, seeking and inviting native speakers to the classroom and writing vocabulary notebook. So, the purpose of the research is to describe kind of students' character energy that is built through the activities in EDP. This research uses qualitative research. The population is the English students in the fourth semester Academic year 2014-2015 at STAIN Bukittinggi. The data collection is the interview by snowball sampling for students who studying speaking with the researcher. As the result, students' character energy improves through EDP. The students become braver and have more self confidence in practicing English. Besides, they also have spirit to practise English because of the weekly motivation through the guidance of the lecturer in the class. Then, seeking and inviting native speakers to the classroom and cover the vocabulary problems by writing the personal vocabulary notes are also make them more comfortable to practise English. In other words, the character energy is really needed to make them consistent to keep EDP since there are many problems that cover them on that.

Key words: Character Energy, EDP

INTRODUCTION

The Background of the Problem

English Days Program (EDP) is the program which encourages students in English Educational Section at STAIN Bukittinggi to practise their English among English students every day except on Wednesday in the campus area by following some activities. The background of English Days Program (EDP) is to improve students' speaking skill in communication and students confidence by applying the English inside and outside of the classroom.

The goal of language teaching is to improve students' communicative competence. In line with the statement, based on Richard, "Communicative language teaching today refers to a set of generally agreed on principles that can be applied in different ways, depending on the teaching context, the age of the learners, their level, their learning goals, and so on". (Richards: 2001). It means, since language teaching should be communicative, teacher should be creative in making a useful program for the students to reach the English teaching goals. By

activating students to practise English more than the available time in the class, it will be assumed can improve the aim of English teaching as the ways to increase students' communicative competence. Communicative competence is a kind of the dynamic nature that involves two or more persons in sharing about such meaning. Successful communication would depend mostly on individuals' willingness to express them in the foreign language.

One of the difficulties faced by the students in STAIN Bukittinggi, especially the English students is how they can apply what they have been learned in the class to the outside of the classroom. This term seems difficult for most of the students because they are lack of motivation, strategy, and confidence. It means, to increase their confidence, the students need a kind of practicing to improve their English especially the speaking skill. Through practicing English everyday, the students can enhance their competency and easily use the language it self in daily communication.

Since EDP wants to improve students' speaking skill in communication by applying the English, it is assumed that EDP can be used as a basis to build the students' character. Deal with this case, the researcher wants to get the information about the EDP relates to the students' character energy that is built by following some activities in EDP.

DISCUSSIONS

A. English Days Program (EDP)

1. The Background of English Days Program (EDP)

English Days Program (EDP) is formed in 2007. In the beginning of the year, the speaking lecturer only controled this program independently by controlling the students from class to class to know whether the students follow this program effectively or not. Then, in 2008 the speaking lecturer began working with the HMPS department to handle the program.

EDP is based by two approaches in teaching language, namely Communicative Language Teaching (CLT) and Community Language Learning (CLL), where the CLT approach emphasizes the students to use the language rather than know the language and CLL primarily directed to reduce anxiety of the students to communicate in a foreign language where the teachers' role is to be a counselor for the students. Besides, Community Language Learning was designed to ease the anxiety of Foreign Language Learners in educational contexts and promote group dynamics (Richards: 2001). It means, by the principle of CLL, it shows that the teacher understands the learners' insecurity and tried to create the English community to provide an opportunity for the students to master a foreign language. Thus, it concerns on communicative competence and reducing students' anxiety.

To run the program, lecturer works together with HMPS English section. EDP (English Days Program) provides the opportunity for students English to explore their proficiency in speaking English. In this program, the

students have to use English as their daily language with the other English students.

2. The Activities and the Rules in English Days Program (EDP)

Since the main purpose of English Days Program is to increase students speaking skill, there are four activities done to support it. There are;

1. Speaking English

In this activity, the students is encouraged to practise their English by speaking with the other students of the same major except on wednesday. As states Hadley, “Practice seems to be the necessary condition for fluency in an L2, and this is given a theoretical justification in models of automatization”. (Alice Omagio Hadley:2001:78). It means that the foreign language learners need practice in mastering the language.

In terms to ease the learners in this activity, the lecturer allows the learners to do code mixing when they find difficulty in transferring their idea in speaking. So, they can borrow the word and grammar from their native language to help their weakness to communicate in the target language so that they can understand each other. Moreover, Wardaugh states that, “code mixing occurs when conversants use both languages together to the extent that they change from one language to the other in the course of a single utterance (Ronald Wardaugh:1986:104). Furthermore, Bokamba in Shogren claims that, “code-mixing refers to “embedding of various linguistic units such as affixes (bound morphemes) words (unbound morphemes), phrases and clauses that participants in order to infer what is intended, must reconcile what they hear with what they understand (Shogren: 2011:21).

Besides, in order to help the students to report the important information. The lecturer allows them to do code switching where the students can use their native language only. Code switching happens when the person speaks two languages tend to move from one to another language in communication. Shogren highlights that, “Term “switching” refers to alternation between different varieties used by the bilingual / bidialectal during the conversational interaction” (Shogren: 2011:21). In conclusion, these alternatives are benefit to ease the students in learning the target language and avoid misunderstanding between them.

2. Weekly motivation

To enhance the students’ spirit in following this program. The lecturer does motivational activities for the students every week. Harmer states that, “motivation is some kind of internal drive which pushes someone to do things in order to achieve something.”(Jeremy harmer: fourth edition:98). Here, the lecturer provides direction or guidance and

motivates students in order to continue the spirit of the students. Lecturer tries to reduce the students' feeling of anxiety to use the target language. Lecturer always supports the students each week, to give directions and motivates students so that they can build confidence, motivation and discipline while using English. This activity is based on the CLL principle where the teachers' role is to be the counselor for the students. Richards states that, "Curran divides the learning process into five stages. The first step is "birth" stage, in this stage feelings of security and belonging are established. In the second, as the learners ability improve, the learner begins to achieve a measure independence from the parent. The third, the learner "speaks independently". The fourth stage sees the learner as secure enough to criticism, and by the last stage, the learner merely works on improving style and knowledge of linguistic appropriateness. (Jack C. Richards: 2001:92). Dealing with this statement above, there are some steps followed by the students in this program. First, the students get motivation and advices from the lecturer. In this step, the lecturer tries to enhance student's interest and reduce their anxiety in following this program. Next, the students are divided into some groups and asked them to support each other. In the next step, the students have confidence to speak the target language in front of others and there is no more embarrassment when they want to start speaking English.

3. Seeking and inviting native speakers to the class room.

In the third activity, students get an opportunity to develop their English by practicing it with the native speaker. In this case, the students will get a good model from the native speaker in pronouncing the word and expression in English. Besides, they also get information about the native's culture. The lecturer asked them to seek the native speaker as a requirement to follow the final examination so that the students force themselves to seek and get an informal conversation with the native. In line with this, Murcia states that , "almost all ESL/EFL students can benefit from a unit on and practice with informal conversation, but few students report having either the opportunity or the confidence to engage in unplanned conversation with native speaker. A conversation assignment can be helpful in this regard. (Marianne Celce Murcia:2001:103). It means that this activity tend to be useful for the students to improve their ability in speaking English.

Moreover, the lecturer also invites the native speaker to the class to give the students' opportunity to take conversation with native speaker. In the same line with this, Murcia proposes that, "The teacher can invite native English speaker to the class to give speeches, talk, or presentation."(Marianne Celce Murcia:2001:111) .Then, the lecturer will give the extra score for those who can invite them to the campus.

4. Making vocabulary notebook.

Vocabulary notebook is needed by the students to improve their vocabulary mastery. They take the unknown words when practice English in EDP to be the words that should be written down in their vocabulary notebook. Then, they have to find the English in the dictionary, making the pronunciation of the word and writing a sentence by using the word. So, it is the way to study words in context. It is supported by Bromberg and Gale who say that vocabulary notebook can be helpful to anyone who is conscientiously trying to improve his or her vocabulary. It also can increase the language awareness of the students in improving the vocabulary. (Bromberg & Gale: 1998: 15). Furthermore, Fowle and Schmit in Walters propose that, “vocabulary notebooks are frequently advocated as a way for students to take control of their vocabulary learning with the added benefit of improvements in vocabulary learning. When students apply these steps, they will be more comfortable to practise English because all problem deals with English words can directly cover by keeping writing vocabulary notebook every day. Among these four activities, the first, speaking English is the primary activity and the three others support this primary activity. These all activities are assumed really needed by the students to improve their speaking ability.

Furthermore, there are some rules that must be kept by the students for English Days Program. These rules are needed to solve any kinds of problem deals with the run of the program. HMPS (community of students program) announcement it by putting it on the wall in each of the class. The rules are divided into two kinds, for students and organizers.

The rules for students

1. Students should speak English.

The main rules of EDP's program is the students of English Educational Major should speak English in the campus area of STAIN Bukittinggi. In this case, they should speak English every day except on Wednesday and use English with the students of the same major.

2. Students make vocabulary notebook.

Since EDP is used to improve students' ability in speaking, it faces some difficulties. One of the difficulties is the lack of the student's vocabulary. Relates to this difficulty, the lecturer asked the students to make vocabulary notebook if they do not know the difficult words while speaking English with the other English students. In this case, first and second semester students should make

three vocabularies in Indonesian languages every day. Meanwhile, the third and fourth semester students make two sentences everyday by putting these new vocabularies in each sentence. Besides, the fifth and sixth semester students should make a paragraph that is used as a diary for them. So that, from the beginning the vocabulary notebook is called as the diary in order to remind the students that the purpose in writing the vocabulary notebook is to make them easy to make an English diary later. So, the diary must be given to the lecturer every week. In the class, the lecturer will take two diaries among all that has been collected and put it on the lecture's table and ask the selected students to answer what are the meaning of the selected vocabularies form their diary. If the students can answer the lecturer questions, they will get score and if they cannot answer it, their score will not improve. There will be two vocabularies that will be asked to be answered by the students. There are four vocabularies all together. After that, the lecturer will ask the students to write these four vocabularies on the white board and they should memorize it every meeting.

3. Students can use code mixing if they do not know the English.

Since English is still believed as the foreign language, it is not easy for the students to use English only in their communication when applying EDP. So that, there is an excuse for the students in applying the first rule above. In line with this condition, students can use Indonesian's words if they do not know the English in their English sentence. It means, they also can use their mother tongue if they do not know the English's words when they practise their English.

4. Students can use code switching (students are allowed to use Indonesian Language) in the emergency case

For the first step, the lecturer gives the chance to the students to use Indonesian in some cases that contain some important information. But there will be some periods where the students must use English only for any kind of condition. For this second condition, it will be run if the students have enough ability to use English only in their communication.

The condition where the students are allowed to use Indonesian only by asking the permission first to use Indonesian language is called the emergency cases. There are four cases altogether. The first case is when they report the announcement in front of the class or outside of the class. The second one is when students discuss about something that really important about the lecturer or other things. The third is when they do the meeting deal with the committee or other things that need the deep thought in the class. The last is the students

can use Indonesian language at the C building in the special area on the stair due to share the really important things with their friends. As mentions above, they can use Indonesian language for all these cases by asking the permission first to those they want to talk with.

5. The name of students who broke the rule will be informed every week.

The students who kept and broke the rule will be informed through English wall magazine every week.

2. The rules for organizers

1. EDP has a language polices to control the students.

Language police is required to control the run of the rules. Each class has five participants who have been selected as police language. The member of language police is secret and chosen by the selected HMPS members and the speaking lecturer. They will be changed if there are some considerations to do that. The report from the language polices will be used by the lecture to give the reward and punishment to the students.

2. Lecturer checks the students who keep EDP in the class.

Lecturer asks the students who keep the EDP's rules to stand up in the class. She invites other students to inform whether those who stand up really keep EDP by sending the message to the lecturer. If three students report the same person in one period as those who is not really keep EDP, the lecturer decides that the person broke EDP. In other words, the report will be true if there are three reporters report the same person.

3. The students who broke EDP will be reported by Person In Charge (PIC) of HMPS in each class. PIC in EDP should make a note of those who keep EDP and broke EDP in a week from the class and report it to the PIC in HMPS every week. The PIC in HMPS will announce it through the English wall magazine every week.

4. HMPS will choose the good students who is keeping EDP.

Best student who never broke the rules will get the reward from HMPS as the man of the month. Then, ten selected students will be informed through SINDRA and they will get the reward or present from HMPS. To motivate the students, they will get the additional mark from speaking lecturer.

The students of English major allowed speaking other language except English if:

- a. You are on Wednesday (Wednesday is free day for English).*
- b. You are in learning process (since lecturer start until end the teaching).

- c. You have to inform the important announcement after ask the permission to use Indonesian.
- d. You do not know the vocabulary in English.
- e. You speak to students from other department
- f. You are outside campus area (include the dormitories of STAIN).

From the regulation of English days program, we can see that the purpose of EDP is to motivate the English student to speak English in the campus area. As the result, the students of English department become usual to communicate in English and this become additional mark to the English students in STAIN Bukittinggi. The name of the students who broke the rule will be put on the wall magazine and they will get punishment from the lecturer.

B. Students' Character Energy in Language Learning

1. Definition of Students' Character Energy

Students' character energy means the energy that the students have to build up their character become the better one. In this case, the energy is a kind of power and the willing of the students to improve their character due to the language learning. It is really important in language learning because it deals with the conscious thought of the learners to explore the foreign language. As stated by King in Perrin who says that "Intelligence is not enough. Intelligence plus character; that is the goal of true education" . (Perrin:2011:2). It means that the success of education is the colaboration of the intelligence and the character of the students. So, the students need the power to increase these two aspect to get the success one in life. It is like two sides of coin that has the close relation. In other words, when the character growth, the academic should be growth too to get the main goal of education. . Beside Nansok Park strengthen that, "Recent research findings show that character strengths are related to academic success, life satisfaction, and well-being for children and youth."(Park:Bulding Strenghts of Character:42)

2. Ways to Improve Students' Character Energy

There are some ways to improve the students' character energy. One of the ways is the optimal program for students, in this case, to increse the English language. Immersion becomes an optimal program for foreign language students. It means immersion, as the program that combines the language learning in the class and in the community, can improve the students' character energy. It is supported by Richard who says that in the immersions programs, students are placed in content area classes in which the target language is the medium for communication (Richard

Amato:1988:222). So, by this kind of program, the students' character energy can be improved as one of the main goal in language learning.

C. EDP and Students' Character Energy in Speaking English

The purpose of the research is to describe kind of students' character energy that is built through the activities in EDP. This research uses qualitative research. The population is the English students in the fourth semester Academic year 2014-2015 at STAIN Bukittinggi. The data collection is the interview by snowball sampling for students who studying speaking with the researcher. After doing the interview to the students, there are some information that the researcher gets deal with the EDP relates to the students' character energy. It is classified become four as same as the numbers of activities in EDP as follow:

1. Speaking English

All students said that EDP can develop their ability to communicate. In this case, the students feel that they are able to communicate in English fluently and easily better than before. Besides, it also improve their self confidence. In this case, the students feel more easier to speak in front of the class. They do not affraid to be mocked by other. It creates the happiness when they use English and increase the higher responsibility to invite others to use English.

2. Weekly motivation

The students said that they have higher motivation to practice their English to get the better future after getting the motivation from the lecturer. Besides, they are also have more spirit in life for studying, high commitment to the better one and trying hard to keep that motivation in their heart. They also get the energy to be the dilligent students and have the dream as the power to run the days.

3. Seeking and inviting native to the campus

In the first time, they students little bit afraid to start the conversation with the native. However, this activity can reduce their anxiety and they have more confidence to talk in English. They are more appreciate the differences with the native and most of them got the new spirit after talking with the native. As the result, by sharing information in the class and outside the class with the native, all students said that it really improves not only their speaking skill but also their character.

4. Vocabulary notebook

By writing the vocabulary notebook everyday, there is the consistency and discipline that is shaped in their character. Therefore, it make them more enjoy to practice their English and proud toward themselves since they have more vocabularies to talk. It also create the patient to their soul Even though it needs

consistency, since they are discipline to do that, their English vocabulary will improve.

CONCLUSION

English Days Program (EDP) is a program created by speaking lecturer who work with HMPS department in order to improve students' speaking skill by encouraging them to use English and reducing the anxiety in the students themselves. This program supported by CLL and CLT approach where these approaches aim to increase the confidence of students and improve the ability to communicate with students in English.

The research is about kind of students' character energy that is built through the activities in EDP. After doing the interview, the researcher gets the conclusion that EDP that consists on four activities; speaking English, weekly motivation, seeking and invite the native to the campus and vocabulary notebook can build the students' character in learning language. The students become braver and have more self confidence in practicing English. Besides, they also have spirit to practise English because of the weekly motivation through the guidance of the lecturer in the class. Then, seeking and inviting native speakers to the classroom and cover the vocabulary problems by writing the personal vocabulary notes are also make them more comfortable to practise English. Even though they face some difficulties in following this program, but they admit that they get some good characters after following this program optimally.

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Developing The English Grammar Materials as A Source of The Students' Independent Learning

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Abstract. Achieving learning outcome requires a set of the material that can be understood easily by the students. The material should be appropriate in the learning process. It should give the opportunity for the students to learn both in the classroom and out of the classroom. The students can learn independently by using the appropriate material. However, the material of English grammar is still quite enough to give a chance for the students to practice and learn independently.

This study is aimed obtain printed materials of English grammar as a means of independent learners so that it can be used as a source of learning for independent college students English Department of Unswagati. This research is conducted in the Department of English Unswagati to students who follow grammar subject matter. The research method used in this study is R & D (Research and development) of Borg and Gall. The data are obtained from interview and questionnaire.

The findings suggest that the students can gain the benefit of the English grammar materials in improving the achievement. The students argue that English grammar materials are good enough to be used as a source of learning for independent learners.

Keywords: *independent learner, R & D, teaching materials.*

1. Introduction

Developing teaching materials in university is to help the students to enhance their proficiency. To facilitate better learning and to improve their proficiency, it is required a tailored materials that meet the learners' needs (Richards, 2001; Tomlinson, 2001). The teaching materials should give the chance for the student to explore, imply, and draw on diverse language proficiency of the students. According to Nasaji & Fotos (2011), grammar can be showed in "emerging more recently as a set of instructional options." Therefore, in teaching grammar materials, the materials should consist of the set of instructional clearly that is developed from the learners' needs.

According to Savage (2010: 2-4), mastering grammar as skill can be regarded as a master skill that encompass the competence of the four language skills such as listening, speaking, reading, and writing. In addition, understanding

of grammar is essential for the students to acquire a new language. These are the students who responds to a needs assessment. Then, mastering grammar as a means to self-sufficiency means that the ability to self-correct is wanted for students with learning objective. Thereby, to develop teaching grammar materials, the designer or teacher have to consider the area of those skills in developing independent learners.

Teaching grammar in college students requires materials, which is suitable for the students to learn independently. The students can learn grammar by themselves with the lecturer guide. The lecture can give some instructions that can point the students about the correct use of grammar. However, the available of grammar material that guides the students independently could not be found in any places so that the writer try to establish a set of grammar material that can be used as a source of independent learning by providing the clear material.

In developing grammar materials, the writer starts from need analysis about what the students' lack of proficiency is, what the students' difficulties are, and what the students' needs is in learning target language. The point is that the teacher should believe that every student have ability and skills for learning. The students can work with many instructions. Al-Mekhlafi & Nagaratnam (2011) said that students and teachers have the types of difficulties for grammar instruction in an ESL/EFL context. Therefore, identifying such difficulties would help teachers provide effective grammar instruction and find how to overcome them. It means that the teacher can establish teaching materials based on the students' difficulties. The materials are expected to overcome the students' lack of proficiency.

The student should be able to learn independently so that they can be a self-directed learners. They do not rely on the lecturer. The lecturer can be a facilitator or mediator that guides them to achieve a good proficiency. In developing materials, it can be hoped that the students are able to learn before the teaching learning process occurs in the classroom. The students are expected to know the basic principles in independent learning, the complete grammar materials and the assessment in learning grammar. The available of teaching materials should facilitate the student to accomplish accuracy in the target language.

In grammatical instruction, the teachers can be a facilitator for learning process. They can create a good condition and phases for developing classroom management. As a facilitator, the teacher cannot work without sufficient materials. In order to give the learners opportunity in learning, the writer needs to develop the grammar materials. This can give the students to enhance the learners' proficiency. The development of the learning material has to consider the principles of developing materials. It means that a developer needs to conduct the need analysis, the common mistake and error of the learners' language. Then, the product of the learning material should appropriate with the learners' needs and

level (Briewin, 2013: 249). Here, learning material must be a definitely a source of the learning for independent learners.

Indrianti, (2012: 391) in her paper suggested that preparing and developing teaching materials wisely, the language teachers have to consider that it can fit into the circumstances of the institution and meet the students' needs. Thereby, this study develops a teaching material for grammar based on the principles of independent learning theory. The teaching grammar material is used as one of the sources of teaching materials for those taking a grammar subject in the fifth semester of Swadaya Gunung Jati University.

2. Literature Review

a. Teaching Grammar

Grammar is an important part in four learning skills. To speak accurately, the students need to comprehend the rule of the correct grammar; speaking skill requires the mastering grammar. The students can use a set of grammar to write their writing, essay, or journal of English. Therefore, teaching grammar is a means to provide the medium for acquiring the new target language. In teaching grammar, Kao (2012: 255) suggested three aspect. First, descriptions of grammar should be taught reflecting authentic language and show how grammar is a resource for conducting meanings in context. Second, grammar teaching needs to be integrated into the other skills such as speaking, listening, writing, and reading skills. Third, grammar needs to be taught through involving learners in any activities. The students are taught grammar independently for enhancing language proficiency. In addition, Hinkel & Fotos (2002: 13) said that the teaching of grammar would help the learners to foster the skills essential for their success in using English. In addition, Savage (2010: 11) said there are two important factors of the teaching grammar in the adult ESL curriculum: (1) the function of the language functions that students will use it in their daily lives activities, and (2) the surroundings in which learners use English.

According to Al-Mekhlafi & Nagaratnam (2011: 70), Celce-Murcia (2001: 252) three areas have to be considered: grammar as rules, grammar as meaning, and grammar as use. Meanwhile, Pennington in Hinkel & Fotos (2002: 14) proposed four principle that can serve as a foundation for effective pedagogical grammar; collocation, compositional, contexted, and contrastive. In addition, Gengross (2006: 8-10) said that learning grammar have the same sequence of stage. Those are lead-in, presentation of the model text, reconstruction of the model text, text creation and text sharing. These stages allow the students to comprehend the teaching materials in grammar. In teaching grammar, these aspects should be considered since teaching and learning grammar not only are about grammatical structure merely, they are also used to give meaningful expression both in context and meaning.

b. Teaching Grammar Materials

The teachers provide varied teaching materials, and varied approaches are taught. The students are taught methods to increase concentration and comprehension as they learn language. The teachers check for students' ability to understand textbooks and provide appropriate alternatives. "Students with *mastery goal orientations* are intrinsically oriented and focus on improving their knowledge, skills, and understanding of the material." (Harvey & Chicky-Wolfe, 2007: 76).

Murphy in Hurd & Lewis (2008: 305) argued that teaching material can be subdivided into two purposes. First, a separate study skills module or materials is studied alongside the language through discrete strategy instruction. Second, to develop learner autonomy, a framework of strategic awareness-raising that is explicit strategy instruction should be integrated within a language learning programme. The teachers develop teaching materials by using those strategies in which the students can use English materials.

Tomlinson (2008: 4) said that in engaging the learners cognitively and affectively, teaching material for students should provide attention to authentic use of English. In addition, Nagpal, et. al. (2013: 32) mentioned purposes for the chapter of study; first, it should have structure and sequence of activities. Second, it has time duration of completing activities. Third, it has some information of the resource materials for each objective. Fourth, it should have details about procedures. Those purposes are available in the teaching materials to guide the students in enhancing language proficiency.

Rashidi & Safari (2011: 253-257) in their paper mentioned some principles in developing teaching materials. First, teaching materials should develop learners' abilities in communicative competence. Second, teaching material consists of the topics and themes that involve the students' participation in analysis. Third, the themes of the materials are taken from the learners' needs. Fourth, the materials take account of the teacher's role as a facilitator and mediator. Fourth, ELT materials take account of the learner's role as a subject of the learning process. These principles show how materials are developed in giving the opportunity for students to be an independent learner. Students are allowed to take a part of decision maker and a thinker. Material derived from the students' difficulties in any area of the language skills. Thereby, the teachers play role as a teaching guide in the learning process.

c. Independent Learning

Independent learning has similar meaning with terms such as 'autonomous learning', 'self-directed learning', 'independent study' and 'self-regulated learning' (Morrison, 2011: 4). In addition, Meyer (2014: 11) defined that it is called independent learning when the students have good understanding, motivation and cooperative working in the learning process. They are motivated to take

responsibility and are able to work together with their teachers. He argues that in accomplishing those environments of the independent learning, material resources are needed as aids to study.

Broady and Dwyer in Hurd & Lewis (2008: 142) and Hurd & Lewis, (2008: 148), stated the term ‘independence’ can be defined as the learners’ ability in taking autonomous decisions in the learning process. Students decide to take autonomous in order to improve their grammar. In the area of grammar, learners’ choices and independent learners’ choices are important role to focus on grammatical form. This then leads the writer to consider how teaching materials are developed particularly both focus on form and focus on meaning functions. most effectively.

Feryok in Hobbs & Dofs (2012: 87) presented his paper that observations showed how the teacher addressed autonomy. To develop student autonomy are allowed the students to highlight grammar lessons. Students are able to control content, manage learning, and demonstrate control of learning processes. This show us how the development of autonomous in the learning process.

3. Method

This development of learning materials consists of five phases. The first is analyzing the learners’ need and problems. Secondly, developing materials based on the learners needs. Thirdly, it can be used in teaching learning process and get the correction. Fourthly, the feedback and correction are done after the writer revised all the materials. Finally, the products of grammar materials are used for the teaching learning in the next semester. The writer conducted the researcher in three phases meanwhile the next phases will be presented in the later paper since it is still on the process.

4. Findings and Discussions

To get the analysis of the student need, the writer conducted the interview with the student. Based on the interview, the students think that they need to comprehend the teaching materials; *“I think when we want to learn one subject; we need the print out learning materials. It will give us the guideline. We also have some difficulties in learning grammar since the grammar is not to easy to understand.”*

They think that the major problem the face is in some part of the grammatical theory. Sometimes they think that learning grammar is easy theoretically but it will be difficult for applying such as in writing or doing the exam of the grammar. The difficulties of the students can be seen in the sentence below.

Table 1. Quantification of Errors

1	Verb Tense	187	24.47 %	<i>When he was <u>help</u> her mother to collect fire woods, he found a big egg.</i>
2	Finite Verb	95	10.51 %	<i>His mother very broken heart.</i>
3	Non-Finite Verb	65	6.01 %	<i>He decided to <u>goes</u> to the city to earn money and his mom let him go.</i>
4	Pronoun	92	11.56 %	<i>So we left <u>he</u>.</i>
5	Preposition	51	5.41 %	<i>So, you can join <u>with</u> us.</i>
6	Spelling	48	4.95 %	<i>He <u>praied</u> to God for this situation.</i>
7	Agreement	46	4.65 %	<i>They <u>was</u> a poor family.</i>
8	Punctuation	25	1.50 %	<i>“Good job Tom, you are the bas cat in the house”.</i>
9	Context of Usage	32	2.55 %	<i>Long time ago, in <u>the</u> village, there lived an old woman ...</i>
10	Context of Meaning	55	6.01 %	<i>Ten years <u>ago</u>, Malin Kundang became a rich trader.</i>
11	Redundancy	27	1.50 %	<i>Malin still kept his argument <u>to join worked</u> in big ship.</i>
12	Word Order	21	0.90 %	<i>“hm... how <u>I will</u> serve it?” said mouse deer..</i>
13	Word Choice	25	2.60 %	<i>Finally his mother <u>permit</u> Malin to join price contest.</i>
Total Number		769	100 %	

In the verb tense, the learners’ errors in grammar are the incorrect regular verb, the incorrect irregular verb, double marking of the past verb tense or the incomplete past progressive verb. In the finite verb, the learners commit the errors in the substitution of the progressive for the simple past, the substitution of the infinitive for the simple past, the missing of the finite verb, and the overuse of the finite verb. In the non-finite verb error, four types of non-finite verb errors can be found in the incorrect use of non-finite verbs after the main verb such as the addition of the -ed suffix, the missing of *to*, the incorrect use of the -es suffix, and the incorrect use the -ed participle.

In the pronoun error type, the learners’ errors are in the incorrect use of a subjective pronoun, the incorrect use of a relative pronoun, and the incorrect use

of a subjective pronoun referring to an antecedent. In the preposition error, the students' commit an error in unneeded preposition, the incorrect form of preposition, the missing of preposition, and the appropriateness of preposition. In the spelling error, four types of errors can be found when the sentences are written with the incorrect spelling of the words such as the spelling of a verb, the spelling of an adjective, the spelling of an adverb, and the spelling of a noun.

In the agreement of singular and plural error, four types of errors can be found, namely a singular noun, a plural noun, an irregular noun, and a subject-verb agreement. In the punctuation errors, four types can be found. They are the use of an apostrophe, the use of a comma, the use of a full stop, and the use of a capital letter. In contexts of usage, four types of errors can be found. They are use of the definite article, use of the indefinite article, the repetition of a word, the usage of a determiner. In the context of meaning errors, four types can be found. They are the context of meaning in a verb, the context of meaning in an adverb, the context of meaning in a pronoun, and the context of meaning in an adjective. In redundancy, four types of errors can be found. They are redundancy of an article, redundancy of a pronoun, redundancy of an adjective, and redundancy of a non-finite verb. In the word choice errors, four types are found. They are the choice of an adjective, the choice of a noun, the choice of an infinitive, and the choice of a verb phrase. In word orders, four types of errors can be found. They are the incorrect appositive, the incorrect possessive adjective, the incorrect noun phrase, and the incorrect *wh*-question.

The teachers should emphasize the concepts of the verb tenses. It is essential for the teachers to ensure that the students really understand the use of verb tense rules, specifically in the use of the past verb tense which is frequently used in narrative writing. For example, the teachers can give writing instructions of how to use the past regular verbs, the past irregular verbs, and the past continuous verbs correctly.

In developing grammar materials, the writer divided the materials into ten chapter. This materials are related to the students need and problems. This material is developed to give the opportunity for the students to discover the grammar knowledge for themselves. The students are also hoped to explore what they need and what they have learned in practice.

Table 2. The Content of Materials for Independent Learning

No	Chapter	Topic	Subtopic
1	Chapter 1	The Verb Tense	1.1 Regular Verb 1.2 Irregular Verb 1.3 The Past verb tense 1.4 The Past progressive verb
2	Chapter 2	The Finite Verb	2.1 The progressive for the simple past The substitution of the infinitive for the simple past 2.3 The missing of the finite verb 2.4 The overuse of the finite verb
3	Chapter 3	The Non-Finite Verb	3.1 The addition of the <u>-ed</u> suffix 3.2 The missing of <i>to</i> 3.3 The use of the <u>-es</u> suffix 3.4 The use the <u>-ed</u> participle
4	Chapter 4	The Pronoun	4.1 The use of a subjective pronoun 4.2 The subject position 4.3 The use of a relative pronoun 4.4 The use of a subjective pronoun in object position 4.5 The use of a subjective pronoun referring to an antecedent
5	Chapter 5	The Preposition	5.1 The unneeded preposition 5.2 The form of preposition 5.3 The missing of preposition 5.4 The appropriateness of preposition
6	Chapter 6	The Spelling	6.1 the spelling of a verb 6.2 the spelling of an adjective 6.3 the spelling of an adverb 6.4 the spelling of a noun
7	Chapter 7	The Agreement of Singular and Plural	7.1 a singular noun 7.2 a plural noun 7.3 an irregular noun 7.4 a subject-verb agreement
8	Chapter 8	The Punctuation	8.1. the use of an apostrophe 8.2. the use of a comma 8.3. the use of a full stop 8.4. the use of a capital letter
9	Chapter 9	The Context of Usage	9.1 the definite article 9.2 the indefinite article 9.3 the repetition of a word 9.4the usage of a determiner

10	Chapter 10	The Context of Meaning	10. the context of meaning in a verb 10. the context of meaning in an adverb 11. the context of meaning in a pronoun 12. the context of meaning in an adjective
11	Chapter 11	The Redundancy	11. redundancy of an article 11. redundancy of a pronoun 11. redundancy of an adjective 11. redundancy of a non-finite verb
12	Chapter 12	The Word Choice	12. the choice of an adjective 12. the choice of a noun 12. the choice of an infinitive 12. the choice of a verb phrase
13	Chapter 13	The Word Order	13. the incorrect possessive adjective 13. the incorrect noun phrase in 13. incorrect <i>wh</i> -question in

Example of instruction as following; *Combine the following sentences by adding the underlined information in the second sentence to the first sentence. Change the present tense of the first sentence to the appropriate past tense!*

You should correct the errors of the pronoun agreement in the following paragraph by using the way in the model of the first correction. You should find how many errors in parentheses at the end of the paragraph indicate!

5. Conclusion

The paper is a design of the printed out teaching grammar materials in which the content and the grammar instruction guided the students to learn independently. There will be a continued need to develop tailor-made instruction, appropriate, and material design, for teaching grammar in the students of university if particular attention to the students' needs continues to be the guiding of the teaching process. Considering the students' errors as the need analysis is useful and beneficial analysis. Further sustained research into the many aspects of developing teaching grammar materials is thus required. In the case of grammar for university, the implementation and valid assessments are required to measure effectiveness of the English grammar materials as a source of the students' independent learning.

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Creative Writing in EFL Learning

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Abstract. Recently, there has been an interest in encouraging students to write creative works such as stories or poems. In EFL context, however, many teachers are still doubtful as it is deemed not feasible to ask students to write creative works in a foreign language. Indeed, for EFL learners, creative writing gives a double challenge as they should express their creative ideas in English.

This paper, hence, shares ideas to engage students in activities and projects that increase their confidence and foster the motivation to explore the use of English creatively. Offered as an elective course in the English Education Study Program of Sanata Dharma University, creative writing course aims at nurturing students' creativity and confidence, as well as encouraging them to write poems and stories in English. Activities are designed in accordance with the course objectives to attain the utmost benefits. Journal writing and sharing, in-class writing activities, class blog, and group projects are done to foster students' skills and self-confidence in creative writing. Students also improve their language ability as they experiment with the English words, sounds and figures of speech.

Keywords: *creative writing, creativity, confidence, motivation.*

Introduction

Harmer states “By the end of the twentieth century English was already well on its way to becoming genuine *lingua franca*, that is a language used widely for communication between people who do not share the same first (or even second) language” (2007:13). He further points out that its non-native speakers increasingly outnumber its native speakers (13). Similarly, Crystal (2003:3) asserts that English has become a global language and, as a consequence, caused the emergence of “new Englishes”.

These varieties of English emerge because the people using this global language need to both meet their communicative needs and maintain their identity (Crystal, 2003:3). Crystal further explains “International varieties thus express national identities, and one way of reducing the conflict between intelligibility and identity” (2003:145). This is because the non-native speakers of English use English to communicate with native or other non-native speakers of English, thus showing the intelligibility bond. Yet, they speak in different ways, thus they also retain their identities. The international varieties of English, or the “new

Englishes” prove the adaptations made by non-native speakers of English when using English. Non-native speakers of English adapt the language, for instance, by creating new words or idiomatic phrases that do not exist in the English vocabulary yet needed for communication. Crystal mentions “There are many cultural domains likely to motivate new words, as speakers find themselves adapting the language to meet fresh communicative needs” (146). Most adaptation, Crystal further explains, relates to vocabulary in the form of “new words (borrowing), word-formations, word-meanings, collocations and idiomatic phrases (146). A country’s “biogeographical uniqueness” also causes borrowing words, such as those for animals, food, mythologies, and social structure.

This emergence of the “new Englishes” and the increasing number of English users worldwide have evoked a new way of seeing English language learning in Indonesia. Learners will use English in a global context for international communication. English is needed as a means for interacting with other Asians and with people in other parts of the world. That means, referring to Harmer’s term, Indonesian learners later will become a part of “a global target-language community”, in which the language used is not British or American English but the World English (2007:13). Bismoko (2011) in Dewi (2013:8) asserts that the English in postmodern English education is not just as a communication tool but it also needs localizing. Dewi (2013) also mentions that the teaching of English needs to be “contextualized with the local culture”.

Despite the hesitancy of many EFL teachers, I believe creative writing offers benefits for Indonesian EFL learners in acquiring the ability to use this global language. A well-run creative writing course or activity can foster students’ confidence and motivation to explore the use of English creatively and contextually. This paper, hence, shares ideas on how to engage students in activities and projects that nurture their self-confidence, creativity, and language ability.

Creative writing

Harmer (2001:259) states that creative writing suggests tasks that involve imagination such as writing poetry, stories, and plays. Seeing from its purpose, Hale defines creative writing as “anything where the purpose is to express thoughts, feelings, and emotions, rather than to simply convey information” (2008). Another definition of creative writing is “writing that expresses the writer’s thoughts and feelings in an imaginative, often unique, and poetic way” (Sil.org in Hale). Likewise, Maley (2009) defines creative writing as the production of texts which have an aesthetic rather than a purely informative, instrumental or pragmatic purpose. He further explains “CW texts draw more heavily on intuition, close observation, imagination, and personal memories than expository texts” (2009).

As a thriving discipline, Creative Writing is offered in many HE institutions as named undergraduate program in Creative Writing as well as a

course in the curriculum (Holland 2003). However, there are different opinions on whether or not creative writing can be taught and, in the context of EFL, whether or not it is feasible and beneficial for students. Some teachers say that creative writing cannot be taught as it is an individual accomplishment dependent on one's "talent", yet others believe that writers can be encouraged. Whether or not creative writing can be taught, certain skills can actually be enhanced. Students who are interested in writing but are unconfident with their capabilities or do not have a clue on how to start will gain more confidence as they learn some writing techniques through practice and experience. Freiman (2002) states,

Learning writing is part of a number of interactive dialogic and reflective processes. Not all students are talented when they come to our increasingly diverse classes; for some of them learning how to use language coherently and effectively will be their main achievement in doing a writing course; others will in fact discover their talent while learning in an environment that increases confidence. (par. 1)

Creative writing cannot be taught in the same way as other subjects. Freiman asserts that it should be "student-centered and active" and should promote learning through "active engagement with both reading and writing" (2002). What a creative writing teacher should do is to introduce some techniques, encourage students to read various literary works, help them build the writing habit, and provide prompts, activities, projects for students to practice and experiment with their language to express their literary creativity. Students can gain insight into voice, diction, plotting, setting, figures of speech, and the like to help them write. In addition, the purpose of the course should be clear, realistic, and relevant to the context of the students so the course is beneficial and enjoyable for students.

In this paper, creative writing refers to the elective course offered at the undergraduate level in the English Language Education Study Program of Sanata Dharma University. This course aims at nurturing students' creativity and encouraging them to develop their creative writing skills in English. Creative Writing course also differs from other writing courses in the curriculum in a way that it provides more room for students to express their creative ideas, imaginations, feelings and emotions in three major literary genres, i.e. prose, poetry, and drama. Throughout the course, students practice writing short stories or flash fictions, poems, and short plays adapted from stories or poems. In addition to developing students' competence in creative writing, this course also cultivates students' confidence, autonomy, appreciation to others' work, and honesty in creating, which are the conscience and compassion aspects of learning. Sanata Dharma University highlights the importance of balancing academic excellence and humanistic values by applying Ignatian pedagogy that focuses on 3C aspects, i.e. Competence, Conscience, and Compassion, to help students develop fully as persons for others.

As it is an elective course, students who take this class usually are those who like writing or who are interested in developing their creative writing skills. Some of the students already have the experience of writing stories or poems, yet most of them do not write in English. Some others in the class are not really sure about their capabilities in writing, though they are really interested in trying. My students in Creative Writing, who are in their third semester, also face a double challenge because English is a foreign language, and writing literary works in a foreign language is indeed a great challenge.

The benefits of creative writing

Amid the doubts and worries of teachers concerning the use of creative writing activities with EFL learners, many education experts believe in the benefits that creative writing offers. First, creative writing enhances the learners' language abilities. Maley (2009) asserts "CW aids language development at all levels: grammar, vocabulary, phonology, and discourse. It requires learners to manipulate the language in interesting and demanding ways in attempting to express uniquely personal meanings." McLoughlin (2008:95), likewise, highlights the importance of "play" in creative writing. He affirms, "In Creative Writing, an element of play is particularly important. Students should be free to take an initial trigger and play with it until it becomes something interesting, something more original and something the students owns" (95). Creative writing encourages learners to "play with the language" as Maley (2009) and McLoughlin (2008) put it. As they write, students engage themselves with the language, experiment with it, use words with different senses and sounds, and convey meanings with different language devices. Rai in Kumar (2012) states "Creative writing helps students to equip them with the literary devices to make their language more beautiful and appreciable". In fact, this kind of language is not only used in literary writing. In daily life, we also often use various kinds of figures of speech, such as simile, metaphor, or paradox.

Second, creative writing activities make the language learning fun and interesting. Rai in Kumar (2012) asserts that "Creative writing breaks the monotony of the class. It brings fresh air in the classrooms. It helps students to learn language with fun." He further explains that it helps students learn the language skills "without stress and with fun." Students definitely learn better in this kind of situation.

Third, creative writing develops the right side of the brain. Maley (2009) reveals "Much of the teaching we do tends to focus on the left side of the brain, where our logical faculties are said to reside. CW puts the emphasis on the right side of the brain, with a focus on feelings, physical sensations, intuition, and musicality." Creative writing encourages learners to express their feelings, and make the readers feel what they feel; describe an abstract entity by telling how it gives physical sensations and how it affects its surroundings. It asks them to listen to their intuition and pay attention to the music in the sounds of the words.

Fourth, creative writing fosters the learners' self-confidence and self-esteem. The ability to produce a piece of artistic writing in a foreign language certainly boosts up their confidence. Maley (2009) states "Perhaps most notable (benefit) is the dramatic increase in self-confidence and self-esteem which CW tends to develop among learners". Similarly, Rai in Kumar (2012) says that creative writing gives them confidence because they can write poems and stories in English, which is a foreign language.

Fifth, creative writing encourages learners to write as themselves, as non-native English speakers with their unique cultural background and context. Tin (2007) asserts "Creative writing gives learners a chance to write about things that are important and interesting to them, a chance to share personal aspects of their lives. It enables learners to 'become themselves' in their new language"

Creative writing activities

Various creative writing activities can be done to attain the utmost benefits for students. Certainly, the activities should be designed in accordance with the objectives and the characteristics of students. In my context, the main aims of creative writing course are to nurture students' competence and creativity in writing short stories, poems, and short plays and to develop students' confidence in writing in English. In addition, this course is expected to also foster autonomy, mutual respect and compassion, as well as honesty in creating the work. The students are mostly in their third semester and are English teacher candidates. The following are some of the activities that are proven to be feasible and beneficial for my students.

Journal writing and hot seat

Students are to keep a journal book in which they write down ideas, note down inspiring images, lines, words or phrases. They may also copy out writings that appeal them. This task aims at building students' writing habit and switching their brain to a writing mode. Writing a journal can also build students' confidence in writing as this journal book is a source of inspiration for their writings. Moreover, students are free to express themselves in their book. Some students make their journal book a kind of scrap book, others show their drawing skills by creating illustrations to go with their poems and creating comic strips to go with their short play script.

Applebee and Langer (1992) in Penaflorida (2002:349) mention that journal writing offers advantages. First, it is enjoyable since it gives students freedom to write on any topic at the spur of the moment. Second, it offers students "privacy, freedom, and safety to experiment and develop as a writer". Journal writing may also be used as a source of conferencing. The teacher can give suggestions on topic or particular entry that can be developed further into a short story or poem.



Figure 1. A student's journal entry

Hummingbird heartbeat!!!
 Galin = A Hummingbird
 A hummingbird! Yes. I feel like a hummingbird about myself. It is little, agile, slick, fun, cute, and lovely. Its fur is not a glamorous fur: but a calmly nice fur. I love to be that way; calmly nice. Though I am not calm for always. But, I feel like 'smooth-but-strong taste. Hummingbird has the fastest heartbeat! That's for my spirit in doing many things. That's how I symbolized myself.
 A hummingbird with its heart beat!

he/she perceives him/herself, as in the previous example. When writing the journal, they are also encouraged not to be too worried about their grammar. The important thing here is switching on their writing mode. Yet, many students do try to find the words that best express what they want to express. It is the bravery to play with language and to try using new words. Harmer (2001:260) asserts that when students write poems or stories, they are “tapping into their own experiences. This provides powerful motivation to find the right words to express such experience”.

Since students write the journal outside the class, they write their thoughts, feelings, experiences, observations, imaginations around them, thus making what they write personal, intimate, and close to their daily life. The student in figure 2 captured the beauty of the paddy field near her house as she was standing next to a farmer. Writing down this experience in her journal book enabled her to draw the beauty of the nature around her as a source of inspiration for the poem she then produced. Writing a journal is a practice of recording emotions in words.



Figure 2. A student's journal entry

I captured this marvellous landscape...
 Not an origami or mankind
 It's the beautiful sunrise
 in the orange Sunday morning

Warm my pale face,
 and my heart so
 I was in the middle of the field
 Beside the middle-aged farmer
 My camera and I, captured this beauty of the
 Universe Queen
 And saved it in our memory

Hot-seat is an activity done at the beginning of each class meeting, in which four students take turns sharing one entry they have written in their journal to class. The aim of this task is to build their confidence as a writer by sharing what they write to audience, in this case their classmates. Harmer (2001) affirms that we need to reinforce the students' 'product pride' by providing audience and the class can be an appropriate audience (260).

Listening to a classmate reading his or her journal entry and appreciating every piece their classmates read can cultivate students' sensitivity, care, and respect to others. Some students share very beautiful and insightful work that touch our feelings, senses, and inspire us in one way or another. Yet, even when a student does not share an interesting piece, we all put our hands together to show our appreciation. Being compassionate is one value that we hope to foster in the students. Hot seat allows students not only to develop their confidence, but also their compassion to others.

In-class writing activities

We usually do two in-class writing activities. The first is 10-minute writing, which is a warming up activity, and the main writing task. The 10-minute writing activity aims at challenging students to write impulsively for about ten minutes when given prompts. The prompts are of various kinds, ranging from pictures, unfinished poem, short videos, songs, to words, and the task is related to the main topic of the meeting. These prompts are meant to encourage students to play with words and sounds, to explore their imagination, to pay attention to their senses (sight, hearing, touch, taste, smell), to observe their surroundings and write them in words in a very limited time.

One example of the prompts is as below, in which students are to describe a feeling from a non-human point of view. The focus of the meeting is the voice telling a story.

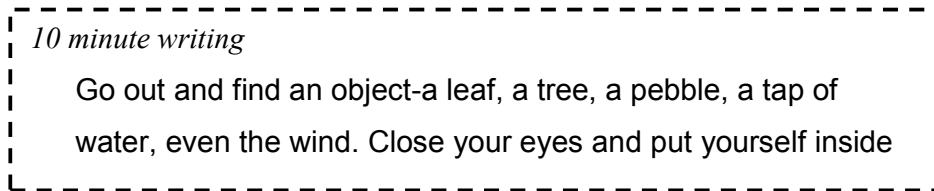


Figure 3. A prompt on the voice

One student wrote using the voice of the Banyan tree outside the class, telling how 'he' feels as many people are afraid of 'him' because of the spirits dwell on his branches. 'He' is sad as he actually just wants to help those spirits. Their 'houses' have been destroyed by people and have been made into buildings.

I know many people are scared. Maybe because my long, thick roots covering my old body. I am not fierce as I look, actually. I think only the birds that rest under my shadow know my kind heart. I feel sad that those people think I'm frightening. They whisper about the ghosts living on my branches. Well, they are right about it, but I just want to help them. Their

Figure 4. A student's 10 minute writing

I've seen people come and go. Each of them gives me new memories, souvenirs. They always come with different emotions. I've seen anger, happiness, and sadness. They have done many activities in me. They love to fight, smash, act, and sing when they are inside of me. I am not alone.

Figure 5. A student's 10 minute writing

These two students' writings interestingly show their observations on the surroundings and the superstitious belief of many people here related to Banyan tree and the ghosts or spirits. Despite the grammatical problems, they successfully use a unique voice to tell feelings, which is the main focus of this activity.

The second writing activity done in class is developed based on the skill aimed in that particular meeting. The activity can be individual writing or collaborative writing. The aim is to build students' creative writing skills by providing models, techniques, and prompts.

One example is a writing activity to practice how to describe an invisible or abstract entity, such as love or wind. Given models such as Robert Burns' *My love is like a red-red rose* and James Stephen's *The Wind*, students learn that they can describe the invisible by using different figures of speech. For instance, they can compare it with a concrete thing, give human qualities to the abstract entity, or see the effect of its presence to their surroundings. In the following poem, the student uses a simile to compare his love with a tree.



Figure 6. A student's poem

My love is like a tree

My love is like a tree,
Evergreen as you can see.
When you are loved by me,
I can make you happy.

So, you see
My love is like a tree,
I give you oxygen for free,
Even though you can't see.

My love is like a tree.

Expressing an abstract entity requires students to focus on their senses, play with the language, for example by using figures of speech, and creatively select words with similar sound to have a nice rhyme. Even though students do not think that they learn structure and vocabulary, they actually do as they go through the writing process.

Creative writing skills can be very useful for my students, who are teacher candidates. One example is when students write stories, narrative poems and nursery rhymes for children. After reading and discussing stories for children, narrative poems adapted from fairy tales, and nursery rhymes, students worked collaboratively in small groups to write a nursery rhyme in 20 minutes and present it to class.

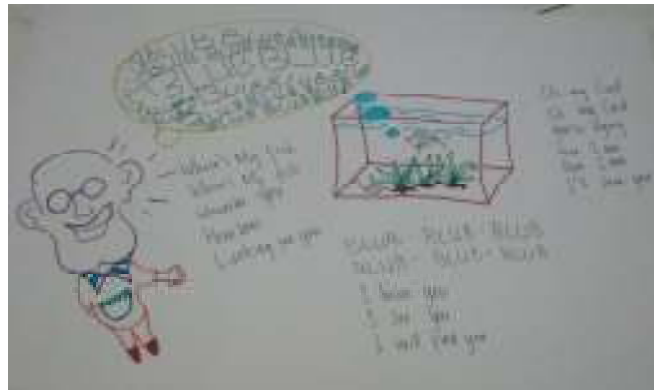


Figure 7. A group's nursery rhyme

Where's my fish
Where's my fish
Where are you?
Here I am
Looking for you

Blub-blub-blub
Blub-blub-blub
I hear you
I see you
I will find you

Oh, my God
Oh, my God
you're dying
Here I am
Here I am
I'll save you

The above is an example of a group's nursery rhyme. The experience of writing simple literary texts for children can build students' confidence in producing literary texts later for teaching young learners. Thus, creative writing can also empower students' skills as teacher candidates.

Class Blog

A class blog *creativewritingpbi.weebly.com* was created to share what students write. They send their short stories, poems, or drama scripts to the students appointed as the blog administrators to be uploaded. They can share their work and read the work of other students taking creative writing.

Maley (2009) affirms that publishing students' work is important as this will increase their motivation. Students will be pleased of having written "something in a foreign language that has never been written by anyone else before, and which others find interesting to read" (Maley, 2009). Likewise, Ur (1996) in Harmer (2001:259) states "... the end result (*note: of creative writing*) is often felt to be some kind of achievement, and that most people feel pride in their work and want it to be read". This blog aims at providing a space for students to 'publish' their work and to develop confidence as they produce creative writings in a foreign language.

The following are two examples of students' uploaded poems. These poems were developed from their journal writing and in-class writing activities.



The old man

He smiles when the sun shines
Holding a secret box in his left hand
The wind and the grass are dancing
perfectly,
Sitting in the dust-laden bench, he sings the
song
He wonders if life is the same as two cups of
tea,
Which never be apart and always sweet



The ballad of truck driver and his wife

I think I'm gonna go home tonight,
but I know, she will say
"Shame on you!!"
I understand, it's alright,
for the low income for us that I get.
But honey, please understand that I still love
you.
Ah, *pulang malu nggak pulang rindu*.

*Inspired by the words written on a truck
"*Pulang malu, nggak pulang rindu*"

Figure 7. Students' blog posts

The first poem was developed from an in-class writing activity. It required students to write a poem using the words: *secret box*, *dust-laden bench*, and *two cups of tea*. The student came up with a poem about an old man reflecting about his life. The second poem was from the student's journal book. He was inspired by words written on a truck *Pulang malu nggak pulang rindu*. Perhaps, it is only in Indonesia that we find graffiti and funny, intriguing words on truck body. The poem the student wrote reflects the situation of a truck driver who misses his wife but is reluctant to go home as he feels ashamed of being unable to give her enough money for their daily needs.

In addition to fostering students' motivation and confidence in writing, this blog is also meant to cultivate students' conscience and compassion. Appreciating their classmates' work and honesty in creating the work are highly valued.

Group projects

There are two group projects students have to do, the mid-term project and the final project. Students are given options for the mid-term group project. The first option is creating narrative poems for children which are read and visualized in short videos. The second one is to create a poetry chapbook—a compilation of poems made into a nice collection. The third option is to make a collection of flash fiction or a storybook for children. For the final project, all students are to work in groups to create a literary magazine or literary book. The magazine or book should contain students' work and deliver a particular theme.

In accomplishing the projects, students explore their creativity, artistic skill, language ability, and the ability to work in a group. Each should decide their role, be it the editor, the layout person, the secretary, or the illustrator. One example is the mid-project on a book for children. When developing the stories for children, students adjusted the language to fit the target readers. They also played with the sound device, such as using onomatopoeia or repetitions of words with similar sounds. Students also ensured that the story could teach a life value in a subtle way. A storybook for children should be illustrated nicely in order to attract children's attention. Below is an example of the books produced by students.



Figure 8. Students' stories for children



Students are also encouraged to write in the context of their own culture as Indonesians. Reading non-native English literature can provide models on the varieties of English adapted by non-native English writers to adjust with their needs related to the context of their culture. Below is an excerpt of a poem written by a student in a group's literary magazine.



Figure 9. Local words in a student's poem

MY MOM IS A LIAR

My mom is a liar
Every time I ask her
"Mak have you eaten?"
She always answers "Emak has already eaten Nok"
I know that my mom hasn't eaten yet however she left
the food for me

My mom is a liar
Every time I go home late
My mom still wakes up
And every time I ask her "Mak why don't you sleep?"
She always answer "Emak is not sleepy Nok"
I know that my mom is waiting for me, so she doesn't
sleep

...

Creative writing is feasible and beneficial for EFL learners. Activities such as journal writing, hot seat, class blog posting, in-class writing activities and group projects can facilitate students cultivate their confidence and ability in writing in English.

Drawing from my experience, there are several benefits of creative writing for EFL learners. First, creative writing cultivates creativity and allows students to think outside of the box. To do all activities, students are challenged to be creative in writing as well as in presenting their work. Students play with the language, experiment with the words and the sounds, to produce something of their own. Creative writing activities can also be designed to empower students with the capability and confidence to create literary texts as simple teaching materials for young learners.

Second, creative writing improves students' language ability since it compels students to expand their vocabulary, and to play with the language. Students learn how to use different figures of speech, imageries, and sound devices in their stories and poems.

Third, creative writing develops the right side of the brain as it encourages students to focus on their feelings, emotions, and musicality and express them in words. In addition, the activities also promote students' sensitivity to their surroundings. Activities such as journal writing, hot seat, and group projects motivate students to write about their own surroundings and to be compassionate to others and to nature. Putting themselves in the "shoes" of others can make students learn how to be empathetic to others in the real world. It gives opportunities for catharsis and the exploration of human interactions.

Fourth, creative writing activities can build students' writing habit. To be good creative writers, students need to build the habit of writing. This needs efforts especially in this case they have to write in a foreign language. Journal writing and other activities may develop students' love of writing and switch their brain to a writing mode.

Fifth, creative writing builds students' confidence as they can produce texts-stories, poems, and play scripts- that are of their own. Hot-seat and blog-posting activities have made students more confident because they have audience who enjoy listening and reading their poems or stories.

Sixth, creative writing can encourage learners to use English contextually. With the current role of English as a global language, students should be familiar with new varieties of English used by non-native writers. The students' poems and stories in the class blog and the projects show that they use English contextually as a means to voice their identity and culture as Indonesians through the use of local names, local words and terms to address people, local setting, and local culture.

The students' creative writings are indeed really interesting and remarkable. Some students, who continue writing after the course is over, show amazing progress. After all, some of them might grow to be outstanding writers in the future who proudly voice their identity and culture as Indonesians.

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Integrating Local Wisdom in the English for Young Learners

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Abstract. One issue in the globalization is national identity. Globalization affects all aspects of a nation included education. One educational aspects impacted is the teaching on a foreign language since it will be impossible without teaching the culture. This will not be beneficial in terms of maintaining the national identity. Therefore the practice of English Language Teaching (English for Young Learners) by inserting local values is unavoidable. Local value integrated in the local content should include the value of the local knowledge of their respective regions. The value of local wisdom can be adapted through the seven elements of culture. It can be concluded that both education and culture must support each other. In cultural paradigm, education should include pluralism and multiculturalism.

This model of language learning can be implemented in an institution such as elementary school and English Language course. Moreover, this idea can be applied as one consideration for the curriculum designer of English for Young Learners.

Keywords: elementary school, english for young learners, local wisdom

1. Introduction

One of the issues that need attention in globalization era is a matter of national identity. Globalization can give many impacts on all aspects of the life of a nation. Besides, globalization tends to erode someone's local values, if not accompanied by a variety of measures to anticipate. One educational aspects impacted is the teaching on a foreign language since it will be impossible without teaching the culture. This will not be beneficial in terms of maintaining the nation identity. Therefore the practice of English Language Teaching (English for Young Learners) by inserting local values is unavoidable. Local value integrated in the local content should include the value of the local knowledge of their respective regions. This is similar to what was written by Sudartini at <http://journal.uny.ac.id/index.php/jpka/article/download/1451/1238>, namely: It is generally agreed so far the practices of foreign language teaching will not be effective without discussing its culture. Most educators will agree that teaching the language will be impossible without teaching the culture. Besides the practices of Foreign Language Teaching particularly English commonly pay less attention on the accompanied intercultural communication. It is commonly believed that the practices of English Language Teaching always accompanied by the insertion of foreign cultural values. It line with the national educational goals, It seems that the most possible way to overcome this is by integrating the Indonesian local culture and values in practices of English Language Teaching.

Thus, with respect to national identity, it is not beneficial if children learn a foreign language since it is feared that it can eliminate the local values that bear on their mind and replaced by the new values from the foreign language which they learn.

On the other hand, to keep pace with the globalization, one needs to learn a foreign language (English) because English is the lingua franca (language of international communication). In addition, language learning will be more effective if initiated as early as possible or when a person is still in the age of the child. This statement is supported by Afia's writing, namely: In line with this statement, in Indonesia, English has been introduced in early levels of elementary schools as a local content, apparently based on assumption the earlier the better (Afia, 2006: 10).

By considering these things, we should be smart in anticipation of globalization and capable of providing the best English language learning for children. One alternative solution is to provide English language learning for children by integrating the local wisdom in their material. The same is stated by Padmanugraha (2010: 6), namely: We have to employ our local wisdom in a creative way. For example, it will be great Javanese writer writes in English and employ some Javanese terms or philosophies or exploring Javanese cultural values so that they will be read by the more general reader. By doing this, I believe positively in the future of Javanese culture and it will give great contribution all over the world since we have enough "*adiluhung*" cultural values.

Based on the above statement, this paper aims to discuss the model of English Language Teaching by the integration of local wisdom in the English for Young Learners. By creating this model, it is hoped that when the children learn foreign language (English), at the same time they also learn their own culture and this would be beneficial for children in relation to their national identity.

2. Literature Review

a. Local Wisdom

Local wisdom consists of two words: wisdom and local. In dictionary English-Indonesia, whereas local (*lokal*) means local (*setempat*); wisdom (*kearifan*) means wisdom (*kebijaksanaan*) (John M Echols and Hassan Syadily). In general, the local wisdom can be understood as local ideas that are thoughtful, full of wisdom, good value, embedded, and followed by the people (Sartini, 2009). In the disciplines of anthropology, the term local wisdom has known as local genius. The features of local wisdom are:

1. Able to withstand foreign cultures
2. Having the ability to accommodate the elements of foreign cultures
3. Having the ability to integrate elements of foreign culture into the native culture
4. Having the ability to control
5. Being able to give direction to the development of culture

In Setiyadi (2013: 293-294) it is stated that local wisdom was firstly introduced by Quarititch Wales. It is an ability of certain culture to keep influence of foreign culture when they contact each other. Other opinion which is stated by Ahimsa-Putra in Setiyadi defining that local wisdom refers to knowledge devices and practices of a certain community – taken from previous generation and experience in relation to other community- to solve any problem. According to Ridwan (2010:2) in Setiyadi, local wisdom can be understood as man's effort in applying his cognition to do something and thinking of a certain object, or event happening in certain place. Further, wisdom is understood as one's ability in using his thought to act to a certain thing as a result of his judgement to a certain thing, object, or event. *Tim Wacana Nusantara*, (2009:1), still in Setiyadi states that local wisdom is a custom or tradition done by a group of people living in a certain area. Tradition can be used as a law in a certain community. Local wisdom can be various. Local wisdom in a society can be found in the forms of songs, wise words, proverbs, advice, slogans, and ancient books united in the society's daily activities (Ridwan, 2010:3) in Setiyadi.

According to Marsono (2007:182) in Setiyadi there can be found local wisdom in every ethnic group of Nusantara. At the time when Nusantara nation could not write a writing, they put their local wisdom in the forms of traditional rituals, legends, folktales, oral stories, expressions, and relief. Then, they are written.

In relation to 'culture', local wisdom is a part of abstract culture. Local wisdom can also be a symbol. The symbols can mean "good", "positive", "not good", "negative". In Indonesia, local wisdom must clearly have positive meaning because 'wisdom' always means 'good or positive'. Ahimsa-Putra in Setiyadi states that wisdom is implied in the language and literature (oral and written) of a society. Local wisdom covers various knowledge, view point, value, and practices of a community, both inherited from previous generation and gotten from today's practices. It is also stated that learning literature can help us understand thinking patterns of a society different events happening in that society. Thus, by analyzing language and literature, one can reveal various local wisdom of a society (293)

Mungmachon (2012: 176) stated that local wisdom is basic knowledge gained from living in balance with nature. It is related to culture in the community which is accumulated and passed on. This wisdom can be both abstract and concrete, but the important characteristics are that it comes from experiences or truth gained from life. The wisdom from real experiences integrates the body, the spirit and the environment. It emphasizes respect for elders and their life experiences. Moreover, it values morals more than material things.

In Saputra (2013: 620), it is stated that the value of local wisdom can be adapted through the seven elements of culture (Koentjaraningrat, 1990). They are the language, the knowledge system, the religion, the livelihood system, the art, the social organization, and the living system equipment and technology.

2.2. The Role of Local Wisdom in Education

Traditional knowledge, indigenous knowledge, and local knowledge generally refer to the matured long-standing traditions and practices of certain regional, indigenous, or local communities. Traditional knowledge also encompasses the wisdom, knowledge, and teachings of these communities. In many cases, traditional knowledge has been orally passed for generations from person to person. Local wisdom or local genius a term firstly introduced in anthropology is a cultural identity that leads a nation to be able to absorb and process a foreign culture to be appropriate for the nature and culture. It is the source of knowledge growing dynamically and transmitted by a certain population and integrated with their understanding of the natural and cultural surroundings. It is the basis for a decision on the policy of the local level in various areas including health, agriculture, education, natural resource management and rural community activities. Within it lives also a cultural wisdom. It is the local knowledge that has become fused with belief systems, norms, and culture and expressed in tradition and myth adopted in the long term. In carrying out a program of development in an area, the government should first of all be familiar with the wisdom of local communities. Related to the implementation of education in Indonesia, the role of local wisdom has great place to direct the process as well as the goal of education (Wisnuaji and Jasfar, 2013: 10)

The statement above is strengthened by our education philosophy which is derived from a local wisdom namely *ing ngarso sung tolo, ing madya mangun karso, tut wuri handayani (dounsoni for short)*. This is a wise saying telling one to do good and right things to him/herself in the cause of harmony to human beings and to the environmental nature. Being a good and right model in any situations of social life is the key of success to get harmony of life including in the trades and business. Such simple philosophy is to be reflected not only from classroom teaching-learning plan to the implementation but also in the evaluation to measure if the program output is relevant to the curriculum content in the efforts to reach the vision of education.

3. Discussion

It has been stated above that local wisdom can be found in the forms of songs, wise words, proverbs, advice, slogans, and ancient books united in the society's daily activities. Besides, it can be in the forms of traditional rituals, legends, folktales, oral stories, expressions, and relief. Then, they are written. To focus the discussion, this paper is limited on local wisdom in the form of folklore.

3.1. Folklore

Oral literature is the literary form that contains the values, beliefs, and customs and traditions, which are passed down through oral speech from generation to generation. Referring to the Dictionary of Indonesian, oral literature is literary inherited orally, such as rhymes, folk songs, and folklore (<http://www.kamusbesar.com/57248/sastra-lisan>).

Folklore is a narrative story, which can be categorized as an oral tradition.

Folklore has a storyline that is clear and direct, namely: the first part includes characterizations and background, content area developed problems and continues to climax, and the final section contains troubleshooting. Folklore is generally formed by a sequence of episodes that do not vary but each has a unique character that is magical in very deep at every event.

Characters in the story usually have dichotomous traits, good and bad. The characters in folklore have a relatively fixed figure, the general nature of the good or bad which is rarely changed during the story. The properties of good and bad, for example, wisdom, virtue, ignorance, featured in the story through the character in ways that can be predicted. Theme of the story is shown quite clearly though not stated explicitly, expressing the values of society and reflect the philosophy of the author their lives. Folklore presents a view of life based on those beliefs.

Virtues upheld by the people featured in the story, for example, virtue, modesty, honesty, courage, patience, perseverance, and morality. The common themes in folklore are such as "the truth will prevail, ugliness will always be defeated".

The language used in the story is straightforward, using the dialect (the local language) which is clear, and not be distracted by the construction of rigid and complicated language. English-language conversation in the story has a sense of the language, which reflects the legacy of oral stories told from generation to generation for centuries. With a distinctive dialect and certain societies, folklore has its own charm. Folklore has a background story that geographically there is no clear boundary that gives the impression of a complete world in the story. Similarly, events in the story are not limited by time and place. Physical details are shown as required in accordance with <http://utsurabaya.files.wordpress.com/2013/01/barokah.pdf> events.

3.2. The Integration of Local Wisdom into the Learning Process.

The values of local wisdom can be utilized for learning in primary school. Why? Wisnuaji and Jafar (2013: 11) explains as follows: It is the source of knowledge growing dynamically and transmitted by a certain population and integrated with their understanding of the natural and cultural surroundings. It is the basis for a decision on the policy of the local level in various areas Including health, agriculture, education, natural resource management and rural community activities.

In this case, Meliono (2011: 1), states that: Education is one of the appropriate media that is accurate and effective to create a young generation who is able to generate an inquiring mind, wise, open-minded, and constructive attitude. The systemic education which contains the complimentary subsystems, distributed to the regions in the Indonesian archipelago, and to the different levels of state and private educational institutions. It is, therefore, the state of education has to hold a clear objective in order to reach a precise and ideal goal. In a cultural

paradigm, education should include pluralism and Multiculturalism. It has become an urgent need requiring planning.

In addition, with the integration values of local wisdom in teaching in primary school, it is expected that students will have an understanding of its own local wisdom, raising a sense of love toward their own culture.

The process of integration of the values of local wisdom in teaching at the elementary school can be done for all subjects. In integrating the values of local wisdom at the elementary school learning, teachers must consider many things, such as the subjects or material and the learning method. Besides, teacher must adjust to the level of development of elementary school children.

Through the integration of the local values in the English Language Teaching, it is expected that the student nationalism will be grown. Meanwhile, one of the approaches that can be used, such as what is written by Sudartini in <http://staff.uny.ac.id/sites/default/files/132309073> "The insertion of local culture in the practice of teaching English Language can be in the forms of selecting materials containing the local culture and norms values and also giving additional explanation on any foreign cultural norms found in the process of teaching and learning English. "

3.3. Integrating Local Wisdom in Folklore into English for Young Learners

Every society has its own culture and values (local wisdom) in Indonesia. These values can be traced from folklore. Through folklore, local values are passed down from generation to generation through oral tradition or culture said. A variety of typical regional folklore which live among the people conveys moral messages in a community. Call it the story "Malin Kundang" from West Sumatra, "Kasarung monkey" from West Java, "Cucumber Gold" from Central Java, "Crying Stone" of West Kalimantan, "Rara Jonggrang" from Yogyakarta. In each of these stories contained the values of local wisdom that can be used as a means to deliver people to the noble and dignified life.

It has been stated above that local wisdom which is found in the folklore can be used as a means to anticipate the bad influence of globalization. This way can be done through the integration of it into English subjects learning instruments for elementary school or into English for Young Learners. Some of these learning instruments are the material and the learning method and model. These must be fitted to the level of the development of the students. That integration can concretely be in the forms of:

1. The material.

By applying one of the Indonesian folklores in the English material given, it is expected that the Indonesian young learners of English will be familiar and know well about their own local wisdom. They not only understand well about the foreign folklores (which is more commonly much written and sold in the bookstore rather than local folklores) but also they will have more knowledge about their own values.

2. The learning method and model.
To be able to get the objectives of the study in this case, teachers must be able to apply the learning method and model which is appropriate for young learners. The teachers must be able to apply the enjoyable, fun, and interactive learning model for young learners. The appropriate media must also be considered when teacher will deliver the learning material. The multimedia tool to deliver the story about folklore such as the animation video will be beneficial for young learners since these media is fun and enjoyable for children.
3. Besides, the teachers must consider about the student cognitive development level when delivering the material. The material for beginner, intermediate and advanced students must be different. These materials must have different level of difficulties and this can make the learning process more challenging and enjoyable.

4. Conclusion

Globalization is not a wrong thing. It has two impacts namely positive and negative towards the development of human life in every nation. Therefore we have to be able to anticipate the negative influence of it which may come into our life. One of the negative influences is the erosion of our sense of loving towards our local culture. Besides, the negative influence is also attacked the education aspect, especially toward English Language Teaching and Learning like what has been stated above. To anticipate this negative influence, we have to be able to find the smart solution to overcome this problem. One of the alternative solution is by integrating our local wisdom in the English Language Teaching especially in the English for Young Learners

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**Enlivening Indonesian Traditional Games “Lempar Cincin”
in EFL Classroom: From Local to Global**

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Abstract. Games can be adapted in language classroom with beginner, intermediate, and advanced proficiency learners. It is entertaining, engaging, and challenging in which learners interact with others (Wright, Betteridge, & Buckby, 2006). It also motivates as well as facilitates learners with different learning styles and/or multiple intelligences to learn the target language. Generally, there are two types of games, traditional and modern – the latter becomes more popular while the former seems to fade out over times. Indonesia, particularly, is rich of traditional games that can be potentially used as media to teach language as well as preserve local wisdom and shape national identity in globalization era. Language teachers, as we know, are expected to be creative and culturally aware to promote the local cultures through teaching media/materials; one of them is through traditional games. Based on those rationales, this current paper is aimed at elaborating the activities of utilizing traditional game called “*Lempar Cincin*” in teaching English vocabulary for Indonesian students in Community Learning Center (CLC) Batangan, Sabah-Malaysia. The main data were obtained from the questionnaire, interview and documentation. Later, the researcher gave in-depth analysis on the idea of applying this traditional game as the beneficial medium to teach English and character education simultaneously.

Keywords: *character education, local wisdom, traditional game*

1. Introduction

English is the most widely used language in all over the world. It is also as the most important foreign language to be taught at schools and universities of non-English speaking countries. This statement is supported by Honna (2008) revealed that “English has conspicuously spread among nonnative speakers ... in 70 countries (around 36%) of 193-nation world”. English, beside French, also becomes the working languages used by United Nations (UN, 2014). Based on the rationale that English has pivotal position in global communication, Indonesian government includes it in the education system curriculum.

English, in fact, is originally native language of some inner circle countries, such as: USA, UK, Australia, and New Zealand. Some outer circle countries used English as the second language while the expanding circle countries categorized English as the foreign language. Some people do not distinguish the term second language and foreign language, all languages learned after the first language is called second language. However, Saville-Troike (2006:101) made clear distinction between the two terms as seen from the social perspective where the language used.

... second language is generally learned and used within the context of a language community which dominantly includes members who speak it natively. ... foreign language learners often have little opportunity to interact with members of the language community ..., too often the sole reason for studying the language is that it is required for graduation.

According to the Kachru's three-circle model of English, Indonesia is included in the expanding-circle countries in which English is categorized as the foreign language. One of the characteristics of foreign language, as stated by Saville-Troike above, is that it is only used in the context of classroom; students have little opportunity to use it in daily communication.

Furthermore, it is a fact that English and Indonesian are different in many aspects, among others are linguistics and social aspects. In terms of linguistics, both are different in spelling, pronunciation, syntactic or grammatical structure, and so forth. Socially, both Indonesia and English have their own culture which is different one from another. However, it is important to be noted that culture is an integral part of language learning and affects all aspects of learning. It is in line with Kohls (1996:23 in Wintergerst & McVeigh, 2011:4) stated that "culture is an integrated system ... includes everything that a group of people thinks, says, does and makes." Thus, English classroom is the place where different cultures interact – students are learning both new language as well as culture.

Related to the definition of culture given by Kohls, it can be said that culture and language are closely related and interactive. Since both culture and language are intertwined, the teaching of culture and language must go hand in hand (Kramsch, 1998). In the English classroom, each student brings their own cultural background and experiences, which may differ from the English culture. Therefore, teachers have to acquaint students with the new target culture and language and be aware of foreign culture impact toward students' daily lives.

Moreover, the position of English as foreign language leads the students to have little number of language exposures, both input and output, in the real communication and increase the learning difficulties. Ismail (1991) stated that there is no doubt that language exposure is crucially important in enhancing students' target language. In other words, there is strong correlation between language exposure and target language acquisition – the more frequent the exposure the better the target language acquisition, and vice versa. Nonetheless,

some Indonesian teachers still apply the oldest method in ELT which is Grammar Translation Method (GTM) and/or Audio Lingual Method (ALM). Those traditional methods will demotivate students to learn the language since the students only learn about the language (structure) through merely memorizing and drilling instead of learning how to use the language communicatively. The stereotype that English is difficult makes the students have lack of motivation and interest. As a matter of fact, motivation plays vital role in the success of learning. A lot of researches also revealed that there is high positive correlation between motivation and learning achievement (Broussard, 2002; Broussard & Garrison, 2004; Tella, 2007).

Based on the rationale on issue of culture and students' motivation in language (English) teaching and learning, this paper would investigate the use of culturally bounded instructional technique and media in the process of teaching and learning English which is Indonesian traditional game "*Lempar Cincin*".

2. Literature Review

This part explores the theories underlying the idea of traditional games which have dual-focused function, the teaching media to deliver language instruction as well as to preserve local culture and maintain students' national identity.

a. Games in Language Teaching and Learning

It cannot be denied that teaching and learning process is not merely the situation in which a number of students are sitting in a row with their notebook and pen while the teacher is explaining the materials in front of the classroom. Nowadays, the process of instruction has changed; it should follow the principles of *PAIKEM GEMBROT* which are active, innovative, creative, effective, pleased, happy and weighted learning in order to increase students' motivation, interest, and learning outcome (Widyatmiko, 2012; Wiliasari, 2012).

Instructional game, then, is one of the teaching techniques that can be applied on the basis of *PAIKEM GEMBROT* principles. Games in the classroom can be functioned as a means for enabling students to work out their social, emotional, cognitive, or physical domains (Marsh & Millard, 2000:44-45). Particularly in language learning, Singer and Singer (1990, in Marsh & Millard, 2000:47) provided a range of evidence to show that games helped children to develop oral language. Further, games also can encourage children to develop confidence in their linguistic skills as they engage in activities in a less self-conscious manner than in the formalized activities within the curriculum. Due to this rationale, games can be used to develop confidence in the use of additional language.

Another research conducted by Dalton (2004:3) proves that less than 5% of students are able to endure the *stressful* nature of formal school training in

languages. This finding leads to the notion that activities structured as games can provide concrete practice for learners. Further, games are also able to reduce the tension and anxiety during the learning process due it provides more relaxed atmosphere. This statement is supported Genova (n.d) stated that 562 empirical studies showed that anxiety has negative impact on the learning achievement. Therefore, it is pivotal to have relaxed classroom so that student can learn maximally and reach better learning outcome.

b. Traditional Games to Promote Local Wisdom

It has been mentioned previously that language and culture are two integral parts, English teachers should be aware of balance proportion on the local and foreign cultures during the process of English teaching and learning. English teachers have to be very creative in using classroom materials, media, and activities that encourage students' awareness on the culture. Traditional games, then, can be one of the techniques to bridge the idea of *PAIKEM GEMBROT* principles and culture issues in English classroom.

Traditional game is a game that is passed from one generation to another in a particular culture. Mostly, it is played in a group as an enjoyment without using any computers or other electronic devices. There are a lot of advantages of traditional games which cannot be found in the modern games, such as: (1) it promotes cooperation among member of the group; (2) it can be a medium to develop children's sympathy; (3) it improves creativity and strategy; (4) it can build children' socialization since they have to communicate one another during the games.

Indonesia, then, with its rich ethnic has a lot of examples of traditional games representing its national identity, for instance: *dakon/congklak*, *engklek*, *ular naga*, *bakiak*, and many others. Those games can be modified to be implemented in the process of English language teaching as stated by Hill, Surmaniningsih, & Lestari (2013, iii-v). In other word, it can be said that the traditional games have dual functions, as the media to deliver the instruction and to promote Indonesian local wisdom to the global world.

3. Method

This current article is based on the activities conducted in Community Language Center "Batangan" in Kinabatangan Sabah-Malaysia. The researcher employed a retrospective study design since this paper investigates about past events on the use of traditional games '*Lempar Cincin*' in the process of English instruction. The subject of this current study was an Indonesian teacher, Franky Kurniawan, in CLC Batangan Sabah Malaysia. He majored art and design education in State University of Malang, graduated in 2012, and began to be a teacher in Sabah in 2013.

In the process of data collection, the researcher sent the questionnaire through email to be fulfilled by the teacher. In order to get the thick data, telephone interview was also employed. Documentation in the form of photos is also included in order to have visual understanding on the activities. Further, the researcher tried to investigate the activities thoroughly and linked to the relevant theories.

The researcher also sent the manuscript of this current paper to the teacher in Sabah-Malaysia for having confirmation to ensure that all information stated in this current paper is correct. The confirmation from the interviewee is also vital in the social research due to ethical issue. Finally, the findings are expected to inspire language teachers for developing similar activities in the process of language learning. Further research is also expected to develop the similar media which is validated as well as tried-out to see its further effectiveness.

4. Findings and Discussions

This part presents the findings along with the discussion of the result of research findings. The researcher displayed the data obtained from the questionnaire, interview, and documentation. Then, she interpreted the result of the analysis and related it with the existing theories.

a. School Background

Sekolah Indonesia Kota Kinabalu (SIKK) is an Indonesian school which is established in 2008 to give educational access for Indonesian children who live in Sabah-Malaysia in the form of formal as well as non-formal education. The Indonesian government under *P2TK Dikdas Kemendikbud* established SIKK due to the reason that there are about 400,000 Indonesian (including school-aged children) in Sabah-Malaysia need proper education. As its name *Sekolah Indonesia Kota Kinabalu*, SIKK is merely located in Kota Kinabalu, capital city of Sabah state Malaysia. In order to expand and ease educational access for students who live in other parts of Sabah state, Indonesian government established what so called as CLC “Community Learning Center. CLC is like *Sekolah Dasar Terbuka (SDT)* and/or *Sekolah Menengah Pertama Terbuka (SMPT)* in Indonesia. There are 28 CLC in Sabah in which there are about 50 students in each CLC. Further, most of the students have low academic achievement.

The curriculum of SIKK or CLC is like Indonesian SD and SMP have. The teacher used module as the main instructional media. The use of module is expected that students can learn by themselves. Teaching learning process is delivered using Indonesian to preserve Indonesian students’ identity since most of Indonesian students were born in Sabah, live in Malaysia surrounding with Malay language as well as culture so that they have very limited knowledge about their own country, Indonesia. Particularly in language, students tend to use Malay with Sabah dialect for daily communication. For they have limited exposure on

Indonesian, it becomes more difficult rather than Malay language. Concerning this condition, it is essential to build students' nationalism and knowledge and/or skills related to Indonesian culture.

Related to English instruction, it was found that even though English is as the second language in Malay, Indonesian students have limited exposure on it. Based on the interview, the teacher stated that most students are difficult to concentrate; they tend to be bored easily toward teachers' explanation and have low motivation in the process of teaching and learning. Further, their family and surrounding also have low awareness toward the importance of education since they still thought that they will be only low-worker in the palm plantation with or without having education – the only important thing is that they can read, write, and count. The low motivation in education can also be seen from the number of students in CLC which is reducing from 50 students to 35 students.

b. The Use of Traditional Game in English Language Teaching in CLC Batangan

Based on the background discussed above, in order to motivate the students in the process of instruction, the teacher tried to use teaching media. As we know that a vast number of researches have proven that media is very effective to attract students' attention, improve their motivation as well as learning outcome. Teaching media are quite effective in assisting the teacher to deliver the materials. It also helps the students to achieve the learning objectives easier.

In this present study, then, the researcher would like to highlight the use of traditional games "*Lempar Cincin*" using bottles and cardboard ring. The use of those two media is based on the principle of 3R (Reduce, Reuse, and Recycle), in this case is "Reuse". The idea of using bottles as the media comes from the fact that there are a lot of mineral-water bottles in the teachers' house. Each week, the teacher spends about a carton of mineral water. There is no "*pemulung*" in Sabah Malaysia as in Indonesia. Based on this condition, the teachers thought to use those bottles as the teaching media instead of burning and/or throwing them to the trash bin.

Based on the bottles that the teachers have, he had the idea to use them in the English teaching process. It is important for attracting students' English interest using games. As it has been mentioned before, the CLC curriculum is similar with Indonesian school so that students have to learn about descriptive texts, recount, procedure, and so forth. The topics chosen are the one which are close to students' environment, like self-introduction, family, things at the school, hobbies, etc. In this case, the teacher applied the use of traditional games using bottles to teach about "family".

Before implementing the media and games, the teacher consulted the idea to the researcher as the one who has ELT background. In other word, the teacher collaborated with others form different specialty. Fang (1974, in Lin & Xie, 2009:125) considered collaborative teaching as an innovative method of teaching,

two or more teachers contribute their talents. Further, theories believed that various teachers' academic specialty in collaborative teaching will diversify learning directions. Collaborative teaching will give a lot of advantages, such as provide teachers more opportunities to contribute their talents, overcome teaching difficulties, and develop teaching professionalism as they can learn from each other.

After having online discussion, the teacher prepared the media, the rules of the games, and the questions related to the topic discussed. Following are the procedure of the games.

Equipment:

1. Used Bottles
2. Chalk
3. Boardmarker
4. Cardboard

Preparation:

1. Use a cardboard to make a circle (ring) which will be used as the ring for the games. Use double cardboard to increase the ring's weight so that it is easy to throw. (Make sure that the ring's diameter is fit to the bottles used)
2. Use chalk to draw a family tree on the floor (you can also use boardmarker)
3. Fill the bottle with water
4. Attach the name on each bottle, i.e. *Geby, Lina, Hasan, and so forth*
5. Arrange the bottle based on the family tree drawn
6. Make 3-5 questions for each bottle on the question cards



Figure 1. Bottles for the Games

Steps

1. Before starting the games, divide the students into group which consists of five students maximally

2. Students have to throw the ring to the bottle targeted from the place that has been pointed. Make sure that students do not pass the border in throwing the ring
3. When the students' ring can catch the bottle, they will get a question based on the name stated on the bottle
4. When the students cannot catch the bottle using the ring, the group will not get the question
5. The true answer will get 100 while the wrong one will get 0 score
6. Each group only gets five chances to throw the ring



Figure 2. Students Play the Traditional Games “*Lempar Cincin*” to Learn about Family Tree

Reflecting from the activity “*Lempar Cincin*” in CLC Batangan, there are some vital principles that should be applied when designing games for language learning, for instance: (1) there are clear and explicit instructions; (2) there is a clear outcome for the activity; (3) the task is cognitively appropriate to the learners; and (4) all students in the group are involved (Gibbons, 2002:21-26). Explicit instructions is considered as the important thing to do as students will be confused on what to do without having clear instruction from the teacher; if they do not clearly understand what to do, the goals of learning might not be achieved. Even though the teaching learning activity is in the form of game, it should contain educational values, in the case of CLC Batangan, this game is used for teaching “family tree”. Further, adjusting the level of difficulties is also vitally needed, so that all students can engage in the games. Since most students in CLC Batangan are still in the beginner level, the questions given are very easy and understandable in the form of short statement as the following:

(1) *Ani is Huda's ...* (2) *Ani is Yayuk's....* (3) *Ani is Ramlan's ...*

As we know that if the questions given are too difficult, it will demotivate students to participate in the game. However, if the students have been in the

higher language proficiency level, the questions can be modified into longer statement which will challenge students' cognitive and comprehension. In conclusion, the principles by Gibbons are line with Hill, Sumarminingsih, & Lestari (2013:iii) who stated that game should also fulfill five criteria: enjoyable, educational, English promoting, engaging, and easy to use.

c. Traditional Games and Local Wisdom

The activity "*Lempar Cincin*" conducted in CLC Batangan, reminded us to the traditional games which was often found in *Pasar Malam* which is called as *Lempar Cincin* or sometimes is called *Lempar Gelang*. In the original version of the games, the players have to buy the rings; it is about IDR 1,000 for 3 rings. They have to throw the rings to the glass bottles which have been arranged neatly. If the players can throw the rings to the bottles targeted, they will get a prize based on the number written in each bottle or get the bottle which contains softdrink. However, at the present time the existence of *Pasar Malam*, is less frequent compared to two decades ago. Nowadays, people tend to go to mall which has been completed with number of digital games. Thus, the use of "*Lempar Cincin*" which is modified and used as instructional games can re-enliven the sense of Indonesian traditional games. It also helps the Indonesian students who live in Sabah Malaysia get closer to their country and promote local wisdom and maintain national identity as has been stated in the SIKK mission.



Figure 3. The Original *Lempar Cincin* in *Pasar Malam*

Besides, this game is also effective for attracting students' attention in the materials given. Based on the questionnaire and interview to the teacher, he stated that students are enthusiastic to join the game. Further, traditional games can also be used as the media for character education since students have to work hard, honest, sportive, and cooperative. Students have to work hard to throw the ring from certain distance as well as answer the questions to get the score; they cannot

pass the line that has been drawn as the border where students have to throw the rings to the targeted bottles (honest); since it is competition among groups, every member of the group has to cooperate to throw as well as answer the questions, they have to distribute the role evenly as there is neither superior nor inferior in a group (cooperative), and the groups that lose the game has to admit the lost and cannot blame the certain member of the group (sportive).

Of course, the use of games will be more attractive than merely use the picture of family tree drawn on the black/white board or drill vocabulary list to be memorized to explain the materials about the “family” topic. The conventional teachings, of course, are less attractive and too teacher centered. This traditional game “*Lempar Cincin*”, then, can be one of the alternative answers that can be applied in the language classroom that can attract students’ attention. By using some modification, the use of game can facilitate all the learners with their own learning styles. As we know that students might be audio, visual, or kinesthetic learners, and the traditional game “*Lempar Cincin*” can be applied to facilitate those learners since it combined the aural skills (listening and speaking), the visualization of the family tree, and the students’ motoric to throw the rings to the targeted bottles. Below are sample of teaching sequences that can be done by the further teachers:

- 1) First, teachers introduce the topic “family” through pictures along with vocabulary key related to the topic;
- 2) Second, teachers use the family tree drawn on the black/whiteboard to familiarize the students to the family relationship;
- 3) Third, teachers apply the games to assess the students’ understanding toward the materials given.

Based on the proposal of teaching sequences above, games can be used as the technique to review the materials which is in line with Clark (1982:1) who suggests that games: “...are best used to review or practice words and sentences that have already been introduced”.

In addition, this game is also applicable for assessing students’ listening as well as speaking skill. Students try to read the questions clearly so that their friends can catch the meaning on what s/he has said. From this activity, of course, students try to listen as well as speak carefully. For the language component, the teacher can also assess students’ pronunciation and spelling awareness. The sample activity that can be conducted is that right after answering the question; students spell the word correctly, for example *daughter*, *D-A-U-G-H-T-E-R*. Then, students can also create a sentence based on the name stated on the bottles. It is due games are useful not only for learning vocabulary but also for expanding into sentences and discourse (Gibbons, 2002:21-26).

Further, the teachers also can implement the games for assessing reading comprehension. First, teachers have to prepare a passage and reading questions.

After having reading session, students' reading comprehension is assessed through the game "*Lempar Cincin*" with these following steps:

- 1) Teachers prepared some bottles which have been arranged in the form of family tree;
- 2) Each bottle is labeled with number (1, 2, 3, 4, and so forth);
- 3) Teacher prepared a reading passage about family and some questions related to the passage;
- 4) Students and teacher have reading comprehension session
- 5) After having reading session, students come to the question and answer session related to the passage
- 6) The questions are given in the form of "*Lempar Cincin*" game which is students throw the rings to the numbered bottles and they have to choose the questions based on the number stated on the bottles.
- 7) Students answer the questions given

In general, teachers can use the games integrated with all language skills (listening, speaking, reading, and writing) as well as language components (pronunciation and spelling). Yolagedili & Arian (2011:219) noted that teachers should not see games as time fillers or tools designed for fun only, but integrate them into their foreign language teaching programs. In line with (Hill, Sumarminingsih, Lestari, 2013; Gibbons,2002), (Sigurðardóttir, 2010:7-10) emphasized that it is important to be noted that instructional games have to fulfill these following characteristics, such as: (1) they are fun, so that it can help activate students who may have been inactive before, due to lack of interest; (2) games help participants to build relationships; (3) it exposes the language in a variety of situations; (4) games can involve language students' emotion; (5) games are good for shy students and students with low confidence

Moreover, some modification using "*Lempar Cincin*" game can also be done by the teachers. In the case of CLC Batangan, the teacher did not apply minus score since the teacher did not want to demotivate the students or increase students' worries on losing the score. However, sometimes it is important for having minus score when the students did mistakes in answering the questions so that it is expected that they will be more careful. The teachers can divide the game into three rounds (for example): the first round has constant score, the second round has multiple score, and the third round is the gambling session in which the students will get the score based on the score they bet. This kind of rules will be more challenging since the students will have higher competition atmosphere. Students are also trained to use their strategy in order to win the game.

5. Conclusion

To sum up, it is proven that, low-tech media still can be used as the teaching media to help students to improve their learning outcome. Teachers do

not need to always use high-tech media which have high cost. Yet, teachers should be creative to see what the surrounding provided and change them into valuable media to be applied in the classroom. Traditional games, then, as one of the Indonesian local wisdom have dual functions, as the media to deliver the materials and to preserve local culture as well as maintain national identity. However, not all traditional games can be applied in the classroom. It should fulfill five criteria which are enjoyable, educational, English promoting, engaging, and easy to use.

Finally it is suggested that this game is further developed to be applied in the classroom with some modification, such as: (1) the score in each question card is different based on the level of the questions difficulties-the higher the score the more difficult the question; (2) sometimes it is importance to have minus score when the students get the wrong answer so that they will be more careful in answering the questions; (3) this game can be also applied to assess language skills (listening, speaking, reading, and writing) as well as language component (spelling and pronunciation).

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A Processability Theory study: Past *-ed* acquisition in Indonesian learners

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Abstract. This study is to see the Past *-ed* morphological acquisition which is placed on the Stage 2 of the Processability Theory (PT). The participants of this study were 26 university students in speaking classroom in Indonesia. The data, which was gathered from semi-structure individual interviews with several topics, were analysed using an Emergence Criterion (Pienemann, 1998). The present study found that all participants did not acquire the Past *-ed* on Stage 2. Several possible reasons were discussed in the study to find out why they were not able to produce Past *-ed* forms. However, the further research is also required due to the very limited research on this case.

Introduction

Pienemann (1998), in his Processability Theory (PT), claims that learners of a second language (L2) can only produce forms which they are able to process in sequences. This means that all learners follow certain language processing procedures. PT provides five stages of processing procedures for L2 acquisition: word/lemma access, category procedure, phrasal procedure, Sentence (S) procedure and Sub-clause procedure (Pienemann, 1998: 79). This means that learners acquire L2 by following certain procedures which constitute an assembly of components parts which follow an “implicational sequence” (Pienemann, 1998: 80). They can achieve the higher stage if they have passed the lower stage. Using predictions of the universal developmental stages in morphological and syntactical development derived from the PT, the language acquisition of L2 learners can be determined.

Researchers have done studies with various western participants who are non-native speakers of English. Håkansson, Pienemann, & Sayehli (2002) collected data from twenty German L2 learners with Swedish as their L1. The some structures of German and Swedish are same but not mutually intelligible. Surprisingly, the finding shows that Swedish learners of German do not transfer their L1 structure to the L2. Their performances in L2 follow stages of acquisition procedurally. In other words, learners of L2 can only produce forms which they can process procedurally. However, not many studies take Asian speakers, especially Indonesia, as the participants to see the process of English acquisition as their second language. Moreover, studies on second language acquisition phenomenon in Indonesian students are very rare.

Regarding the universality of PT prediction, PT has been applied to all languages. Sakai (2007) tested the validity of the PT by collecting data from seven

Japanese learners of English as a foreign language (EFL). They did communicative tasks in order to elicit data for interrogatives, word order and negation. The results showed that the PT was valid for Japanese learners of English and they produced English structures predicted by PT.

If the PT is true in its claim that acquisition is sequential, PT should also be fit for investigating Indonesian students' processing procedures on L2 acquisition. Salameh, Håkansson, & Nettelbladt (2004) investigated the grammatical development of 20 pre-school bilingual children who learnt two languages namely Swedish and Arabic. They were divided into two groups equally. The first group were allowed to use their L1 and another group did not use their L1. The result showed that both groups developed grammatical structure in the same implicational way which was in line with PT even though the development of the participants with their L1 was much slower in both languages. The study concluded that understanding the nature of L1 is essential in language processing development.

Therefore, the significant findings of all empirical research above confirm one of Processability Hypothesis, that is acquisition is sequential. This means that learners of L2 can only produce the structures they can process in sequences.

The following study is to find out the acquisition of the Past *-ed* English morphological. This morpheme was chosen as it belongs to inflection which has different function (Collins & Hollo, 2000). The suffix *-ed* in the study has a function to form the Past Verbs in the Past Tense. Moreover, this English inflection rule does not exist in Bahasa. On the Processability Hierarchy of ESL (Pienemann, 2005; 1998), the position of the Past *-ed*, is labelled as the category procedure because no exchange of grammatical information is needed.

The researcher of the present study focuses only on the Past *-ed* acquisition as there has been very limited research on this category. Zhang & Widyastuti (2010) found that Indonesian participant, who had been studying one of post graduate courses in Australia for more than one year, was not able to produce Past *-ed*. The participant only produced two correct Past *-ed* form of nine tokens uttered. Another research on the Past *-ed* acquisition has ever done by Zhang, Liu & Bower (in preparation) on three Chinese students who had received formal training of L2. Surprisingly, all of them did not acquire Past *-ed* either.

The present study answers two questions. The first question is: are university students of 4th semester able to produce Past *-ed* which is on Stage 2 of PT? The second question is: why do they produce Past *-ed* successfully or why do they fail in producing Past *-ed*? The findings of this study might be useful for those who will continue to do research on the English acquisition among Indonesians.

Methods

The participants of the study are 20 university students majoring English in Indonesia. All participants have been learning English for more than 8 years in formal education in Indonesia. Only one participant had experienced travelling abroad. All of them rarely speak English on campus, even in the classrooms.

The data was collected by semi-structure interviews on 23 June 2014. The interviews were conducted separately with each participant. As the speaking skill levels of the participants are different, the treatments of each participant were different. The interviews were conducted in only one task. That was by interviewing about their past activities lasting around 10 minutes.

The data was collected through communicative tasks; that is interviews in natural conditions (Selinger & Shohamy, 1989). The data gathered from the interviews were transcribed using a NCH software, a computer program used to listen recordings in which the speed of the voices can be adjusted. The transcription data were then transferred into an obligatory context table of Past –*ed* linguistic morphemes.

The obligatory context of the linguistic features above, then, was analysed using an Emergence Criteria to see the participants' acquisition in ESL by analysing at least four tokens contexts produced for the obligatory context (Pienemann, 1998). Tokens are defined as all repetitions made by the learners in obligatory contexts (Kilani-Schoch and Dressler, 2002 cited in Pallotti, 2007), for example, the participant repeated the word *chairs* four times so it was counted four tokens but was only counted as one type of obligatory context. Tokens are chosen to see the real presentation of the morpheme productions (Pica, 1984 cited in Pallotti, 2007).

To increase the reliability of the study, transcription was checked twice by different people. Unclear utterances were checked with participants to make sure the utterances transcribed were the same as what the participants said. Besides, one other researcher analysed the data and reached the same conclusion as the researcher of this study.

Results

The first research question of the study is: are university students of 4th semester able to produce Past –*ed* which is on Stage 2 of PT? The data are presented in Table 1.

Table 1. Past *-ed* production on 26 university students majoring English in Indonesia

Participant	1	2	3	4	5	6	7	8	9
Past <i>-ed</i> production	0/6	0/4	0/3	0/9	0/1	0/3	1/2	0/3	0/2

Participant	10	11	12	13	14	15	16	17	18
Past <i>-ed</i> Production	0/5	0/4	0/4	0/3	0/7	0/3	0/8	0/4	0/2

Participant	19	20	21	22	23	24	25	26
Past <i>-ed</i> production	0/0	0/2	0/4	0/0	0/4	0/5	0/0	0/0

From the Table 1 above, it can be seen that all participants produced tokens in various numbers but only one participant who was able to supply the obligatory context, the Past *-ed*.

Among the 26 participants, only participant number 7 produced one past *-ed* form (*I have good experience when I participated PORDA*). However, this participant did not produce sufficient Past *-ed* required. He only produced one obligatory context form of 2 tokens. By applying the emergence criterion, the data gathered from participant number 7 still did not meet the requirement. The emergence criterion is used to see the emergence production of the each obligatory context observed by counting at least four tokens (Pienemann, 1998; and Kilani-Schoch and Dressler, 2002 cited in Pallotti, 2007). As the researcher set four tokens in each obligatory context, the participant number 7 still was not able to produce the correct form of past *-ed*.

The other participants absolutely were not able to produce correct form of Past *-ed* even though they vary in numbers of tokens. Four participants did not supply any tokens in Past form, i.e. participants number 19, 22, 25, and 26. The others produced between one to nine tokens. Therefore, by considering the emergence criterion, none of the participants in this study produced Past *-ed* form correctly.

The second question of the study is: why do they produce Past *-ed* successfully or why do they fail in producing Past *-ed*? As explained before that all participants failed in providing Past *-ed* form in the obligatory context. To answer this question, some information backgrounds of the participants are taken into account. All participants spoke Bahasa the most in their daily conversation both at home and campus. This becomes the most essential factor affecting the English morphological acquisition.

Discussion

The Past *-ed* acquisition of all participants in the study indicates a significant phenomenon why the participants have not acquired the Past *-ed*. There are some possible reasons why all participants in this study failed in producing Past *-ed* form.

The first reason is that their L1 might have interfered to their L2. Their L1 is Bahasa, in which tense and inflections do not exist, only markers (Chaer, 2003). To express past events, there are some lexical markers such as *kemarin* (*yesterday*), and *yang lalu* (*ago/last*). This may be the reason why most participants used Present Verb (Verb 1) in their speaking even though the contexts of the conversations were in past. For example, the participant number 4 in this study said *...yesterday... we wash the carpet and we clean the window and clean the floor clean the floor the door and we do together...* (line 13-17). From the utterances above, it can be seen that in expressing activities in the past, the participant did not apply the rules of forming the Past Regular Verb *-ed* in English. The word *clean*, for example, in Bahasa is translated as *membersihkan*. This is used for expressing activity of *cleaning* which can be happened in the past, present or future. In other words, the verbs forms in Bahasa are not changed even though the speakers express in different time.

Related to the L1 interference on the L2 acquisition, L2 learners do not transfer their L1 (Dulay & Burt, 1974). Hawkins & Lszka (2007) who gathered data from three advanced ESL learners whose different L1, namely Chinese, Japanese, and German, found that Chinese learners could not produce past tense in English because of the absence of this feature in Chinese. In contrast, the past tense existed in both Japanese and German, and both participants could produce this feature. In other words, learners were deficit to produce past verbs if their L1 was absent of it. It might be applicable to the Indonesian learners of ESL as Bahasa does not have tense.

The second possible reason is the participants' preference in using other forms such as irregular verb and nominal verb to regular past Past *-ed*. Participant number 2, for example, said *I got some new experience* instead of saying *I gained some new experience*. Participant number 8 said *...because in small group we became more explore*. The change of irregular verb *became* into *explored* (*...we explored more...*) would make the sentence more effective. Besides, some

participants frequently used nominal verbs. For example, Participant 9 said *...because there are many friends who are talk...* instead of saying *many friends talked*. However, to analyse closely the relationship between the learners' preference in choosing verbs and the English acquisition, further research is required.

The third possible reason why the participants did not acquire the Past *-ed* is motivation in practising their knowledge in Past *-ed*. From the daily discussion with friends and in the classroom, they admitted that when they spoke English, they paid less attention on the rules. Their principle is that as long as their speaking partners understand what they were saying, it was enough. For example, when the participant number 1 said *two months ago, ...when my father got sick my brother start to care of my father...make my father have good relationship with my brother and my father said to me he is happy...*, she paid less attention on the rules of forming the Past *-ed*. She sometimes changes the verbs into present. However, to find out a valid explanation about the motivation of using the Past *-ed* and the English acquisition, further research is needed.

The last possible reason is the participants have lacked of knowledge in English structure. Even though the given questions were in past contexts, the participants replied mostly in nominal sentence, present, progressive and passive forms. Participant 14, for example, told her bad experience during one of units in her study. She said *“...every I study CMD...I late because I print my material...sometimes I collect my mapping first because I am in the first group so I have to collect the material first..”*. Another example is from Participant 12. She told about a moment when she met her boyfriend for the first time. She said *“...in cafe...at that time...I with my friend...we talk together and then my friend bullying me...”* The choosing of the word *bullying* was because she often used this word when she spoke Bahasa and she did not change the form of *bullying* in appropriate English structure. Similarly to the second and third possible reasons of the absence of the Past *-ed* production, the last possible reason also require further research.

Conclusion

All participants in this study have not acquired the Past *-ed*. They were not able to produce numbers of obligatory context required. Some of them were able to produce tokens even though they mostly uttered in wrong forms. To find out more reasons why Indonesian learners have not acquired the Past *-ed* in English, further research is needed with respect of some possible predicted reasons such as the L1 interference on the L2, more irregular past verbs produced, motivation and lack of English structure understanding.

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**THIRD PLACE: CONSTRUCTING STUDENTS' NEW
IDENTITIES IN CROSS CULTURAL UNDERSTANDING
COURSE**

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Abstract. Engaging with global community, people are required not only to be able to communicate well by using English but also to understand cross cultural context of their interlocutors to achieve the goal of communication. Unavoidably, English language teaching tends to generate dichotomous view for students' native culture (C1) and foreign cultures (C2) as one will be superior while other will be downgraded. To mediate this situation, the Cross Cultural Understanding course promoted third place theory in classroom by generating Cyber Pals Project and Maluku Cultures Exhibition. The study was conducted to see the implementation of those projects to construct students' new identities including global and ethnic identities. Interview, report and feedback questionnaire were used as the instruments to collect qualitative data. Based on the results of the study, students found challenged in the process of constructing their identity. However, through the engagement of third place in the projects, students could create their multiple identities as global and ethnic membership which was relational or easily could be shifted based on the context that they had.

Keywords: Cyber pals, Maluku Cultural Exhibition, third place

I. Introduction

In today's interconnected world, English is no longer seen as a foreign language for communication but it becomes a lingua franca to bridge communication in politics, business, science technology and academia amongst globalised society. English has been used widely and accessed easily through face-to-face talk and virtual chat by email, web-chat, Facebook and other social networks beyond geographical borders. As the third most important language in the world with the speakers who are more than two billions, English has been globally transformed from culture-specific language such Anglo-saxon Cultures into inter-cultural communication tool for worldwide communicators. Accordingly, the speakers who have cultural and linguistic diversity are expected to be able to speak English and to understand cultural context of their

interlocutors, thus they can reduce communication barriers and be successful in reaching their goals in communication.

Viewing this global reality, English language teaching (ELT) practice needs to equip the students to be competent in cross-cultural communication. ELT cannot rely on Communicative competence as the only way to measure students' ability to involve in real-life communication. In addition to language skills, intercultural competence needs to be considered as a key for the success of communication. Besides, what is more to ponder in intercultural encounter is the identity of the speakers including how they maintain their ethnic identity and present their identity as a global citizen. Third place is suggested to become prevailing process for students to facilitate process of constructing and negotiating those identities in the intercultural communication.

II. Literature review

Melting pot: Language, culture and identity

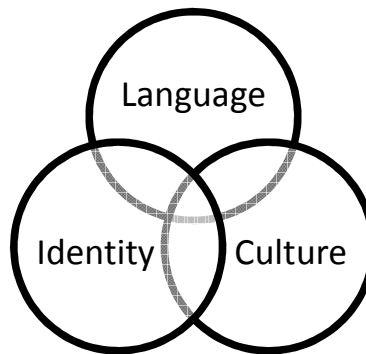
Fundamental to a discussion about a place of cultural understanding through foreign language to construct identity is the knowledge of language, culture and identity concepts. This discussion of those concepts is derived from sociocultural approach in order to view these elements and its intertwine to each other in communication.

According to Liddicoat and Scarino (2013), one of common ideas about cultures supported by structuralists is the view of culture as ethnic/national attribute that is bounded by geographical border. Both of these scholars continue broadening the concept of culture which can form a shared meaning in the symbolic system forming artefacts, behaviours, texts, and information. Instead of seeing culture as single entity in the form of cultural artefacts and behaviour, Hall (1997) describes culture as a set of practice in society in which there is exchanging meaning. Meaning is produced and exchanged as well as circulated among community through language. Knowing language therefore means more than knowing a set of fixed linguistic structural system but acknowledging language as a set of practice whereas through language, cultural convention is expressed and delivered (Hall, 1997; Liddicoat&Scarino, 2013). From this point of departure, there is interconnection between language and cultures, whereas communication by using language as the media is influenced and shaped by the cultures (Lund, 2006)

According to Liddicoat and Scarino (2013), communication is not limited to information-transmitted act by language but a cultural and creative act constituted by certain social group. They describe this process as a complex performance of identity through language in the form of cultural act. Phan (2008, p.25) tries to put in simply manner that “we construct identity through language, as language is used about us, by us and for us”, this construction of identity can be

reflected in the culture practice done in society. This complexity of identity construction then has challenged structuralists' point of view which describes identity as a fixed and stable entity from dimension of nationality, ethnicity, age and gender. Kramsch highlights the complexity of identity as members of a community which constructed across the time and space as well as imaginings (1999). As a consequence, identity is framed as relational and dynamic where it can be negotiated, modified, confirmed and challenged through communication (Cortazzy& Jin, 1999).

In a nutshell, facing the flux of the meanings related to language, culture and identity, it is important to have comprehensible understanding in the language classroom that language could be used to represent cultures and identity because these elements are interrelated.



The otherness

Learning cultures enhance our critical initiative to position the sense of self and the belonging to certain groups of people. It also shapes the concept that there are different cultures or “other” that we do not have or are lacking of (Welsh, 2011). There is reflection of Self and Other which can be identified from the existence of presence of being a part of membership and being absent for certain characteristics of other membership which could generate the gap. In the similar vein, Woodward (1997) accentuates the word “difference” which becomes the signifier to identify particular identity. In other word, lacking of presence will create difference that signifies identity of Self and Other.

The otherness can be in the form of national, racial or ethnics which somewhat can challenge the beliefs, values and behaviours of Self (Skopinskaja, 2009). Skopinskaja argues that challenge of being different can create dispute between Self or host culture (C1) and Other or foreign culture (C2) because they never compatible. Sercu (2005) identifies that this experience can hinder somebody's from pre-exposure beliefs and reject attempts to look their own cultural system from the lens of Other. The result of having blind spot in Other culture, results in negative perception that the student may have toward different cultures while their identity becomes a site of struggle since they confronted with

different situations (Pierce Norton, 1995). This perception can lead to over-generalisation to what Others may have or so called as stereotyping (Welsh, 2011). By nurturing stereotyping, communication can be obstructed since there is no mutual understanding from communicators.

In contrast, otherness can generate acceptance through negotiation which is satisfactory for both communicators. Being open-minded, tolerant to cultural diversity as well as respectful to Self and Other cultures. Moreover, to be aware of otherness means to accept relationship between insider and outsider point of view which becomes a dynamic educational process as it brings self-understanding and worldview for its speakers (Hu, 2013). Fair and equal learning opportunities for the students with different knowledge, experiences, histories, and cultures promoted by teachers can accommodate the students to have chance as legitimate speaker (Bourdieu, 1997 as cited in Lund, 2006; Liddicoat & Scarino, 2013). Lund infers that students need to claim their right to speak which is defined as their right to be heard, understood, believed, respected and distinguished in the classroom.

Promoting Third place

The notion “third place” first was introduced by Clarie Kramersch in his work in 1993. Kramersch describes Culture as “a subjective, portable, entity, linked to an individual’s history and his/her variable subject position in variable contexts of language use”. Deriving from this understanding,

Living in the diversity of cultural context where there is power relation of dominant cultures, Kramersch (2009) describes third culture or third place as a metaphor to reduce the concept of binary such as Self-Other or dominant culture-less dominant culture. She tries to reduce the dispute among scholars in defining identity and tries to reallocate the understanding to the pedagogical practices in the classroom. For her, third place is the area for negotiation and navigations. Crozet and Liddicoat (2000) describe it as “a comfortable unbounded and dynamic space which intercultural communicators create as they interact with each other and in their attempt to bridge the gap between cultural differences” (p.1). Having their intercultural space, students interact and negotiate with dominant cultures such as Anglo-saxon culture and their own native cultures which might be considered less-dominant than the prior one.

In contrast, Pierce Norton (1995) argues that this process of third place may cause the identity of students is contested. The new cultures can be seen as a threat for their own identity. They may find it is uneasy to create their intercultural space among new cultures. It is students and teachers responsibility to create comprehensible atmosphere of other cultures and to behave appropriately in other cultural situation without losing the original identity (Cortazzi & Jin, 1999). To maintain the original identity while experiencing and assimilating new cultures,

students can create their imagined community as the part of their identity which belongs to certain membership of community. According to Anderson (1995) community as imagined because “the members of even the smallest nation will never know most of their fellow-members, meet them, or even hear of them. Yet in the minds of each lives the image of their communion” (p.6). This view describes that it is not the current geographical context that the students can involve and claim their belonging, but how they see their identities as relational according to the position that they take in the context. In particular, the students are aware of their ethnic identities which signify the membership of particular ethnic group. It is not where the culture is, but how the culture is presented beyond time and space.

Cultural contents in intercultural communication

To develop the framework of understanding of various cultures in the world, Cortazzy and Jin (1999) as cited in McKay (2003, p.10) categorize the selection of cultural contents. It comprises of:

1. Target culture materials based on English-speaking countries
2. International culture materials which are taken from countries which use English as second language and foreign language
3. Source cultures which are taken on students' local cultures

Careful decision-making about the selection of cultural topics addressed in the classroom can help the students to understand the variety of cultures as well as to develop critical awareness toward those cultures. The learning source are not limited to English speaking countries cultures which are dominantly taught by foreign language classroom, but cultures which are closer to students own worldview and understanding as well as real cultural encounter that they may involve in their daily life. Also, students are able to encounter and reflect the otherness of different cultures while at the same time they construct the reception of their native cultures and the boundaries of their cultures from other and respectfully accept the diversity of those cultures.

Cross Cultural Understanding course

Learning language is intertwined with learning cultures. Lessard-Clouston (1996) argues that to bring the model of cultures in the classroom, foreign language class can implement certain approach to teach culture. In this curriculum, the approach used to teach cultures as a part of language course is dedicated to cultural or intercultural studies. Pauwels (2000) reminds the smaller chance for the students to experience English as a media for communication, the more difficult for them to immerse in the process of understanding intercultural experiences. She continues proposing the cultural knowledge which is combined with the language needs to be taught or learned explicitly in the classroom. Cross

Cultural Understanding (CCU) course has referred to this approach. It is one of prerequisite courses for the students in English study program in teachers training and educational sciences in Pattimura University in Maluku, Indonesia.

The previous CCU course was focused on Anglo-saxon cultures whereas there was disproportion in teaching local cultures as well as foreign cultures that the students might implicate with. The learning has created “cultures as discourse” atmosphere in the classroom. Kramsch (2006) refers this notion as the culture which conveys asymmetrical relations of power that is embodied in the history and the meaning of history while it is renegotiated within language. The concept of language was learned based on historical sources from Anglo-saxon countries where English came from.

The cultures taught then are associated to binary system of Western as the dominant cultures in the classroom while Eastern as the less dominant one, self and Other. As the students who became the subject of power, where the Anglo-saxon cultures would overshadow the local cultures and influence students identity to become a part of imagined community of native speakers. In general, it would be unfair for the students to learn one culture which came from native speaker cultures while neglecting their own cultures.

To mediate the problematic power relation in cultures, thus this current modified course provided variety of cross-cultural and intercultural communication experience to sharpen students’ ability and awareness while it highlighted 3 main cultural themes which were source, target and international cultures. The complexity and diversity of cultures would facilitate the students in learning and anticipating different cultures that they might encounter in daily life setting as well as accommodate their cultural contents were varied in CCU course.

Although most of them are from Maluku, yet Maluku cultures cannot be generalizable. As one of the eastern provinces in Indonesia, Maluku is an archipelago province with many different regions and cultures. Coming from different regions, student brought their host cultures and involved in multicultural situation. In this situation, students were equipped to mediate cultural diversity including dealing with dominant and less dominant cultures which they were led to identify based on their situation and how they presented their identity.

III. Methodology

Context

As an English instructor and teacher-educator, the researcher participated in 16-week CCU course in English study program at Pattimura University. The aim of this program is to develop communication skills and cross cultural understandings in society. In essence, the course covered 2 main projects including Cyber pal project and Maluku Cultures Exhibition.

Participants

Participants were the students of CCU course. They were 70 students who were in their 3rd semester. They had varied cultural backgrounds from different regencies and cities in Maluku. The students were invited voluntarily to fill out the feedback questionnaires while 10 students were voluntarily available to be interviewed for getting further data.

Data collection instruments

This study focused on qualitative study which used questionnaire, report and interview as instruments for collecting data (Cresswell, 2012). A questionnaire was designed to get feedback from both of projects. The informal interviews were done for 10 students in order to gain information regarding their impression toward MCE. Meanwhile the additional data for CPP were gathered from students' diary and reports. The aim of this study was to find out how the students construct their third place in their intercultural encounter during the process of cyber pals project and Maluku.

Procedures

There were 2 projects conducted in the CCU course. The first project was CPP which was done over 2 months. During their process of interaction (chatting) with their cyber pals, students wrote their impression toward the interaction and what they had learned during the communication in their diary. At the end of their project, they would submit their report, transcript as the evidence and their diary. The diary and the report were treated as data in this study. For MCE, there were 10 students who were interviewed during the exhibition and after the exhibition. All students filled out the feedback questionnaire regarding their response and feedback toward the overall class and the projects. The data was analysed with thematic analysis by highlighting theme which frequently occurred in data (Braun & Clarke, 2006).

IV. Findings and Discussion

Promoting global identity through Cyber Pals Project (CPP)

Facebook becomes one of technological resources which offers opportunity for students to interact and to communicate globally about cultures in English as well as to introduce their identity in the form of sharing own cultures. CPP used Facebook for the students to find foreign virtual friends and to develop mutual interaction with them. This project was conducted during 2 months with

the goal that the students could have cultural information exchange with their Cyber Pals (CPs). English became the main media through this language while the students could access to global understanding which led to the interpretation and understanding of cultural encounter as well as mediating stereotype (Liddicoat&Scarino, 2013).

The cultures that the students encountered with their interlocutors were not limited to native speakers' cultures since some of students' CPs were non-native speakers of English. Students had chance to learn variety of cultures that they were unfamiliar with and to discuss particular topics based on their interest. For instance, based on students report, apart from Canada, US and England, students also found friends from Iran, Vietnam and Mexico who used English as a second or foreign language. In this level, when the students interacted with their non-native English speaking cyber pals, at the same time the students acknowledged that they constructed their new identities as the speaker of English but also the global citizen. This reality echoes what Hall's defines identity as relational where the identity of students will shift according to the context (1997). Derives from the notion by Wenger (1998) as cited in Norton and Pavlenko (2007), students experienced feeling of engagement to global but multicultural community of practice which influence students motivation to discuss and share about their cultures and others.

Students brought different knowledge, experiences, histories and cultures during their chat with their CPs. This reality then might create barrier in their communication. Diverse values and beliefs could challenge their own foundation. Some students acknowledged that during their chat they found sensitive dialogue like religious issue particularly if it might raise a debate. The issue might contest students cultural identity and made it as a site of struggled (Pierce Norton, 1995), however the students kept maintaining their communication by respecting their CPs and tried to positively and openly discuss about the topic during conversation. Moreover, students were aware that they became culturally receptive and rich after connecting in diversity as well as otherness in which their knowledge repository was lack of. Third place in the form of negotiation was done by the students has shown their ability to mediate self and other and bridge the gap by constructing the global identity as the citizen of the world who is flexible and adaptable to the context of communication.

Meanwhile, based on students' report, the majority of students took this opportunity of virtual interaction positively and could negotiate meaning with their interlocutors as well as changed their misconception and stereotype toward their CPs. To promote students third place, they tried to be open and tolerant to new information from their CPs. Some students admitted that different value which is dissimilar to their own context sometime could generate stereotype for instance the individualistic life by westerners (see Norton Pierce, 1995). Thanks to communication with CPP, students were able to see from the lens of other which could create mutual understanding. Students could understand it was unnecessary

to have generalisation of the idea of ‘westerner’. When a student interacted with Brazilian, she just realised that people loved to have communal lives. Furthermore, students then became more critical by asking many questions as shown in their transcript of chat, when they were discussing somebody’s national cultures and personal stories. The way they position their CPs based on their CPs context helped them to understand their virtual friends in a whole. Interestingly, some students found that it was hard to find CPs who were able to maintain communication due to the internet access and time constraints between students and CPs who live in different countries. Nonetheless, the students could still manage to have communication with their temporary CPs although just in the short time. In addition, it appeared that grammar and vocabulary could not hamper them to communicate with their CPs. Language became a set of practice for the students to communicate their interest and cultures. Based on these practises, students had performed the way they legitimated themselves with a right of speak as suggested by Norton (2000) despite of the unstable communication of CPs and the language barriers in communication and were successfully constructed their global identity.

Re-constructing ethnic identity in Maluku Culture Exhibition (MCE)

After engaging in the global interaction with their cyber pal as a part of immersing in varied cultures, students were led to expand their third place by re-constructing their ethnic identity in MCE. Students came to the classroom with different cultural and historical upbringing which created multicultural classroom. However, this circumstance sometimes could create inferiority since the students struggled to position themselves with the superior cultures like Anglo-Saxon cultures but also certain local cultures which might look dominant than their cultures such as Ambonese cultures as the culture of capital city of Maluku. Accordingly, there was a risk for cultural marginalisation and devaluation in the classroom.

MCE was a final project done in CCUcourse. The goal of this project is the students were able to present and exhibit their own cultures in order to develop awareness regarding the characteristics of their own cultures as well as to endorse their respect and understanding. By having cultural discovery and awareness, students would confidently introduce and present their cultures to other people. This project was prepared within 3 weeks as the students would prepare many cultural objects including artefacts, local foods, pictures to present according to their host cultures and after that they conducted a day-exhibition. There were 11 cities and regencies which were presented by 11 groups.

Drawing from the students experienced in this exhibition, students’ cultural identity was re-constructed. Students needed to have opportunity to be able to develop the competence to communicate their culture and their ethnic identity. Wearing the traditional costume and explaining new and interesting

information by using English about their own local cultures to the visitors were activities done in the exhibition. The well-prepared exhibition and excitement shown by the visitors affected students' self-esteem to present their cultural identity which had been signposted in their interview. Being involved in MCE, students positioned themselves as the member of particular ethnic cultures. The fact that students used English as a set of practice to explore their local cultural convention and to share with others affirms the argument of Liddicoat and Scarino (2013). Moreover, based on students' feedback questionnaire, the majority of students acknowledged that there was shifting perception of cultures equality. They agreed that the way they saw their identity was not the same like in the past. They became more confident with their cultures and were curious to know more about their own local cultures in order to develop cultural appreciation.

Their ethnic identity is then reconstructed as it became relational according to the context and dynamic through the process of learning in CCU. Drawing from the arguments by Cortazzy and Jin (1999) about identity, in this MCE project, students negotiated, modified, confirmed and challenged their identity before, during and after the MCE. Before the MCE, students had no idea to explain their complex cultures. There was a tendency to narrowly view tangible things such as artefacts as parts of cultures in the discussion. During the MCE, students became aware that culture was not only single entity such information, languages, way of life, social convention but also an individual's history and the way students see their identity related to their cultural background (Kramsch, 1993). Students negotiated their identity during information session with visitors which might challenge students' knowledge to the cultures such as practising accent of local dialects.

Despite the process of re-constructing identity, from their feedback questionnaire at the end of the class, students found contentment to involve in MCE as the learning journey of re-constructing their ethnic identity. Students admitted that although they did not live in their own island where their cultural background rooted, still they could feel sense of belonging. Related to the process of third place which leads to re-constructing cultural identity, it conveys the way they construct their imagined 'ethnic' community by grasping the meaning to life which does not provide place to belong but a way of belonging to certain cultural community over time and space (Kramsch, 2006).

Conclusion

By engaging in CCU class in learning cultures through English, students' identity can be constructed according to the cultural context presented in the class. CCU course can accommodate the construction of students multiple identities including global and ethnic identities. CPP and MCE are found insightful for the process of construction while students could be receptive in identifying the otherness of cultural diversity in the classroom and mediating the differences. Instead of being

marginalised by dominant cultures teaching, students involved in other culture and their native cultures which enhanced their awareness and understanding of the cultures that they might encountered as well as empowering their identities by taking part in global interaction and being proud to present their native cultures.

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**The Integration of Pragmatic Features to Stimulate Critical Thinking:
A Material Development for Argumentative Writing**

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Abstract. The challenge to teach critical thinking is getting higher in the matter of readiness to accept many information that are globally accessible. This readiness can be performed through the manner to respond the issues. What seems problematic upon the readiness and critical thinking skills is that people in developing countries tend to have difficulties to respond some issues in a well-structured argument. As observed in debating skills and argumentative writing in some media, the result shows that there is a tendency of unfamiliarity to statistics, data collection, registers, persuasive, and reasoning skills. It affects to produce a communal respond instead of a deep logical thought. Therefore, it is necessary to answer the challenge by developing a material to improve productive skills, especially argumentative writing.

Considering the unfamiliarity of register and reasoning skills, Pragmatics is well-known as the study of meaning which requires logic to interpret it. There are two linguists whose works considered as the milestones on the way from classical logic to the logic of the broadly understood language, they are Austin and Searle. Their theories of Speech Acts contribute to develop an awareness of reasoning and negation. This paper proposes a material design integrating the features to teach argumentative writing. It is based on the principles of ideal material by Tomlinson which are adapted to stimulate critical thinking. The materials cover three components; Presentation, Process, and Production that are designed for three meetings.

Keywords: *pragmatic features, argumentative writing, critical thinking, materials development*

1. Introduction

The recent news updates about presidential debates and election revolve Indonesian people reactions through both mass and social media. Positively, it is a prove that Indonesian are in their way to be critical and analytical. It is undeniable that everybody shares their opinion through social media. It facilitates people to argue, to share, to like, as if it were an open debate without moderator.

The illustration above is the profile of Indonesian style of arguing, especially the youth (age 15- 23) as the most active participants of idea sharing. They are,

further, the target learners of this material design. The reasons are because at that range of age the high school and university students deal with their *questioning* and *reasoning* skills both in the classroom and outside it. Constructed criticism and comprehensive argument seem to be two problems Indonesian people tend to deal with. In the upline level of Indonesian debates presented in the television, the national figures tend to deliver their counter arguments without presenting data. The arguments tend to be egocentric. The trend of sharing ideas through uncontrolled media and denying factual data are the embryo of minimum tradition of questioning and referring to valid sources. Socratic questions are not familiarly introduced to Indonesian students. They lack of ideas since the brainstorming phase. As a conclusion, rare reading, and factual data unfamiliarity are the main cause of the low number of argumentative writing in the mass media. It is also the answer of why academic writing is such a difficult thing to do. Indonesian students are not get use to be critical.

Producing argumentative writing requires a strong habit of content covering, reading, and factual data (Buchanan, 2014). Buchanan proposes her getting started steps to bring critical thinking in the classroom. It involves cover content so that students grasp and retain more. The second is to stimulate students in order to deeply think about the issues by stimulating Socratic questions and further do on their commitment in the learning process.

Critical thinking accomodates people to deliver comprehensive criticism instead of assumption or assertive arguments. It extends our habit to be familiar to research and factual data. Delivering comprehensive criticism through argumentative writing surely needs to be trained. Pragmatics as one branch of macrolinguistics facilitates critical thinking in academic writing by its speech acts. These elements help the students to train their reasoning skills.

2. Literature Review

People have the nature of thinking since they were born. Reading a book, listening to the lyrics of the song, or watching infotainment will allow us to think at the moment. No wonder if we put our comment directly as a respond to what we read, listen, and watch.

Human has a biology of thinking as a process of life by involving brain, neurons, and hormones. However, thinking clearly or thinking through a problem is not an easy thing to do. Paul and Linda (2007: 4) describes that much of our thinking is biased, distorted, partial, uniformed or down-right prejudiced. Both of them agree that this type of thinking style affects the quality of someone's life.

As defined by CriticalThinking.org (in Wohlpert, 2007), critical thinking is a mode of thinking where the thinker consciously analyzes an issue or problem, while at the same time assessing the thinking process. It is, by all means, critical thinking requires consciousness to avoid left points of analysis. Another definition by Paul and Linda (2007:4) support the idea of consciousness by saying that it is the art of analyzing and evaluating with a view to improving it. They mention five important points to describe a well cultivated critical thinker.

The first is raising vital questions and problems that are clearly and precisely formulated (Questioning). The second is gathering and assessing relevant information, using abstract ideas to interpret it effectively (Data collection). The third is the further step which is deriving a well-reasoned conclusions and solutions to also testing them against relevant criteria and standards (Reasoning).

Adapting the five principles above, it is necessary to implement critical thinking skills through language teaching. Beckman, et.al. (2006:97) emphasize that applying critical thinking techniques is available to language studies together with content areas such as social studies or science. Therefore, critical thinking opens the way for students to experience curiosity to work and to pursue lines of questioning which may have not always have the answers. In this case, there is no right or wrong answer but more on the process to convince the argument. Beckman, et.al. (2006:7) also explain that critical thinking in a general education context, performs three aspects:

1. Bloom's Taxonomy
2. Socratic Questioning
3. Inquiry-based learning

Therefore, this paper is intended to answer on how to integrate pragmatic features through argumentative writing in the classroom under the issue of critical thinking skills and how is the material design for the integration. Two points of critical thinking skills that are going to be examined are questioning and reasoning skills. The paper introduces the concepts of Bloom's taxonomy related to cognitive skills to support critical thinking, Pragmatic features and Socratic questions, and proposes a material design for the students regarding critical thinking in argumentative writing.

a. Bloom's Taxonomy

Bloom is famous for his taxonomy that divides the way people learn into three domains, affective- growth in feelings or emotional areas (attitude), cognitive – mental skills (knowledge), and psychomotor- manual or physical (skills) (Hess, 2005: 1). On the cognitive domain, there are six levels of learning. Barton in Fowler (2012: 1) describes each level into specific achievement indicators. The

first level is knowledge which means to exhibit previously learned material by recalling facts, terms, basic concepts and answers. The second is comprehension which requires the student to demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas. The third one is analysis in which the achievement indicators can be assessed by the ability to categorize, classify, compare, discover, and conclude.

The next stage is synthesis which requires the students to compile information together in a different way by combining elements in a new pattern or in the form of problem solving proposal. The last stage is evaluation which deals with justification, presentation and defending opinions. The students must also present validity of ideas of work based on a set of criteria. Hess (2005:2) identifies three orders of cognitive domains which are the lowest level, more complex mental levels, and the highest order. The verb cues for each level may help teachers to lesson planning which beneficially applied to the materials writing.

The cognitive level that is going to be the focus of this paper is the highest one, evaluation, by assuming that the previous levels have already fulfilled, and the demand in argumentative writing is higher order level of thinking. Fowler (2012: 3) describes the questions cue based on Bloom's taxonomy in evaluation level. Some of the questions that are in line with argumentative writing are:

Do you agree with the actions...?

What is your opinion of....?

How would you justify....?

These three cues are in line with the idea of critical thinking which requires questioning and reasoning.

b. Pragmatic Features through Socratic Questions

The core problem of delivering argument is the avoidance of egocentric thinking. Paul and Linda (2007: 9) egocentricism shapes innate sociocentrism, innate wish fulfillment, innate self-validation, innate selfishness. For example "it's true because I believe it, because we believe it, because I want to believe it, because I have always believed it, and because it is in my selfish interest to believe it". These way of thinking is defined in short as illogical arguments.

Wodak (2007: 104) states that logic investigates sentences in the logical sense. Thus sentences is the natural way to correspond the truth values. During a very long period, logicians seemed to be unaware of the fact that the scope of the sentences in the logical sense form just a small part of the set of all sentences. In fact there are some elements in pragmatics, in which sentence and utterance are used, that correspond to the concept of logic. One of them is Speech Acts. Searle (1977) in Mey (1993: 131-132) divides Speech Acts into five types. The first is representatives in which the intention is to make the words fit the world. The

second is directives in which a wish is expressed and in order to direct people doing something what we want. The third is commissives in which the interlocutor commits himself to doing something, it is a future act of the speaker. The fourth is expressives which means ascribing a property or act to the speaker or the hearer by emotions. The last is declarations in which the point is to bring something about in the world. Wodak (2007: 105) emphasizes that people use to accomplish many kinds of acts, broadly known as speech acts. It includes asking for a glass of water, in addition to making promises, issuing warnings or threats, giving orders, making requests for information, and many others.

Socratic questioning is a strategy to encourage students to slowly their thinking down and elaborate it deeper. It requires teachers to take seriously and wonder about what students will say and think (Binker, 2001:360). The use of socratic questioning presupposes some points. Those are that all thinking has assumptions, making claims or creates meaning. It is that all thinking has implications, consequences, and uses or explains some facts and not others. Soratic instruction is applicable in any types of discussions. In Psychology, socratic questioning invloves strategic questions to understand client's perspectives and help them work out solutions to their problems (Padesky, 1993: 2).

As the art of critical teaching, Socratic Questions have a taxonomy. It is divided into six categories: questions of clarification, questions that probe assumptions, questions that probe reasons and evidence, questions about viewpoints or perspectives, questions that probe implications and consequences, and questions about the question (Binker, 2001: 367). Socratic questions can also help to shape a habit of avoiding egocentric thinking.

Focusing on the taxonomy of Socratic questions, the questions about the Probe Concept facilitates the *questioning* and *reasoning* skills. In details, based on Paul and Linda (2007: 34) the *questioning* and *reasoning skill* can be accomodated by these questions list:

1. What is the main idea we are dealing with?
2. Why/how is this idea important?
3. Do these two ideas conflict? If so, how?
4. What was the main idea guiding the thinking of the character in this story?
5. How is this idea guiding our thinking as we try to reason through this issue? Is this idea causing us problems?
6. What main theories do we need to consider in figuring out...?
7. Are you using this term "...” in keeping with educated usage?
8. Which main distinctions shuld we draw in reasoning through this problem?

9. Which idea is this author using in her or his thinking? Is there a problem with it?

2.3. Tomlinson's Principles of Materials Development

Tomlinson (2003: 15) presents ideal principles of materials development which refer to the theories of language teaching and learning. One of them is the emotional approach to the students which becomes the focus of this paper. Those are on how the materials should help students to feel at ease, to learn new things, and to catch the students' interest. The material writing is therefore regards five points to assess based on Tomlinson and Matsuhara (2001: 20), the theories of language teaching and learning, the profile, the course objective, the course aims, and procedures.

3. Findings and Discussions

From the issues delivered before, it is found that the first finding is that the integration of Speech Acts to argumentative writing is by identifying the criteria of reasoning evaluation which has been adapted to Socratic Questions. Speech Acts help to find out the clue of a wide discourse through the sentences. For example the main idea of an argumentative paragraph can be determined by representatives verbs, promising issues are described by using commissives verbs, or issuing warning through directive verbs. The identification over the main purpose of a discourse is the main point in the questioning level of critical thinking.

This is in line with what has been described by Paul and Linda (2007: 13) about the template for analyzing the logic of an article and a set of criteria for evaluating reasoning. It was the purpose, the question, the information, the concepts, the assumptions, the inferences/conclusions, the point of view, and the implications. These eight points can be assessed by the understanding of Speech Acts identification. To bring the Searle's Speech Acts concept and the set of criteria in evaluating reasoning by Paul and Linda in the classroom, Beckman, et.al. (2006:7) suggests Socratic questioning or Socratic discussion as the best adaptation of Speech Acts approach and reasoning criteria.

The second is the material design is traced to to the stages of materials writing based on Bloom's taxonomy (Knowledge (Presentation), Analyze (Practice), and Production (Sythesis and Evaluation). Considering that the material is focused more on evaluation skills, therefore, Tomlinson's principles of materials development are also the main consideration.

a. The Procedures

This chapter presents the idea of materials writing to bring critical thinking to the classroom, especially in Indonesia context. The needs analysis has been brought in the beginning of this paper, that Indonesian people tend to deliver egocentric and illogical arguments. The design considers the stages of teaching as adapted in Bloom's taxonomy. The presentation, practice, and production set. Since learning critical thinking skills needs such a committed interest, therefore the material design should make the students to feel at ease by using recommended authentic materials. In each stage, the material developer explains the goal, the authentic materials, and the designed activities.

3.1.1. Presentation

The goals of this session are to make the students familiar to related vocabularies and the use of the words. The authentic materials that are used are first thing to do is the students are introduced to specific vocabularies or glossaries that they will use during the class. Those words are *critical thinking, open-ended questions, Socratic questions, commissives, representatives, expressives, directives, declaratives, issues, and discovery activity*. After introducing the vocabularies, the students are given an activity to identify the real samples by using authentic materials to the related vocabularies. The second activity is that the students given a list of sentences as a form of matching to the blanks of some argumentative paragraphs.

3.1.2. Practice

The practice session goal is to experiences Socratic questions as part of argumentative writing plan. The theme is mass media. The authentic materials that need to be prepared are Socratic questions and essay plan sheet for each students. The first thing to do is a group work task, in which the teacher gives the list of Socratic questions sheet and a clip of newspaper opinion column. The students are asked to find the answers by observing the clip. The clip is selected into two categories, the logic and the illogical one. In this case the students are able to experience the logic arguments and evaluate themselves. The second activity is asking the students to work in group to write down the essay plan of the given clip. In the end, the students are able to differ which paragraph is well-planned.

3.1.3. Production

The last session goal is to experience essay / argumentative writing. The theme is corruption in some countries. The authentic materials to use are the essay plan sheet, a paragraph of opinion in an international newspaper. The first activity is the students are asked to put the jumbled opinion expressions into a good sequence by working in pairs. It is to stimulate their imaginative writing towards the given issue. The next activity is the pairs are asked to write their essay plan

based on the given template and they have to check one another about the sequence. The last activity is argumentative writing itself. The students have to work individually at home to finish their argumentative writing for a week. The length of time is necessary to cope with their factual data searching. The evaluation is based on the order of procedures instead of the production only.

4. Conclusion

From the discussion above, it can be concluded that:

1. speech Acts as one of pragmatic features are integrated by the use of Socratic questions in the classroom to improve critical thinking,
2. the questions become the brainstorming and the sequence of the argumentative writing;
3. the materials are designed based on three stages of teaching, presentation-process-production.

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**Developing EFL Teacher Education Curriculum: A Needs Analysis-based Study
at an Indonesian Private Teacher Training College**

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Abstract. The present study reports on how an existing EFL Teacher Education curriculum of a private Teacher Training College in Ciamis, West Java, Indonesia, is revised and developed through needs analysis. The newly-adapted quality standard, the Indonesian Qualification Framework (the so-called KKNI), and impetus of language teaching pedagogy promoting critical literacy have caused the necessity to change the curriculum. The students and alumni of the Department of English Education, considered as the ‘users’, participated in the survey. The subjects were approached to conveniently give inputs to the existing curriculum that had been established several years before. Their inputs covered not only the revisions of the content or substance of courses but also the suggested teaching strategies facilitated in the syllabi of the new curriculum. In the survey, new courses related to the current trends of critical thinking and English for global and intercultural communication were also offered to choose. The study suggests that the existing curriculum needs revising and developing with reference to its feasibility and the subjects’ needs.

Key Words: *EFL teacher training, Indonesian qualification framework, competent, needs analysis*

1. Introduction

The changes and reforms in EFL classroom practices to accommodate learners’ needs are very dependent on the teachers’ commitment to change the existing conditions. Teachers’ self-efficacy and beliefs as well as past experiences will determine their ways of making decisions to take any approach to their teaching pedagogy. Teacher education thus plays an important role in shaping their mind-sets through well-designed teacher preparation. In Indonesian context, the currently fast growing society demands to master English as a communication tool challenge the reform and refinement of EFL teacher education curriculum. English teachers in this era need to be competent in catering for their students needs for the sake of their safe and successful future in situating themselves as a member of global community without ignoring their own local identity.

The 21st century curriculum trend demands teachers to play their role as an agent of changes. Costa and Kallick (2010) argues that curriculum should offer

learners three tenets: creativity and innovation, critical thinking and problem solving, and communication and collaborations. Costa and Kallick further assert that curriculum of for 21st century education should offer pedagogical implications that promote student-centered learning, process-based (and self-development) assessment, and life-skills. The Indonesian Qualification Framework, the so-called *Kerangka Kualifikasi Nasional Indonesia/KKNI* (PP No.8/2012) outlines the national qualification standard of implementing education to match education outputs with real workplace. The framework is referred to a process of realization of expected quality and nation identity. The Indonesian Government Law (UU RI No. 14/2005) for regulating the roles of teachers and higher education instructors/educators, has outlined four competencies: personal, social, pedagogical, and professional/academic competencies. The role of Teacher Education is then very important in training the pre-service teachers to get those required competencies. While the global community and the state are concerned with the high expectation of the high education quality, the existing curriculum still needs revising and adapting, as well as refining. In addition, as the body of literature suggest, there are still very limited studies in the area of curriculum development of EFL teacher education in Indonesian context. The study will try to provide the real efforts to give the accounts. The study is guided by two question: 1. What do the stakeholders of EFL teacher education expect or demand with regard to the change and/or revision of the existing curriculum to meet their needs?, and 2. What changes of the curriculum will be evident?

2. Literature Review

The change of certain curriculum to cater for the learners' needs is generally elucidated by such philosophical bases (Ornstein, 2009). For example, reconstructionism, one of the trends of curricular philosophy, as Ornstein argues, promotes equality of education, cultural pluralism, international education, and futurism. In addition, based on this trend of philosophy, teachers serve as an agent of change and reform, acts as a project director and research leader, and helps students become aware of problems confronting humankind. Reconstructionism is pragmatically concerned with the improvements of society, and changes and social reforms.

The study is also underpinned by socio-constructivist views. It is assumed that knowledge and meanings are socially constructed. With regards to the study, constructivism views support both the infusion of the ideological tenets into the curricular substance and the process of negotiation in approaching to the methods used in the study in democratic ways. 'Democratic' in the sense that the change is desired by a majority of the group involved (Brown, 1995, p. 38). Johnston et al. (2005) suggest the study of developing professionalism in teaching be based on the consideration of sociopolitical and socio-cultural context accommodating teachers' life stories, professional development, teacher beliefs and knowledge,

and teacher identity. To meet the students' needs in the curriculum development, Brown (1989, 1995) suggests a systematic approach normally comprising the evaluation of each step: needs analysis, the determining the objectives, testing the product, developing materials, and teaching process (application in classroom context). For Brown, systematic curriculum development refers to the process of developing curriculum that can lead to the view of curriculum as "a process that can change and adapt to new conditions, whether those conditions be new types of student, changes in language theory, new political exigencies within the institution, or something else"(1995, p.24). It can be done through 'program evaluation'. It is, as Brown further argues, "the ongoing process of information gathering, analysis, and synthesis, the entire purpose of which is to constantly improve each element of a curriculum on the basis of what is known about all of the other elements, separately as well as collectively" (p. 24).

The study focuses on the procedural steps as suggested by Johnson (1989) comprising curriculum planning, ends/means specification, program implementation, and classroom implementation. Curriculum planning involves the policy makers after considering all the considerations as the rationale for revising the curriculum, which is supported by policy document. Specifying the ends/means refers to the process by which policy, and the means by which it is implemented, are operationally defined. This step involves needs analysts and methodologists and covers the syllabus development as the product. In program implementation materials writers and (teacher) trainers are involved to prepare teaching materials and teacher-training program respectively. The last step, classroom implementation, involves all the instructors, as academic staff members of the college, to design their own classroom practices representing the expected realities of both teachers' own creative efforts (teaching acts) and students' active roles in learning (learning acts).

The study is concerned with EFL teacher education curriculum development which is illuminated by constructivist views of learning. It is expected that on the process of socially constructing meanings and knowledge, learners will get more meaningful experiences for their recent and future lives for the sake of professional competence betterment. Roberts (1998, p. 25-26) promotes social constructivism views in teacher education by arguing, "A constructivist view makes sense of the way in which teachers can filter out training interventions, or interpret input so that it fits in with their framework of thinking about teaching, ... fitting them into their existing personal theories and prior experience".

The contents of EFL teacher education curriculum should be adjusted to the real needs of being professional in that the prospective teachers are competent in catering for their students' varied needs, interests, and potentials. Graves (2009) outlines the framework for curriculum planning focusing on the salient points: *who will be taught, what will be taught, how it will be taught, and how what is learned will be evaluated*. The flow of using the framework comprises at least

five steps: **a.** understanding who teacher-learners are and what they know; **b.** determining goals, that is what teachers should know and be able to do; **c.** understanding context; **d.** designing a program, that is what they will be taught, including what and how to teach, and how they will be taught as experiences of instructional practices; and **e.** planning ways to evaluate how effectively (**step d**) achieves (**step b**). Roberts (1998) in Graves (2009) proposes six types of language teacher knowledge to be included in the curriculum: a. content knowledge (of target language systems, text types), b. pedagogical content knowledge (how to teach/adapt content to learners), c. general pedagogic knowledge (classroom management, repertoire of ELT activities, assessment), d. curricular knowledge (of the official curriculum and resources), e. contextual knowledge (of learners, school, and community), and f. process knowledge (interpersonal and team skills, observation and inquiry skills, language analysis skills).

The prospective teachers are demanded to be competent in creating interactive classroom management that promotes student-centeredness. Richards (1990) recommends that the goal of teacher preparation be to impart strategies used in classroom interaction as “competencies to teachers-in-preparation”, which is referred to as competency- or performance-based teacher education. Quoting Tikunoff (1983) Richards further argues that there are three kinds of competence needed in effective instruction, 1. *participative competence*, the ability to respond appropriately to class demands and to the procedural rules for accomplishing them; 2. *interactional competence*, the ability to respond both classroom rules of discourse and social rules of discourse, interacting appropriately with peers and adults while accomplishing class tasks; and 3. *academic competence*, the ability to acquire new skills, assimilate new information, and construct new concepts. Richards also introduces the notions micro and macro perspective. Micro perspective refers to the training view of teacher preparation: trainable skills such as setting up small-group activities, using strategies for correcting pronunciation errors, using referential questions, monitoring time-on-task, explaining meanings of new words, or organizing practice work. The trainings for the micro perspectives can be: teaching assistantships, simulations, tutorials, workshops and minicourses, microteaching, and case studies. Macro perspective refers to a view of teacher preparation as education and focus on clarifying and elucidating the concepts and thinking process that guide the effective second language teacher. The activities for improving them can be practice teaching, observation, self- and peer observation, and seminar and discussion activities.

The teacher education curriculum should train the candidates to be effective teachers. Hawley et al. (1984) in Lange (1990) proposes the conception of effective teachers. They should be competent to a. engage students with academic learning time; b. credit student learning that meets desired, c. outcomes engage students interactively; c. maintain and communicate high expectations for student performance; and d. maximize learning time by the use of instructional settings appropriate to the tasks being pursued. Parker (1991) offers a process-

focused model of teacher preparation which is concerned with the teachers' important position as language teaching trainees and real good language learners. Parker further argues that "we equip our teachers to genuinely exploit their own presents and pasts in relatively continuous fashion so that they themselves can deal with their own futures". With regards to EFL professional teaching standards, TESOL guidelines (Kuhlman and Knezevic, 2013) outline them into at least five components: language (foundation domain), culture (foundation domain), instruction (application domain), assessment (application domain), and professionalism (at the intersection of all the domains).

Recent reviews on EFL teacher training indicate very meaningful significances for the concern of present study. For example, Kleinsasser (2013) reports that the majority of remaining studies variously looked at pieces of practical and pedagogical content knowledges, teacher knowledges, school cultures, attitudes, perceptions, and materials, among other more global categories. He is concerned with the interplay among influencing factors in the context of language education where learners, teachers, teacher educators, and wider members of educational environments deal with language teaching, language learning and development, and learning to teach language(s).

The appropriate approach to curriculum development, as the literature suggests, is related to needs analysis. For example, Brown (1995, p. 38-39) proposes four philosophies of needs assessment: discrepancy, democratic, analytic, and diagnostic. Yet, the present study is more concerned with the democratic one. This philosophy leads to a needs analysis by gathering information about the learning most desired by the chosen groups. Berwick (1989) also argues that needs assessment is theoretically and practically meaningful in language programming. Relevant studies indicate the effectiveness of using needs analysis strategy. For example, Kusumoto (2008) used needs analysis by administering questionnaires to investigate needs and wants of Japanese elementary school teachers, aimed at developing a EFL teacher training program. The findings of his study provided valuable implications for curriculum development of the present study.

3. Method

The present study follows the suggested systematic procedures of needs analysis (Brown 1995). The study democratically involved focal groups of stakeholders: the students of the department, alumni, instructors, and 'users'. Questionnaires investigating their insights regarding curriculum revisions on existing courses and the new relevant expected ones (adapted from Nuraeni, in progress), were administered to the conveniently determined and selected samples of the subjects. The emerging data were then tabulated and interpreted in terms of revisions and development of the existing curriculum. The courses of the curriculum were established within six-month development process (July-December 2013), and program evaluation of newly-developed curriculum was

carried out in January to April 2014. To evaluate the program, as Brown (1989, 1995) suggests, the salient steps consist of program description stage, program installation stage, treatment adjustment stage, goal achievement stage, and cost-benefit analysis. Within four months of try-out of the new curriculum, the evaluation of the program was based on the instructors' and students' evaluative comments on the offered/introduced new syllabi reflected from information crosschecking and generated from classroom dynamics.

4. Findings and analysis

4.1 Inputs from the junior students of department of the college

The inputs for revision and development were due to ten determined components and one additional open response questionnaire. They include: 1. the required four language skills, 2. difficulties of facing the language skills, 3. language skills required to support success in learning, 4. number of subjects supporting their success after graduation, 5. new courses offered, 6. compulsory subjects/courses to be taken by all students, 7. expected teaching strategies/methods chosen by teachers/instructors, 8. evaluation/assessment chosen by the instructors, 9. evaluation of instructors' performances in classroom teaching-learning, 10. the distribution of varied courses/subjects, and the last, 11. the open-ended question, to let the respondents propose their expectations about the Department service quality.

There were actually 10 questions to be answered by each participant based on her or his experience in learning English at English program of a private college in Ciamis. *For the first question* regarding the required four skills, the first chart figures out the summary of the first question to investigate which skill is the most required. It shows that four of eight students chose speaking skill to be the most required skill for their own sake. Moreover, the other skills such as listening, reading, and writing were often required in studying English at the English program. Then, one student claimed that listening and speaking had been rarely required during English learning processes. Furthermore, reading and writing skills were considered by two students to be also rarely required in learning English. Lastly, none chose even single skill to be never required in learning English. Thus, those four skills were required to be mastered and actively used. However, those skills were found different from each other only in terms of the frequency to be required.

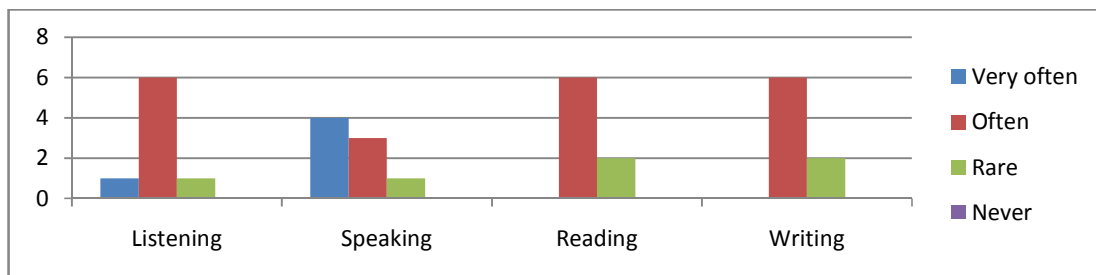


Figure 1 The most required language skill in learning English

The second question let the students give the answer about the frequency of facing some difficulties in using the four language skills: listening, speaking, reading, and writing. The evidence from analysis indicates that all the students used to find some difficulties in producing the language skills. One student found some difficulties in listening very often. Then, five students often found some difficulties in listening, so did the five other students in speaking English. Furthermore, two students felt that they also often faced some difficulties in reading. Afterwards, the other seven students thought that writing skill had often been found difficult to be produced. Next, concerning the positive things having been investigated, there were some students who had rarely found some difficulties in producing skills. Two students chose listening. Three students hardly found any difficulties in speaking. Six students chose reading. And one student rarely found any difficulties in writing.

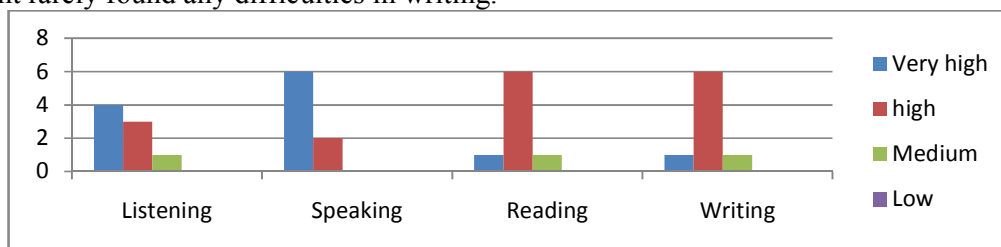


Figure 2 The important skills to reach success learning

Regarding *the third question*, figure 2 is concerned with the statement of how important those four skills were to reach the success of learning. At the highest level, six students chose speaking; four students chose listening; one student chose reading; and another one chose writing skill. Next, three students considered listening to be highly important. Two students considered speaking. Six students chose reading. And six others voted for writing. Then, three students (one of each skill) chose listening, reading, and writing to be quite important. No students considered each skill to be unimportant.

The fourth question dealt with some courses which are thought to be very important, important, quite important, less important, and not important for the students' success of learning. There are actually sixty seven courses to be chosen by the students. Mostly the students considered those courses to be very important, important, and quite important. Actually, 44 courses were voted 123 times to be very important, all 67 courses were voted 274 times to be important, and 115 votes for 48 courses to be quite important. The rest of the students chose some courses like Vocabulary II, Introduction to Linguistics, Introduction to Literature, Drama, Language Assessment I, Kewarganegaraan (Civics), Ilmu Sosial Budaya Dasar (Basic Social and Cultural Studies), Ilmu Alam Dasar (Basic Science Studies), Research Project Design, and Translation (Optional) to be less important. In the opposite, Pendidikan Pancasila (Pancasila Education), Etika Pengembangan Kepribadian Guru (Ethics and Personality Dev. of Teachers), Instructional Design, English for Specific Purposes, Listening Comprehension IV, Listening Comprehension III, Listening Comprehension II, Writing II were considered to be important since 7 students voted each of them. There was no single course considered to be unimportant. There were only 13 votes discovered to be unused in choosing the courses.

The fifth question let students choose 'Yes' or 'No' in considering some new nine courses of English program curriculum to be required as the obligatory courses. Actually, eight students thought that Functional Grammar, Interpreting, and Academic Writing courses were necessary. Then, seven students voted for Pragmatics for Language Education, Qualitative Research, Second Language Acquisition, EBE and other ESP subjects, and Cross Cultural Understanding to be also some necessities in English program curriculum. Furthermore, the last course, Literature for education, was chosen by six students to be necessary and two others thought that course to be unnecessary. It was also found that one student give no choice in considering the necessity of five courses from nine of them.

The sixth question addressed the compulsory essential subjects to be taken by all students: "What are some new courses required to support students' success learning?" The offered courses include such subjects/courses like Listening for Specific Discourses, Speaking for Classroom Interaction and Creative Writing. They were voted by eight students and the subject Critical Discourse Analysis (Introduction) was considered by seven students to be highly required to support their English skills and capability in teaching English. Only one student gave no choice to the importance of Critical Discourse Analysis (Introduction) course.

The seventh question asked the students about the quality of some methods used by the lecturers during teaching and learning processes. Three students considered 'Discussion' to be very well-conducted. Then, two students chose 'Presentation', 'Community Language Learning (CLL)', and 'Teaching Practice' methods to be also very well-conducted. Afterwards, for the lower level of quality, well-conducted, 'Lecturing' was voted by seven students, 'Presentation'

and ‘Project-based’ by six students, ‘Discussion’ and ‘CLL’ by four students, and ‘Teaching Practice’ by 5 students. Moreover, one student thought that the quality of the methods used by the lecturers were quite good in ‘Discussion’ and ‘Project-Based’, and two others considered ‘CLL’ to be also quite good in the classroom service quality. Only one student missed three votes.

The eighth question examined the quality of learning evaluation conducted by the lecturers of English program. Firstly, regarding the final test implementation one student thought that it had been conducted very well, and seven others considered it well conducted. Secondly, in the middle test all students thought that the lecturers of English program had conducted the evaluation well. Thirdly, one student chose ‘very well conducted’ and seven others chose ‘well managed’ for the quality of performance test conducted by each lecturer. Next, for take home test, three students voted that it had been very well conducted, two students thought it well-conducted, and three students thought it well enough. Moreover, one student considered ‘quiz’ to be very well conducted by the lecturers, six others (three students of each quality) thought it well conducted, and one student gave no comment. Furthermore, for the portfolio evaluation, three students thought that it had been well conducted, four students voted for well enough, and one student gave no choice. Lastly, for the evaluation of the students’ assignments, two students thought that it had been very well conducted and six others (three students of each quality) thought it had been well conducted and well enough.

Then, concerning the lecturers’ attitude in communicating with the students, two students voted “good” and six others voted “sufficient”. The eighth point is about the lecturers’ attitude to give the students’ grades. One student thought that their lecturers were good at that point. However, three students thought it was sufficient and three others thought it was insufficient. One student gave no choice. In the last point, six students considered their lectures to be able to sufficiently accept/appreciate students’ ideas and criticisms, and two others thought they had been insufficiently capable in doing that.

The ninth question is concerned with assessing lecturers’ quality. In accordance with the questionnaire, seven students regarded the lecturers qualified and one student was absent to choose the options. Then, one student thought that the lecturers were excellent in presenting the teaching material; three students thought that they were good; two students thought it was ‘sufficient’; and two others thought that it was not sufficient enough in giving the teaching material. Furthermore, concerning the English knowledge mastery and the ability in communicating English orally, one student thought that the lecturers were excellent in that point, and seven others thought that they were good at that point. The next point, about the ability to communicate English through writing, one student thought they were ‘excellent’, two students thought they were ‘good’, and five others chose ‘sufficient’. In the last point of this question, two students considered their lecturers to be good, three students thought it was sufficient, and

the three other students considered them to pay less attention to students' learning achievement and improvement.

The tenth questions in the questionnaire were open ended questions. The students were given a chance to give their opinions freely without any limits. The first question was a tool to investigate students' opinion about the effectiveness of the current curriculum of English program. Two students thought that the current curriculum is effective and eight others considered it to be quite effective. However, they suggested that some other factors such as the quality and the responsibility of the lecturers and the effectiveness of the learning process were also worthy of attention.

Lastly, *the eleventh questions*, deals with the question 'what are your hopes and dreams to make the curriculum of English program better?' It is likely that the students did not get sufficient understanding about the question itself. All of the students hoped that English program could produce the qualified outputs, could deserve A or B grade in the accreditation, and also could be fully accepted by the public as its reputation is trustworthy. Although their suggestions, hopes, and dreams did not even deal with the curriculum, they are still worthy of notice since their suggestions, hopes, and dreams were important to improve the quality of English program.

4.2 Inputs from the alumni of the department

As the previous section indicates, there were actually two types of questionnaires administered to the students and alumnae. The analysis of the answers from the students was discussed in the previous part. In this part, the analysis from the alumni's questionnaires will be elaborated.

A number of questionnaires were given to the alumni in both online and offline ways. The questionnaires contained 11 questions which asked alumni's opinions concerning the modification of the former curriculum. Despite hundreds of questionnaires were given to the alumni from different status, there were only 8 questionnaires answered.

The first of the eleventh questions in the questionnaire asked about the importance of the curriculum modification. From the eighth participants, 6 of them argued that it is very necessary to change the former curriculum. Two others thought that the curriculum was quite needed to be changed.

The second question sought the answer to the question about some values needed to be developed by English department to make the graduates get a proper occupation easily. The answers to the second question were found to be varied. Two participants thought that communication skill, behaviour, and knowledge and also horizons are the values needed to be evolved. Then, two other students regarded behaviour, knowledge (of language and general issues), and discipline as some values essentially preserved. Another participant added that besides behaviour, religious value and professionalism are also important for the teachers,

since those good characters are good models for the students. The next participant mentioned skills, passions, responsibilities, and honesty as the things to be developed. Then, another argued that only the knowledge of the language, general knowledge, and also behaviour are three values needed to be developed by the English department. The last participant thought that well language skills, behaviour, and religion are the most important things to be preserved since it is a must for the teachers to build a good character to each student.

Furthermore, *the third question* asked a question: “what kind of language skills which are considerably necessary to be developed?”. Four participants answered that four language skills (listening, speaking, reading, and writing) needs developing. For this opinion, one participant added that language skill is considered to be very crucial since the language skill usually becomes a standard to decide the other skills. Different from them, two participants thought that the language skills are not enough. The graduates also need to be capable in teaching the language they should master. Another argued that the skills to communicate fluently in both spoken and written language and also to teach the students how to communicate well are the important things (competences) to be developed. Then, the last one placed the skill to communicate in both written and spoken language as the only necessary thing to be preserved.

In *the fourth question*, the participants were bid to choose some courses that they thought support their job as a teacher or the other occupations in the real world. In the former curriculum, or the curriculum used during the alumni studied at the university, there were about 67 courses passed by the former students. All the participants had to do was just deciding whether each course was very important, important, quite important, less important, or not important to be offered in the curriculum.

The fifth question comprises two different sub-sections, each of which consists of sub-questions for the graduates who become teachers and for those who chose other professions. Concerning the teachers’ inputs, the questions were given to seek the answers about the knowledge (teacher’s competence and other knowledge) of their instructors who taught at the English department when they were the students of the college. Concerning pedagogic competence, 5 participants voted that English department was sufficient in conducting the educating learning process, assessment and evaluation, and also the principal and theory of teaching and learning. Four others voted that the knowledge of students’ characteristics, curriculum development, and reflective action to improve learning quality were also sufficiently conducted. Only 3 participants voted for the sufficient of using information and communication technology for learning purposes. Then, the things which were thought to be quite sufficient were the knowledge of the students’ characteristics and reflective action to improve learning quality (voted by 2 participants), curriculum and material development (voted by 3 students), using information and communication technology (voted by 4 participants), and theory and principal of teaching and learning also assessment

and evaluation (voted by one student each). Besides them, 2 participants also chose ‘not sufficient’ for conducting educating learning process and one participant voted ‘not sufficient’ for the knowledge of students’ characteristics, theory and principal of teaching and learning, assessment and evaluation, and also reflective action to improve learning quality.

Then, regarding the professional competence, 5 participants voted for ‘sufficient’ to the sub of professional competence such as: material structure, concept, and knowledge mastery, standard competence and basic competence of the courses taught, developing teaching materials in a creative way, and developing professionalism continuously. For the last sub, using information and communication technology for self-development, the number of the participants who chose sufficient and quite sufficient was balance, 3 participants each. It can be concluded that most of the students thought that all subs, except using information and communication technology were considered to be sufficiently conducted by English department because only 1 to 2 participants voted that those professional competence were quite sufficient or insufficient.

The next competence evaluated was social competence. There were two categories of it. First was communicating effectively, emphatically, and politely to peers, students’ parents, and society. The second one was communicating to the own profession community and other professions in a written and spoken or other way. For the first category, 5 votes went to ‘sufficient’ and one each to ‘quite sufficient’ and ‘insufficient’. For the second category, 4 votes went to ‘sufficient’, 2 votes were for ‘quite sufficient’, and another vote was for ‘insufficient’.

The last competence was about personal competence. The same as the previous competence, this competence also had 2 subs. The first showed oneself as an honest person with noble morals and good example to the students and society. Then, the second showed ethics in working, high responsibility, a pride to be a teacher, and self-confidence. Five participants voted that the first sub was sufficiently developed by English department while two others thought quite sufficient. For the second sub, 4 participants chose ‘sufficient’, one chose ‘quite sufficient’, and 2 others chose ‘insufficient’.

Moreover, for the question given to non-teachers, as it has been said before, only one participant answered the questionnaire. The same as the question for the teachers, the question for non-teachers also asked about non-teachers competence. He marked ‘sufficient’ for skill/knowledge to communicate orally in English, knowledge/skill to communicate English through writing, and knowledge about translating and interpreting. He thought that knowledge about information technology and knowledge about English for business, technology, and banking were quite sufficiently facilitated by English department.

The sixth question asked about teaching methods or techniques used by the instructors/lecturers when the participants were still studying at the university. There were about 6 methods/techniques given, the participants had to decide the quality of the lecturers to apply them. The first technique was lecturing. One

participant voted that the lecturers were ‘excellent’ in applying that technique. Five participants voted ‘good’, one voted ‘average’ and another voted ‘very poor’. Then, for the second technique, discussion, one voted ‘excellent’, four voted ‘good’, one voted ‘poor’ and another voted ‘very poor’. The third, presentation, was voted to be ‘good’ by 6 participants, and ‘poor’ also ‘very poor’ by one participant each. The next was CLL (Community Language Learning) and peer teaching, for this method and technique, 6 participants thought that the lecturers were ‘good’ in conducting those activities, one thought ‘poor’, and another chose ‘very poor’. The last one, project-based teaching was voted by only one participant to be ‘good’, ‘three’ chose ‘average’, three others voted ‘poor’, and another voted ‘very poor’. When they asked about what aspects of technique or method used by the lecturers needed to be improved, four participants mentioned that the lecturers need to be more innovative in the teaching and learning process. The others mentioned ‘project-based’, ‘be more creative and innovative’, and ‘to be more creative in applying teaching techniques in the classroom’. One participant was absent in giving his opinion. The following table shows the results from this question:

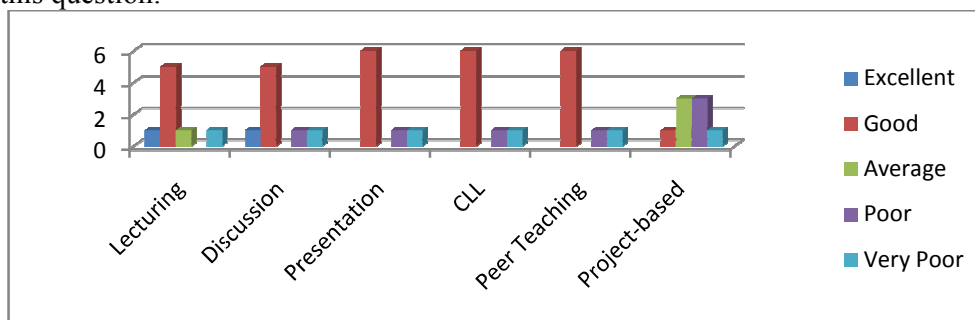


Figure 3. Teaching Techniques / Methods Quality

The seventh question was concerned with the evaluation/assessment conducted by the lecturers. The participants had to decide whether the quality of such evaluation conducted by the lecturers as: Final test, Middle test, Performance test, Take home test, Quiz, Portfolio, Assignment were excellent, good, average, poor, or even very poor. The results show that only one participant chose ‘excellent’ for Take home test. Then, 7 participants thought that the lecturers were ‘good’ in conducting the Final test, Middle test, and Quiz. Six participants voted ‘good’ for the performance test. 5 participants also voted ‘good’ for take home test. Only two participants chose ‘good’ for Portfolio. Next, 4 participants chose ‘average’ for Portfolio and two others voted for Assignment. Lastly, for the ‘poor’ quality, two participants chose Performance test, Take home test, and Portfolio and one participant chose Final test, Middle test, Quiz, and Assignment. Moreover, 7 from 8 participants also gave their opinion concerning their suggestion to improve the evaluation quality. Four of them argued that evaluation innovation was

required. One participant mentioned ‘Portfolio’ as the aspect needed to be improved, another suggested that the lecturers need to make the evaluation tool that can establish students’ creativity. The last one wrote that sometimes the lecturers gave a test which had not been taught before. Thus, he suggested that the lecturers need to synchronize the evaluation to the material. The chart below shows the quality of evaluation conducted by the lecturers:

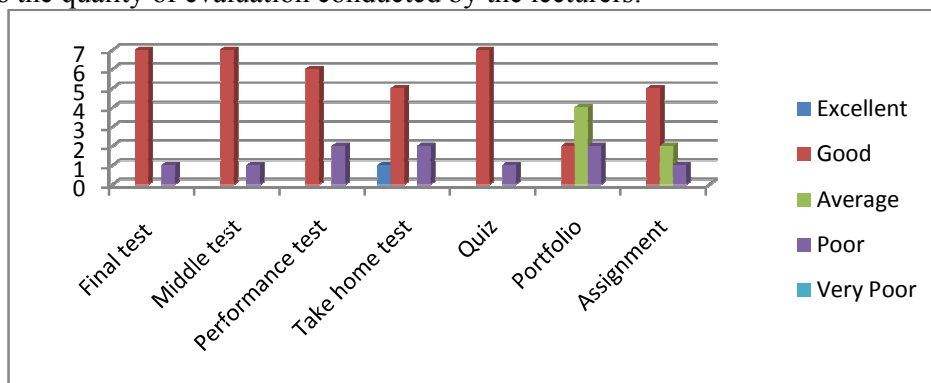


Figure 4. The quality of evaluation conducted by the lecturers

In *the eighth question*, the participants were asked about the lecturers’ competence. Concerning lecturers’ qualification, skill in transferring the materials, English knowledge mastery, the ability to communicate orally, and the ability to communicate in written English, 7 participants voted that the lecturers were ‘good’ in doing them, one voted ‘average’ for lecturers’ qualification, and one ‘poor’ vote each for the rest competencies. Furthermore, for the lecturers’ attitude in giving a mark to the students, 6 participants voted ‘good’ and two others voted ‘poor’. Then, the last two competencies: the lecturers’ attention to the students’ progress, and their attitude in communicating with the students were considered to be conducted in a ‘good’ way by 5 participants, ‘average’ by 2 participants, and ‘poor’ by one participant. After giving their mark to each competence, 7 from 8 participants proposed their opinions. 6 participants suggested that the lecturers were required to be more innovative. One participant asked the lecturers to be paying more attention to the students’ progress.

The ninth question asked about the graduates’ performance quality. The participants needed to choose ‘strongly agree’, ‘agree’, ‘doubt’, ‘disagree’ and ‘strongly disagree’. For the first statement, 7 participants agreed that the graduates can get the jobs easily. Only one participant doubted this statement. The second statement was that the graduates have high integrity within their knowledge. The same as the previous one, 7 students agreed and another doubted it. For the third one, all participants agreed that the graduates have the ability to compete with the other universities’ graduates. Then, the fourth statement which said that the graduates have better competence than the graduates from the other universities

was agreed by 4 students while 4 others doubted that. Next, all participants agreed that the graduates of this university have ethical value and professionalism as the society always dream of. Lastly, 7 participants agreed and another doubted that the graduates have the four language skill: listening, speaking, reading, and writing).

The last question, *the tenth*, asked for the participants' hopes/expectations of how to make the English education program give better services. Concerning the course needed, 5 participants stated that they have to be improved. One said that the courses must be adjusted to the knowledge development and the requirements in the job field. Another said that the courses must support what job fields need. Second, about materials and sources for learning, the statements written by the participants were the same although they were delivered in a different way. They hoped that the materials and other sources could be more excessive and easier to access. Furthermore, regarding the teaching methods applied, the participants were hoping for the creativity and innovation from the lecturers to make the lesson more attractive. Then, concerning evaluation and assessment, the participants expected that the lecturers could improve the quality, be more creative and innovative, and also adjusted to the students' capacity. Lastly, one participant hoped that brief semester for the students could be more effective to make the students' years of study shorter. The 7 others said that regarding the finishing of the study were conducted well. They suggested nothing.

4.3 Inputs from the instructors of the department

Qualitative inputs from the lecturers/instructors also emerged from communicative sharing among them after the one-semester-try-out of the new curriculum of the department. Inputs from Lecture 1 were emphasized on the coverage of advanced speaking (Speaking VI) enhancing skills of using English for academic purposes such as oral exams and research presentation. The second lecturer suggests that subjects belonging to proficiency skills should be integrated into sequentially interconnected ones to avoid overlapping materials. The third lecturer is more concerned with the relevance between the developed syllabus and materials, and current trends of teaching methods (pedagogy) of teaching. The fourth lecturer suggests the department to reconsider the optional subjects relevant to the society's real needs. And, the fifth lecturer is concerned with the student teachers' sufficient knowledge of applied linguistics as to apply their knowledge in the fields.

4.4 Discussion

The study has indicated the empirical evidence aimed to support the institutional decision to change the existing curriculum. Needs analysis of the study has led to more easily-identified emerging data. The present study has outlined two major phases in developing the curriculum of the department. The first took place in July-December-2013-investigation to get inputs from the

stakeholders to revise the existing curriculum and develop them based on the KKNI (Indonesian Qualification Framework) framework. The draft of new curriculum has been tried out within January to April 2014 to deserve inputs from the lecturers as they have involved in the curriculum development and experienced applying their own new syllabi. As the data of the questionnaires suggest, there have been inputs to change the old subjects with label I, or II, etc, for example, Speaking I, to ‘Speaking for General Communication’. All subjects of speaking skill types enhance the students’ communicative competences in the global networking as the 21st Curriculum suggests. Instead of being Listening I, the change is to Listening for Academic Discourse. Yet, the majority of the old subjects remain meaningful in terms of their substances. The offered new subjects tend to be needed by the respondents. The subjects include Critical Discourse Analysis, Functional Grammar, Intercultural Communication, and Literary Criticism, all of which enhance critical thinking and literacy. Relevant to Kusumoto’s (2008) study need analysis plays an important role in an attempt to revise and develop EFL teacher training program/curriculum.

The study also offers newly-redesigned format and sequence of the courses of a Bachelor Degree (Sarjana/S1) Degree of TEFL. Relevant to suggestions of Graves (2009), KKNI Guidelines, Indonesia Government Laws (UU No. 14/2005), the newly-revised curriculum promotes the four competences: personal, social, pedagogic, and academic/professional. The subjects/courses of study are designed on the basis of such groups of competences as subjects discussing what and how to teach, and to whom to teach (see Graves, 2009). In addition, socio-cultural theory or socio-constructivist views and student-centered and process-based teaching are infused to the new curriculum as the salient teaching pedagogy so as to offer pedagogical implications for the student teachers’ future classroom practices.

5. Conclusion and Recommendation

The present study offers two major conclusions. Firstly, the study revealed that the stakeholders expect some changes in certain curricular domains: its philosophy, practical accounts, and future pedagogical implications. Secondly, the expected changes should match with the stakeholders’ needs in terms of competitive graduates. Consequently, the designed curriculum should represent and reflect the competences expected by the society and ‘markets’, as users. The study also recommends further studies focusing more on the discussions of EFL teacher training at wider range of varied contexts of teaching training colleges with more complex issues such gender-based education and the use of sophisticated technology in language teacher education.

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Students' Perception on Blended Learning: opportunities and challenges

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Abstract. This paper explores students' views on English language learning that combines face-to-face and online activities (blended learning) via *klasiber* (a learning management system using Moodle and NanoGong application) and WizIQ (an online virtual learning platform). This study particularly investigates the blended learning experiences concerning with English and computer skills, interaction with teachers, interaction with students, self-reflection, and technology issues. The participants were 35 freshmen majoring in informatics engineering who took a two-credit English subject. Data were collected from 52-item questionnaires and 2 focus group discussions. This study follows the mixed method paradigm that analyzes data descriptively through statistics and interpretations. Results indicate that blended learning is a meaningful learning as it is contextual, linear with their major study, and features technology as an interesting and futuristic learning medium. Students mostly perceived that their language skills averagely improved (71.4 %) and their skills in using learning media significantly increased (85.6%). The interaction with teachers and peers during the learning also indicates the same mean score (M=3.8). Despite some technical failure and limited software application, blended learning serves as a teaching supplement for the betterment of both face-to-face and online learning per se in which students' independency, motivation, and problem solving skills are well-nurtured.

Keywords: blended learning, klasiber, Moodle and NanoGong, perception, WizIQ

1. Introduction

As technology advances, people have then more choices to make in life. Learning, teaching, managing, interacting, and communicating have greatly changed along the way how technology can furnish and facilitate people's need. Teachers and students are no exception. The staggering figure for internet users around the world is 2,405,518,376 on June 30, 2012 and 44.8 % of them are Asian (Internet World Statistics, 2012). The number shows that more and more people are catching up with technology and embrace it in all facets of life.

Teachers and researchers have long been conducting some research on the use of technology in classrooms with various focuses on *e-learning*, blended learning, the use of Moodle, wikis, blogs, mobile phones, social media, and games. Therefore, designing effective learning using virtual learning environment

(VLE) and the impact of its application on students' learning have become fruitful choices and feasible research inquiries.

The implementation of Moodle, its opportunities and challenges was investigated in the University of Zambia by Chewe and Chitumbo (2012) that results in step-by-step adaptation. Similarly, Ahmad and Al-Khanjari (2011) conducted a study on how the use of Moodle influences students' learning. They find that Moodle has offered learning convenience due to its accessibility and a sense of urgency due to its facilities of course web contents for helping the students better understand learning materials. In addition, Wood (2010) examines students' perspectives on the use of Moodle and reveals that logistics remain a problem when infrastructure is not yet available and accessible for all students. In short, Moodle has since been adopted in various learning contexts due to the facilities that it offers.

A study on BL from the students' point of views was conducted by Chandra and Fischer (2009) figure out that students believed that online learning was convenient, accessible, flexible, and could promote learning autonomy. A study on the perception of learners on the usefulness of blended learning was also conducted by Kobayashi (2011) who reveals that different proficiency level of the students affect their perceptions in a way that the high frequency of completed assignments may show more positive perceptions of blended learning. Shroff and Vogel (2010) conducted a quasi-experimental research on the impact of blended learning on students' individual interests. The study reveals that students opt to become more active in online discussion than the face-to-face discussions.

2. Literature Review

There are several keywords to which this research adheres to namely traditional face-to-face learning, online learning, synchronous, asynchronous, Moodle, NanoGong, and blended learning. The traditional face-to-face learning or learning taking place in classroom where teachers and students meet face-to-face has been practiced for decades. This mode of learning, when not well-designed and modified, is likely to lead to teacher-centered activities. Since the flourishing technology to date, shifts in the way teachers and students use technology in classrooms have attracted so much attention that research in this area is blossoming along with more researchers and practitioners start to use this mode more often. In higher education context, online learning as opposed to traditional face-to-face learning, offers more challenge and complexities where exploration and discovery, collaboration, connectivity, community, multi-sensory experiences, and authenticity related to student-centered needs are salient (Lynch, 2004, p.4). This point, therefore, has even added the ingredients of learning that may foster students' learning autonomy and promote authentic learning.

Two applications that facilitate online learning are Moodle and NanoGong. Moodle is a learning platform which is specifically designed to facilitate, manage, and provide education practitioners such as teachers, administrators, and learners with a personalized integrated management system for learning environments. This software was founded by Martin Dougiamas and developed by Moodle Pty Ltd which is financially supported by a network of 60 Moodle Partner companies worldwide (Moodle, 2014a). Moodle has been extensively used as a learning platform by a large number of institutions, organizations, and enterprises around the world with approximately 73,781,812 million users in 235 countries and 1,162,949 among them are teachers. The top ten countries that use Moodle are the USA, Spain, Brazil, UK, Mexico, German, Columbia, Italy, Portugal, and Australia. There are 68,979 registered sites with 113,952,347 enrolments and 136,649,470 forum posts (Moodle, 2014b). Its applications allow both the academicians and practitioners to easily use, modify, and develop the program as their institutions or enterprises need at no cost. The multilingual features with 95 languages across the globe make Moodle the most accessible and the most powerful teaching and learning platform (Moodle, 2014a).

NanoGong, in addition, refers to an application to record, playback, and save voices. The recording can be slowed down or sped up and kept on the internet and those who have the access to the network can listen to the recording. This application is a simple application and can easily be installed. NanoGong applet has several features such as the small size and display size, a short loading time, playback, save, and upload the file (NanoGong, 2014). This application is usually installed together with Moodle and can be used to conduct online learning.

In practices, online learning may occur with teachers and students are in different places, at different time (asynchronous), or the same time (synchronous). Another definition of synchronous by Johns Hopkins University School of Education, Center for Technology in Education is “the live or real time learning where all participants are all logged in and communicating at the same time”. In comparison, asynchronous refers to “not live or not real-time where participants log in and communicate at different times depending on what is most convenient to them” (2010). The online learning activities may include threaded discussion, messaging, blogs that promote information and experience exchanges (Kelly, n.d).

While face-to-face learning and online learning are commonly referred to as two poles of opposite learning modes, blended learning is valued as the in-between learning mode that combines both the traditional and pure online learning. Blended learning refers to using mixed media for learning or “a blend of the *e-learning* with other approaches” (Littlejohn and Pegler, 2007, p.10). It can also be defined as combining the traditional learning controlled by teacher and electronic media for a certain purpose (Bersin, Introduction, 2004, p.15), two or more methods to a learning (Wilson and Smillanich, 2005), or “a blend of instructor-led training with some type of online learning activity” (Bielawski and Metcalf, 2003, introduction, xix). Blended learning holds on to the principle that

“face-to-face oral communication and online written communication are optimally integrated such that the strengths of each are blended into a unique learning experience congruent with the context and intended educational purpose” (Garrison and Vaughan, 2008, p. 5). Fearon, Starr and McLaughlin (2011) suggest that blended learning is seen as an urgent issue to be induced in teaching and learning activities due to its potential to prepare students deal with problems in the workplaces. Similarly, Ge (2012) investigates the approaches of single cyber asynchronous learning approach with the blended cyber learning approach in English distance education. The results of the study indicate that the students’ performance improved regardless of the approaches and that blended learning approach may give better result of learning compared to the single cyber asynchronous approach.

This study investigates student participants’ experiences on blended learning conducted using two learning platforms—*klasiber* and *WizIQ*. The issues regarding blended learning experiences, language and computer skills, interactions with the lecturer and peers, as well as technical problems are discussed. Some pedagogical insights are correspondingly addressed to help provide alternatives for more engaging and challenging classroom activities.

3. METHOD

There were 35 student participants in this study. They took a 2-credit English subject as the compulsory subject for freshmen. For the whole semester, there were 14 sessions with 100 minute each. The materials for the learning processes include both online and offline learning modes. The offline learning mode was conducted in classrooms with conventional learning activities such as presentations, discussions, exercises, questions and answers. The online learning mode, on the other hand, was carried out using two learning platforms namely *klasiber* (Moodle and NanoGong applications which were customized to meet the needs of the university standards) and *WizIQ* (a subscribed learning platform that enables teachers to teach online using various media such as power point presentation, microphone, and electronic whiteboard while at the same time learners are able to listen, speak, and write on the shared whiteboard). The learning topics were computer games, search engines, computer and virus, blogging, looking forward, how do computers work, multimedia, activities on the internet, websites, hacking, and the future of technology. The students were also taught about how to write an application letter and resume. The four language skills (listening, reading, speaking, and writing) were taught both as the input and output of learning. Assignments include group presentations, recorded voice, mini quizzes and most of the assignments were submitted online on *klasiber*. Some of the feedback and grades were also posted on to the *klasiber*. The learning activities were conducted both online and offline with the full online mode of not

more than 40 % of the total sessions referring to the regulation of online learning of Universitas Islam Indonesia (Peraturan *e-learning* Universitas Islam Indonesia).

Data were collected from observation, focus group discussion, questionnaires, and documents. Observation and document gathering were conducted since the class started. Focus group discussion was administered twice on the 10th and 13th meeting. Questionnaires, on the other hand, were distributed at the end of the semester.

This paper is aimed to find the answers for the following questions:

1. What are students' perceptions on blended learning?
2. What are the challenges of blended learning practices?

4. Findings and Discussions

It can be seen from the focus group discussion (FGD) results that some students involved in this research like the blended learning model due to several reasons. Discipline compatibility and relevance, new experiences in learning using LMS (WizIQ), flexibility, and assurance that this activity can support their future career are among the reasons. Most of the topics of the lessons are discipline-based and authentic in that they are in accordance with the current trends and have high relevance for the future issues. Students also indicate that some problem solving activities can train them to become more aware of the real challenges. For other students, blended learning can be well-responded by students if only there are no technical challenges such as slow internet connection, limited computer facilities, and non-scheduled online activities. Another positive side is that grade transparency in LMS (*klasiber*) can encourage the students. The students are able to measure the extent to which their language ability is compared to their peers. The task of recording their own voice that can be revised several times prior to submission on *klasiber* make them feel more convenient and boost their expectation for getting chances and better grade. In line with this, Kobayashi (2011) indicates that the facilities of replay and listen to a recording many times for learning are deemed useful to review a listening class. Another facility of *klasiber* that enable them to listen to their peer's recording is considered as beneficial in terms of assessing and comparing their own recording and their peers.

The questionnaire analysis result shows that the mean score for using blended learning as in the English subject is good. This is shown by the mean score for each category of blended learning experience, blended learning and language and computer skills, interaction with lecturers, perception of blended learning, interaction with peers, and technical issues are above 3.00 out of 5 Likert scales (Strongly Agree 5, Agree 4, Neutral 3, Disagree 2, Strongly Disagree). Table 1 shows the mean score for each category of blended learning perceptions.

Statement	Topic	Mean
Statement 1-18	Blended learning experience	3.66
Statement 19-23	Blended learning and language and computer skills	3.96
Statement 24-30	Interaction with the lecturer	3.80
Statement 31-40	Perception of blended learning	3.49
Statement 41-48	Interaction with peers	3.76
Statement 49-51	Technical issues	3.64

Table 1.1. Summary of students' perception on blended learning

The opportunities to implement blended learning are supported by the students opting for blended learning experience. The results show that students like online activities (M=4.03; SD=0.88), enjoy blended learning activities (M=3.88; SD=0.53), learn many things (M=3.91; SD=0.51), want similar practices in other subjects (M=4.06; SD=0.60), are satisfied with the learning processes (M=3.88; SD=0.53), and are confident when doing the online activities (M=3.62; SD=0.36). In contrast, the difficulties or confusion in handling online tasks are indicated by M= 2.62 and SD=0.55.

Students' perception on blended learning concerning language and computer skills describes high level of confidence. That the blended learning activities have boosted their reading (M=3.85; SD=0.43), writing (M=3.70; SD=0.65), speaking (M=3.91; SD=0.57) and listening skills (M=3.94; SD=0.42) as well as added their skills in using online learning platform (M=4.32; SD=0.53) can be proven by the final grade for the subject. 51% of the students get A (the highest grade), 17% get A-, and 12% get A/B. The rest of 19% of the total number of the students get B+, B, B-, B/C (1 student each), and C+ (4 students).

During the online learning mode, interactions with teachers were conducted via e-mail, chat, and discussion forum. Results indicate that facilities on the *klasiber* have provided tools for communication between teachers-students and students-students. Feedback in the forms of grade and motivation can be posted and students have chances to respond to them. The high score for this category (M=3.80) shows that interactions can still be maintained in a blended learning environment. More interestingly, types of interactions—both online and offline—can vary depending on situations and needs. As to the nature of online communication which is timeless bound, compared to the offline mode, students even have as many choices to make when interacting with teachers or peers. This

condition, in addition, provides wider opportunities to students to intensify interactions when necessary.

Blended learning activities are, in the same way, found to promote autonomous learning. High average score for this category significantly reaffirms the necessity of using blended learning in higher education. Some autonomous traits are clearly shown by abilities to make decision (M=3.91; SD=0.75), arrange phase of learning (M=3.76; SD=0.43), and self learning discipline (M=4.06; SD=0.36). Learning environment and peers' positive attitudes also play important role in encouraging learning (M=3.88; SD=0.47 and M=3.59; SD=0.73 respectively). However, maintaining self-motivation seems an issue that needs to be dealt with (M=3.35; SD=0.96).

Student-student interactions are fully supported by this blended learning activity in a way that the traditional face-to-face could definitely not do. E-mail, discussion forum, and chat are among applications that they can easily use for the online learning parts. Electronic communication (M=3.85; SD=0.49), knowledge sharing (M=3.88; SD=0.47), flexibility and limitless access (M=3.91; SD=0.51), and team work (M=4.09; SD=0.39) turn out to become the great advantages of blended learning.

Technical issues do not seem to emerge as a problem and so does the free and unlimited access. Student participants with informatics engineering major background may be the most visible rationale for this context. Their previous knowledge and skills in using technology have surpassed the expectation for the standard technology literacy and competencies. Therefore, any technical problems that arise can be easily overcome. In relation with this, Lim and Morris (2011) propose that prior experience with forms of online learning seems to bring influence to the learning outcome.

That blended learning research has revealed the idea of flexibility and relevance for future demand is very much strengthened by studies of Maharsi (2013), Schlusmans, Koper, and Giesbertz (2004), Fearon, Starr, and McLaughlin (2011). In contrast, problems that may be faced in a blended learning environment are identified by Garrison & Kanuka (2004) that there may be some potential for complexity in blended learning due to the implementation in various contexts. Although in this research context the finding merely reveals little percentage for task confusion, this may indicate that blended learning could be to some extent problematic. Few students may find unclear instruction, unfamiliar submission procedures, or technical failures. Similar findings of this research were also confirmed by Dzakiria et al (2012) in that students prefer hybrid learning due to the enhanced interaction, more motivation, sense of belonging awareness, and flexibility. In line with this, Naddabi (2007) affirms that Moodle design may enhance the interactions between teachers and students. In the same tone, Vaughan (2007) reports that blended learning promotes the idea of flexibility, learner autonomy, student-teacher interaction enhancement, greater student engagement, and openness for further improvement and implementation.

An influential shift in learning mode has been around and is waiting to be implemented, revisited, and evaluated for the sake of learning process improvement. Blended learning has also become an alternative teaching and learning mode that get along with the current context of its users. Students' exposures to blended learning activities have at least added up their technology-related experiences which later on will be part of their future challenges.

It then could be highlighted that blended learning has been standing in the middle between the sole learning mode of pure face-to-face and pure online learning. It embraces more advantages and bridges dispute on whether it is the traditional or the online learning that may work more effective regardless any contexts. In short, it induces and knowledgeably merges what has become the favor of students and teachers in the past and what has grown and grabbed more techno-savvy generation to date.

Opportunities to make some breakthrough with engaging learning activities are always open yet future challenges in technology use in classrooms will be likely to double. Tabor (2007) warns that one of the difficulties in coping with hybrid/blended learning lies on the key concept materialization, engaging classroom activities, and higher order learning issues. Further, the fact that blended learning may not be appropriate and become the favorite for some students and teachers is undeniably true. Issues on maturity level and the subject position in the curriculum may also become the lists to be addressed. As is in this study, although the English subject bears the general language skills in the curriculum, the students deserve to have more specific and discipline-related materials. Due to their sufficient technology literacies and background knowledge as well as maturity level, the blended learning mode can be well accepted and perceived.

5. Conclusion

Blended learning has evolved following the contexts within which it is applied. For students with sufficient knowledge on technology, blended learning may meet their expectation for language learning activities. This blended learning practice brings several important advantages for the students such as the appropriateness, discipline-related, and enhance student-teacher interactions. This learning mode, too, promote students' learning autonomy, motivation, as well as content-related problem solving. Students' experiences of blended learning may also support their current skills in coping with more challenging situations in the future. However, some critical issues are in need of consideration. Concept, design, procedures, and curriculum are to mention some.

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Thematic-Integrated English Language Instruction for Music Education Department Students of Yogyakarta State University

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Abstract. English instruction for higher education is meant to prepare the students to succeed in their subject learning. English for academic purposes (EAP) is the term commonly used to refer to the kind of English for this purpose. EAP commonly contains study skills and English texts found in higher education. Thematic-integrated instruction is a good alternative model to teach English for this context. Certain themes are likely more interesting for students majoring in certain fields, e.g. music and musicians will be an interesting theme for music students. This paper discusses how thematic-integrated instruction can be applied in teaching English for Music department students in Yogyakarta State University.

Keywords: *EAP, music, thematic-integrated language instruction*

1. Introduction

English instruction for non-English department students in Yogyakarta state University is held in a course called “Bahasa Inggris MKU”, or English that is included in general subjects. This course is a two-credit unit one, meaning that there are only 16 times 100 minutes meeting. Many people say that this course is not worthwhile since students can hardly learn anything in such a short time and to make it worse many shortcomings to the implementation of this course are still found. There is no sound management to the course implementation that results in conditions such as no guidelines from the university as to how to implement the course, no certain curriculum to follow, no good coordination among the teachers, and lack of needed facilities. On the other side, students tend to be unmotivated to learn since they consider it unrelated to their major, and even useless. When asked, students actually realize that English is important for their study and future career, but to learn it is really frustrating. They don't enjoy learning English and they consider English a difficult subject.

To make English courses for non-English department students more enjoyable, certain models can be tried out, and one of which is thematic integrated model. This model is derived from two instruction models, i.e. theme-based, and integrated models. Theme-based instruction is one of content-based language instruction (CBI) models that is more focused on language (Snow, 2003), while

integrated model instruction is a language instruction that integrates the four language skills (Nation, 2012) and also study skills (Stoller and Grabe, 2002), or integrates the content and the language, such as in CBI. This model is considered to be effective based on three supporting theories: English for academic purposes, content-based instruction, and integrated language teaching.

2. Literature Review

2.1. English for Academic Purposes

English for academic purposes (EAP) or school English is English used in academic contexts. In general term, it can be used in any education contexts from Elementary schools, up to higher education, but more specifically in this discussion, it is used in higher education. Brick (2012:170) states that EAP is English courses taken by a large number of students preparing for study in colleges and universities or already enrolled in programs at the undergraduate, graduate, or higher research degree level. Furthermore, he adds that current EAP teaching is characterized by three major approaches which focus on study skills, general purpose EAP, and specific purpose EAP. The Study skills approach aims to develop students' control of a range of skills necessary for successful participation in their study. These are regarded as common to all students within the university context and so are independent of discipline and content. Examples of academic skills are identifying main ideas in a text, distinguishing fact from opinion, guessing the meaning of words from context, note taking, summarizing, referring to sources appropriately, and recognizing the function of discourse markers (Brick, 2012: 171).

Besides common study skills, Brick (2012: 171) adds that students also need an understanding of the discourse of academia and of specific disciplines in which they are enrolled. They need to understand, for example, types of questions that can be asked, the ways in which information is collected and analyzed, the purpose and form of genres, the ways in which writers create a voice for themselves, and the use of appropriate forms of language. This means that study skills are demonstrated within a discourse framework.

Related to the understanding of discourse used in a specific discipline, there are two approaches, EGAP and ESAP (Brick, 2012, Hyland, 2006). EGAP posits a general academic discourse common to all disciplines. Johns (1997) in Bricks (2012: 171) states that this discourse is characterized by ten general features, including the need to be explicit, to organize texts deductively, with topic and argument indicated in the introduction, to use language suggestive of objectivity and appropriate level of authority, and to refer appropriately to the work of others. ESAP, on the other hand, aims to develop students' ability to function effectively within a specific discipline or group of related disciplines. Research focusing on the discipline specific nature of academic English shows that disciplines differ in the questions they ask, the methodologies employed, the genre used, and so on.

Brick (2012: 171) also adds that the proponents for EGAP argue that teachers of EAP lack the specialized knowledge that would allow them to teach discipline specific courses. They will practically encounter practical difficulties in catering for students with diverse disciplinary background and interest. The opponents, on the other hand, state that it is unclear what a common core of texts and tasks might include, since disciplines vary widely in the genre they employ and types of activities undertaken by members.

In practice the choice between a common core or a discipline specific approach tends to be related to the disciplines a student is studying or expects to study. The specialized nature of the discourse of many professions, such as law, nursing, medicine, and engineering, demands specialized EAP training. Other students may undertake common core programs for those in the sciences, and those in the social sciences and humanities (Brick, 2012: 171).

2.2.Content-based Instruction (CBI)

From another point of view, however, EAP can mean a teaching approach. Stoller and Grabe (1997) state that EAP is one of content-based instruction (CBI) approaches to teach a second or foreign language found in higher education setting. Content-based instruction (CBI) is a teaching approach that emphasizes learning about something (content) rather than learning about language (Davis, 2003). Content refers to the information or subject matter that we learn or communicate through language rather than the language to convey it (Richards, 2006:28). Further he states that CBI is chosen as an appropriate language teaching approach based on the following assumptions: 1) people learn a language more successfully when they use the language as a means of acquiring information, rather than as an end in itself, 2) CBI better reflects learners' needs for learning a second or foreign language, 3) content provides a coherent framework that can be used to link and develop all of the language skills.

Grabe and Stoller (1997: 19-20) further state that CBI is supported by strong empirical studies from various fields including on second language acquisition (SLA), training studies, educational and cognitive psychology, expertise, and program outcome. From these studies they summarize the rationales for the use of CBI in teaching English as a second/foreign language as follows:

- 1) CBI provides meaningful exercises. In content-based classroom, students are exposed to a considerable amount of language while learning content. This incidental language should be comprehensible, linked to their immediate prior knowledge, and relevant to their needs- all important criteria for successful language learning. Such a setting for learning makes second/foreign language learning consistent with most other academic learning context as well. In this setting, teachers and students explore interesting content while students are engaged in language-dependent activities, reflecting the learning that students carry out in other content

area classes. The resultant language learning activities, therefore, are not artificial or meaningless exercises.

- 2) CBI supports contextualized learning. Students are taught useful language that is embedded within relevant discourse context rather than as isolated language fragments. In content-based classrooms, students have many opportunities to attend to language, to use language, and to negotiate content through language in natural discourse contexts. Thus, CBI allows for explicit language instruction, integrated with content instruction, in a relevant and purposeful context.
- 3) CBI classes increase the opportunities for students to use the content knowledge and expertise to practice the language. The use of coherently-developed content resources allows students to call on their own prior knowledge to learn additional language and content materials.
- 4) CBI generates increased motivation among students. In content-based classrooms, students are exposed to complex information and are involved in demanding activities which can lead to intrinsic motivation. Motivation and interest arise partly from the recognition that learning is occurring and that it was worth the efforts, and partly from the appropriate matching of increasing student knowledge of a topic with increasing task (or learning) challenges.
- 5) CBI supports, in a natural way, such learning approaches as cooperative learning, apprenticeship learning, experiential learning, and project-based learning. It also lends itself well to strategy instruction and practice, as theme units naturally require and recycle important strategies across varying content and learning tasks.
- 6) CBI allows greater flexibility and adaptability to be built into the curriculum and activity sequences. Because additional sub-topics and issues can be incorporated into the course, teachers have many opportunities to adjust the class to complement the interests and needs of both teachers and students.
- 7) CBI lends itself to student-centered classroom activities. In content-based classrooms, students have opportunities to exercise choices and preferences in terms of specific content and learning activities. Because there are many avenues for exploring themes and topics in content-based classes, students' involvement in topic and activity selection is increased.

Stoller and Grabe (1997) state that EAP, or CBI in higher education, is commonly realized in three different models: sheltered, adjunct, and theme-based models. Sheltered and adjunct models are more focused on the content, and thus, referred as the strong version of CBI, and is relatively predetermined, while theme-based model is more concerned on the language, and thus referred as the weak version of CBI, and the content is selected by the language teacher and/or the students. Davis (2003) states that sheltered and adjunct models are commonly found in

universities in which English is used as the language of instruction while theme based models are commonly found in the setting where English is used as a foreign language.

2.3. Theme-based model of CBI

Theme-based teaching is one of CBI models that is considered as the weak version of CBI. It is a type of content-based instruction in which selected topics or themes provide the content from which teachers extract language learning activities (Snow, 2002: 306). The teacher's goal in this model of instruction is to select topics suitable for the class who need to improve their academic English. Topics and/or themes as the content are selected by the teacher or together with the students, by considering students' needs and interest. Stoller and Grabe (1997) state that basically all content-based instruction models are theme-based. That is, each course is a sequence of topics tied together by the assumption of a coherent overall theme.

2.4. Integrated Teaching

Content-based instruction integrates contents, language, and study skills, and, integrated language teaching integrates all skills of language (speaking, listening, reading, and writing). Nation (2012: 161) states that integrated skills instruction can be materialized in linked skill activities, such as a series of skills, from listening-speaking continued with reading, and then writing. He further states that linked skills activities have many benefits, and these benefits are typical in content-based language teaching. One of the major benefits for a teacher is that they generally require very little work to prepare and organize, but they get a lot of work from the students. They can also provide useful conditions for language and content learning.

3. Thematic Integrated English Instruction for Music Education Students of YSU

This program is designed for the Students of Music Education Department of Yogyakarta State University. The class contains more than 40 students (a large class). At first glance, they look uninterested in English. Many students come late, sit at the back, don't pay attention to the teacher, and uneager to get involved in the English teaching learning process. To arouse students' interest, suitable theme is chosen. Music must be the most interesting topic to discuss in this class.

The teaching practice is done as reflective teaching and it follows the steps of action research proposed by Kemmis and McTaggart as cited by Burns (2010: 9). They are Planning, Action and observation, and Reflection.

Planning

The theme chosen is Music.

Topics to cover for the whole semester are *Musicians and their work*, *Music genre*, *Musical Instrument*.

The first cycle deals with the first topic. It was Musicians and their work. The sequence is presented in the following table.

Cycle 1

Meeting	Topic/text/skill	Objectives	Class Activities	Follow up activities
1	Needs assessment Listening, speaking	- Find students' needs - stating learning objectives -arousing students interest and motivation	- discussion to find students needs, to find learning goals. - watch a CD of a song	Finding the lyric of the song in the internet
2	Song “ Can you feel the Love Tonight” Listening Language focus: pronunciation, vocabulary	Ss can sing a song with good pronunciation, Increase vocabulary	Listening to the song, Practicing pronunciation, Learning vocabulary, Singing the song	Ss find an article about the singer of the song
3	A Biography of Elton John Reading Listening	Practice the first step of Reading: skimming the text. Listening	Skimming the text Listening to teacher's presentation	Summarizing Writing slides
4	Speaking	Practice speaking,	Ss Presenting the summary	SS find other musician's

		Able to present a prepared talk	with slides they have prepared	biography and the song they like
5	Writing: The structure of biography	SS understand the generic structure of biography	SS write their own biography	Ss summarize their artist's biography, prepare slides for presentation
6	Speaking	Presentation	SS presenting their prepared talk	

The song as a model, presented in a video clip of a soundtrack film “The Lion King” entitled “Can you feel the Love Tonight”. This cycle was intended to last for 6 meetings.

Action and Observation

Meeting 1: Needs Assessment: discussing students’ needs, and determining learning objectives. Students are reminded of the importance of English for their study and future careers. From the discussion, five learning objectives were determined. Upon completion of the course, students should be able to (1) sing at least two English songs with good pronunciation, (2) find learning resources in the internet, (3) comprehend reading materials, (4) summarize reading passages, and (5) present a prepared talk. Then the teacher aroused students’ interest by playing a song to learn in a video clip. The students watched the video, they enjoyed it, and eager to learn the song more. To keep students’ interest and to make students active in learning English, they were given a task to find the lyric of the song in the internet and learn to sing the song outside the class.

Meeting 2: In this meeting, first, the students were asked to show the result of their searching, show the lyric they found. Most of the students had got the lyrics, even some of them had translated the song to get the meaning. Then, the teacher showed the lyrics and played the song, asked the students to sing. The students sang the song enthusiastically and even some student played a guitar to accompany the song. Next, the class discussed the vocabulary (the meaning and pronunciation). This meeting has taught the students how to learn English through

songs. Songs can be a way to learn English in a fun way. The follow-up activity is meant to enlarge the discussion of the topic, so the students were asked to find an article / text about the singer of the song.

Meeting 3: The teacher checked the result of students' searching in the internet. Every student had got their own article. Some of the articles were of the same title but some others were of different titles. So there were many articles about Elton John taken from the internet at that time. The teacher discussed with the students which article should be chosen as the class reading activities, and an agreement was reached. It was the teacher's chosen article. Then the teacher showed the article (A Biography of Elton John, the singer of *Can You Feel the Love Tonight*) through slides in LCD. Students watched the slides to skim the text: find the title, sub headings, read quickly the part in each slide and then answered true false Questions. To my satisfaction, the class could answer the questions correctly. They could comprehend the passage well.

The next activity was making a summary. The teacher took the first part of the reading passage and demonstrated how to make a summary of the part. Then the class was divided into six groups and each group was assigned to summarize a part of the passage, and find new/difficult words found in the part and find the meaning. The result of their work should be put in slides/power point to present in the next meeting. The students did the assignment outside the classroom.

Meeting 4. The teacher checked students' work to see whether they had been ready with their summary and slides. Each group was ready with their work. Then the teacher explained to the students how to present something in front of an audience, then, gave an example. Students were given a practice to open a presentation, and then, they were asked to present their summary using the media they had prepared, and the teacher gave feed-back to their performance.

From this activity, it was found that the students tended only to read what was written in the slides, and many mispronunciations of words were still found. They were unable to make a prepared talk yet. They still need much practice to improve their pronunciation and to express their ideas that are not written in slides.

Meeting 5. The first part of this meeting was used to finish student's presentation. There were still three groups to present. Finishing with student's presentation, the teacher showed the whole text again. The class discussed the text structure, the generic structure of biographies. As a home work, students were asked to write their own biography.

Meeting 6. The teacher checked students' home work. Most of the students had completed with their biographies. The content was quite good, the organization was correct, but the language was quite poor, especially the sentence structure, subject-verb agreement, the use of tenses, noun phrase formations, and also word choice. Their ability in producing written text still needs much improvement.

The ultimate task of this topic was a project work. Every student should find a song they like, find the story behind it in the internet, summarize it, make some slides, and then present what they have got.

Reflection

The project was not done yet in the sixth meeting. It just even started. Surely the students would be able to find learning resources in the internet, and understand the content although with difficulties, make summary and write slides. They can learn to sing English songs well. The weaknesses would be the language. To see student's performance would need much more time, especially when they all have to perform one by one. To overcome the time constrain, e-learning can be used. Students can be asked to record their performance and send them to the teacher via e-mail.

From the class progress, it can be seen that suitable theme and topic is very effective to arouse students' interest in learning. Students are eager to learn topics they like. Through the chosen topics, students are exposed to the target language. Students can use English to find information (written receptive skill), but in terms of productive skills (speaking and writing), it needs a long way to go, much training and time to reach the language accuracy that is desired are needed. Therefore, in the next cycle the teaching should be more focused on language development.

4. Closing remark

Thematic-integrated English language instruction is a model of CBI that is suitable to be implemented in higher education in which students learn English for academic purposes, and in the context where English is used as a foreign language, like in Indonesia. Theme-based model is very flexible, meaning that teachers can choose any topics suitable for their purposes and their students' preference. From the topics chosen, teachers can design learning activities to reach learning objectives having been stated, whether related to the content, language, or study skills.

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CONFLICTING GRAMMATICAL TERMS AND SENTENCE PATTERNS IN THE TEACHING OF ENGLISH

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Abstract. Grammar plays an important role in the teaching of English. However, some grammatical terms are used differently. This condition leads to confusion among students and teachers. In a sentence analysis, for example, a grammarian prefers to use the term *subject* for a sentence element whereas other grammarians tend to use the term *nounphrase* for the same thing. Surprisingly, the term *nounphrase* can be used to represent a single word. To most grammarians a phrase is always a group of words.

A similar situation exists in the use of the term *sentencepattern*. Many grammarians use that term while certain grammarians use *clausepattern* for the same condition. Every grammarian has certain reasons to support his terms. This paper tries to discuss the use of different grammatical terms. Standard terms are encouraged that they prevent from confusion among users.

Key word: *Noun Phrase, Clause Pattern, Sentence Pattern, Adverbial*

A. Introduction.

It is a matter of fact that the terms *sentence* and *clause* are used in almost the same way. Most grammarians consider a clause as a part of a sentence whereas other grammarians treat it the same as a sentence. Quirk and Greenbaum (1985:) use the term *clause* to represent both a sentence and a sentence element consisting of a subject and a verb. Gelderen (2010:), in her explicit sentence analyses, marks it with the term *sentence*.

The term *phrase*, furthermore, gets its different views. Grammarians know that a phrase is a group of words. Miller (2002:1) says: ‘The second idea is that words are grouped into phrases and that groupings typically bring together heads and modifiers.’ In a different version a phrase is said to be something built round a lexical word. Thus, a noun phrase is something built round a noun. A verb phrase is something built round a verb. An adjective phrase is something built round an adjective. An adverb phrase is something built round an adverb. And a prepositional phrase is something built round a preposition (Gelderen, 2010:36). Those five kinds of phrases represent the content words, which cover a noun, verb, adjective, adverb, and a preposition. They become the heads in the phrase i.e. the most important part of the phrase. Apart from these facts, a pronoun is said to be a phrase though it consists of one word only. This is due to the fact that the pronoun represents a noun and this fulfils the idea of something built round a

noun. In short, the term *phrase* is used in different way that may lead to a confusion unless it is used properly.

This paper tries to present some of the same grammatical terms viewed from different points of view. By presenting those terms with their different notions, we can understand them clearly and we can prevent confusion among students using those terms.

B. Conflicting Grammatical Terms.

Before discussing further about grammatical terms, in relation to their different uses in syntax, it is important to note that certain elements in a linguistic unit may be embedded i.e. one unit is included in another unit (Leech, 2006:37). This is because in syntax words are composed so as to form a larger unit. The following sentence indicates an embedding process.

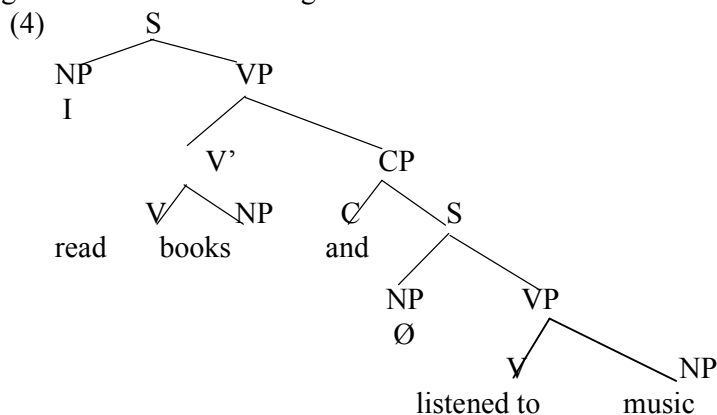
(1) I read books and listened to music.

The above mentioned sentence may be analyzed into:

(2) I read books.

(3) And I listened to music.

The same part i.e. the noun phrase in (1) is understood to have double functions. The first, it functions as the subject of the verb phrase *readbooks*. And the second, it functions as the subject of the verb phrase *listenedtomusic*. The sentence may diagrammed as the following:

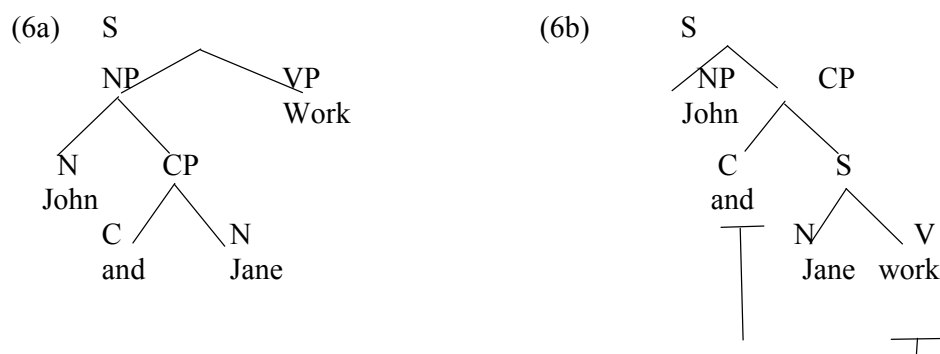


In (4), the connector phrase (CP) *andlistenedtomusic* consists of a connector *and* followed by a verb phrase *listenedtomusic*, which syntactically contain a sentence with a null (\emptyset) noun phrase and the verb phrase. The null noun phrase is understood to be the same as the first NP *I*. Thus, the sentence can be considered as two sentences combined together.

A similar case of an embedded sentence can be found in the following sentence:

(5) John and Jane work.

The sentence may be analyzed and diagrammed into the followings:



The above mentioned diagrams show different analyses of the same sentence. In (6a) the NP consists of two coordinated nouns *John* and *Jane*, while in (6b) two different NPs share the same VP *work*. The diagram in (6b) shows an embedded sentence where the diagram in (6a) doesn't imply any idea of embedding process. The concord between the NPs and the VP in (6b) is shown by the presence of the coordinator *and* for the NPs.

From the short discussion above, we find a symbol *S*, which represents a sentence. For most structuralists, it is strange to include a sentence in another sentence. They tend to name it a clause. This proves that certain grammatical terms are used differently. Their uses may exceed one after another that the use of a certain grammatical term may spoil the same term used by other grammarians. In the following section, some conflicting grammatical terms are discussed.

1. Sentence and Clause.

The term sentence and clause has been used ambiguously as seen in the following quotation. Leech (201: 104) says, 'A sentence consists of one or more **clauses**. A clause consists of one or more **phrases**. A phrase consists of one or more **words**. A word consists of one or more morphemes.' When a sentence consists of one clause, it is itself a clause and a sentence. Börjar (2010:190) says, 'When a clause is not part of any larger clause, that clause forms a sentence and can also be called a main clause.' The idea of a main clause as a single sentence seems improper because there is no comparison in it. In other words, there is no superiority and inferiority. Thus, the idea of sentence and clause becomes obscure.

Now let us turn to another idea of a sentence proposed by Börjar. She (2010:190) says, 'Until now, we have said that a sentence is the unit formed around a lexical verb, containing all the bits that the verb requires as well as any optional bits the speaker has chosen to include.' According to the above mentioned quotation, the main element of a sentence is the presence of a lexical verb with its complements. The idea of complements here includes anything that accomplish the verb such as a noun phrase, adverbial phrase, adjective phrase, and a prepositional phrase. As an illustration, the verb *kill* requires the presence of at

least two noun phrases. The first precedes it and the second follows it. Thus, we may find a sentence:

(7) Martha killed a fly.

The verb *killed* in (7) requires the presence of NP1 *Martha* and NP2 *a fly*. The presence of an NP1 before a VP in English becomes the standard requirements of a sentence. This is clear in the following sentence.

(8) There are tigers in this forest.

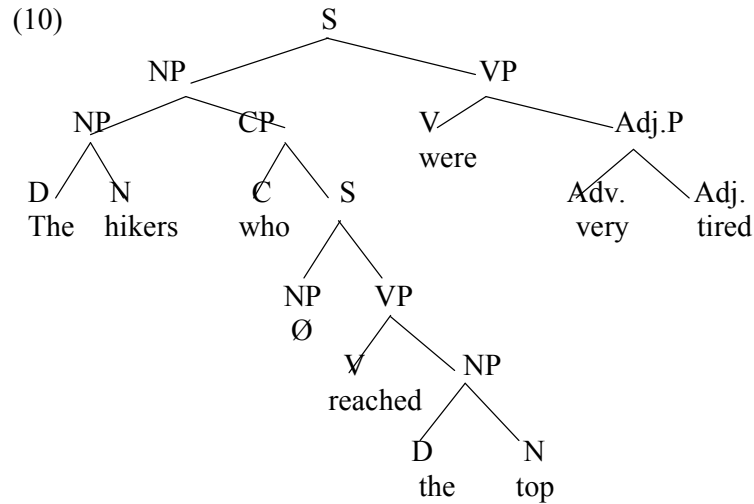
The only NP in the sentence is *tigers in the forest*. Due to the lack of an NP before the VP there appears a substitute of NP i.e. the word *there* as a representation of an NP1. Furthermore, the real NP *tigers in the forest* becomes an NP functioning as a complement. Thus, the sentence fulfils the criterion of an NP preceding a VP or an NP1 and a VP.

2. Relative Pronoun and Relative Conjunction.

Traditionally a relative clause is a clause, which consists of a relative pronoun with a dependent clause. The term *dependent* and *independent clause* are now no longer appropriate because they are represented by the term sentence. The term *relative pronouns*, that is the words which refer back to the antecedent, linking the relative clause to it (Quirk, 2006, 100) are also called *relativizer* (Conrad, Susan, et.al., 2003). Crystal (:102) classifies it as a connective. He says a connective is a term used in the grammatical classification of words to characterize words or morphemes whose function is primarily to link linguistic units at any level. The connective in the following sentence is *who*.

(9) The hikers, who reached the top, were very tired.

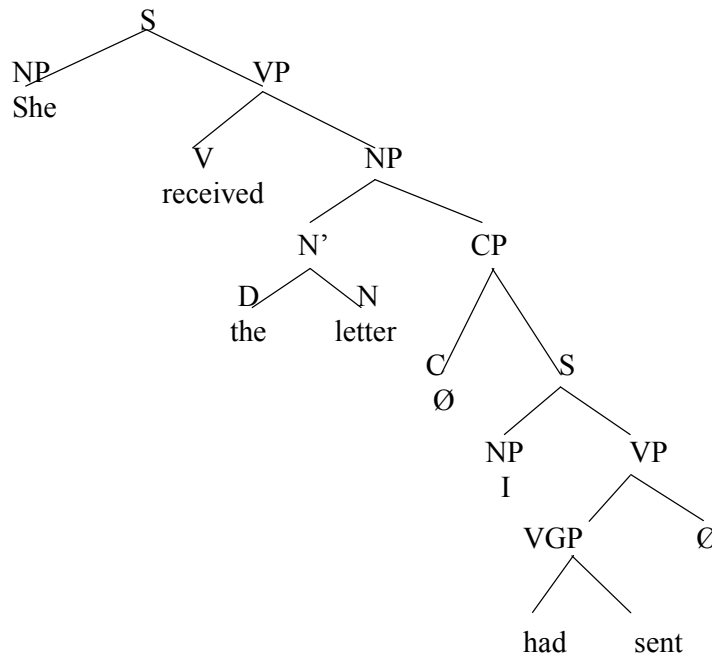
The word *who* is said to be a relative pronoun because it represents the NP *the hikers*. It is said to be a relativizer because it joins a relative clause to the noun head. The term *connective* or *connector* is more general than the term *relative pronoun* or *relativizer*. It is better to put aside different terms and use the general term *connector* or *connective* because it shows the joining function. The function can be seen in the following diagram.



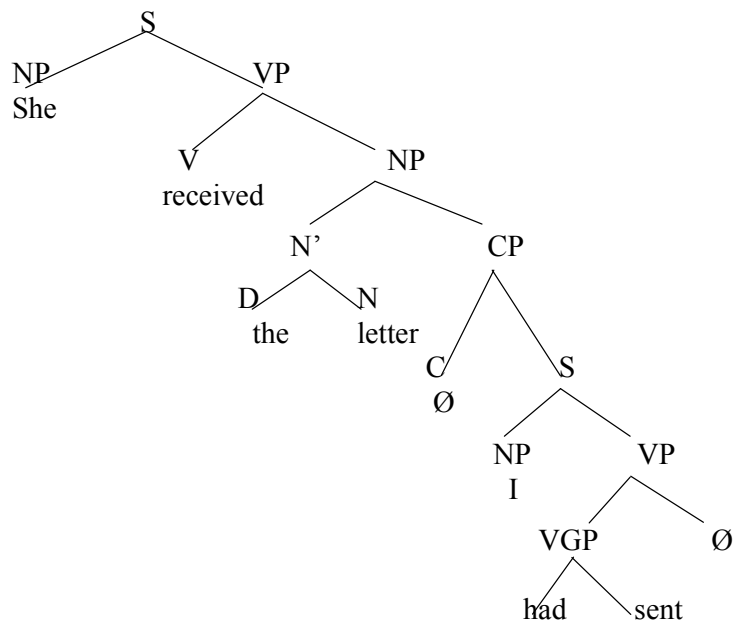
The diagram above shows the word *who* functioning as a connector rather than as a pronoun. Nevertheless, the relationship between that word and the noun head of the NP can still be seen for the head cannot take a connector *which*. It is this point of view, which leads to the idea of classifying it as a pronoun. This paper emphasizes more on the function of connector.

The presence of connector in a certain case is optional. This is seen in the following sentences.

(11a) She received the letter I had sent.



(11b) She received the letter which I had sent.



The difference between (11a) and (11b) is that in the former the connector (C) is not present or null (Ø) while in (11b) it is really expressed by the word *which*. Although *which* is not present in (11a) the function of connector is clearly understood.

3. Non-finite Clause and Verbless Clause.

A non-finite clause includes those clauses, which have non-finite verb phrases (Quirk, 71) either with or without a connector. These clauses may come before or after the main clause. When finite clauses are said to be sentences preceded by a connector either expressed or omitted such as in (11a) so do the non-finite clauses. They are sentences with non-finite verbs because the subjects are embedded with other sentences. These sentences may precede or follow other sentences such as the followings.

- (11) When he was leaving the room, he slammed the door.
- (12) When leaving the room, he slammed the door.
- (13) Leaving the room, he slammed the door.
- (14) Because he was tired and hungry, he ate up the meal.
- (15) Being tired and hungry, he ate up the meal.
- (16) Tired and hungry, he ate up the meal.

4. Complement.

The term *complement* has been used in two different ways. First, it is used in a sentence pattern serving as subject complement and object complement. In (8) the NP, *tigers in the forest*, to some grammarians is called a complement. In

(7) the NP, *a fly*, is also called a complement. The use of the term complement therefore becomes unclear. In order to overcome the problem the use of NP is advisable. Thus, the use of the terms *subject* and *object* are avoided.

5. Conclusion.

From the brief discussion, we can conclude that grammatical terms should be used correctly and consistently. The use of the terms adopted from different views results in ambiguity. Recent developments show correct use of the terms, therefore, we should leave misleading terms.

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English Derivational Suffixes -y, -ity, and -ic in the Novel New Moon by Stephenie Meyer and Its Translation

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Abstract. This paper is entitled English Derivational Suffixes -y, -ity, and -ic in the Novel New Moon by Stephenie Meyer and Its Translation. The aim of this research is to give an explanation about the morphological and semantic shift formed by the suffixes -y, -ity, and -ic based on the morphological and semantic analysis in English and Indonesian translation.

In this journal the writer uses descriptive method, which describes about the suffixes -y, -ity, and -ic properly. The writer analyzes about morphology, the major branch of linguistics which studies word formation. The most elemental grammatical unit of language is morpheme. Based on the type, morpheme is divided into two basic categories; free morpheme and bound morpheme. Free morpheme is a morpheme that can stand alone as a word and cannot be divided into smaller meaning units and bound morpheme is a morpheme that cannot stand alone as an independent word and must be attached to a free morpheme in order to create an independent word.

The most common way to modify and to combine morphemes is affixation. Affixation is the process of adding an affix to a unit of word to create a new word. Normally, there are three types of affixes; prefixes, infixes, and suffixes. But in English there are only two divisions of affixes; prefixes (the affixes which are put in the beginning of the word) and suffixes (the affixes which are put at the end of the word). Affixes can be derivational and inflectional. Derivational affixes change the categorical class of word and or the lexical meaning of that word.

Finally, it can be concludes that affixation has morphological and semantic process. The suffixes -y, -ity, and -ic in the analyzed novelare derivational suffixes because the class shift and the meaning shift are happened in this affixation. Besides that, there are several translation shift occur in the translation process from source language to the target language by using lexical and idiomatic translation.

Key Words: *morphology, Semantics, derivational, morphemes, independent word, linguistics*

Introduction

The most common way to modify and to combine morphemes is affixation. Affixation is the process of adding an affix to a unit of word to create a new word.

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According to O'Grady (1997:1), "*Language is many things; it is a system of communication, a medium for thought, a vehicle for literally expression, a social institution, a matter of political controversy, a catalyst for nation building. All human beings normally speak at least one language and it is hard to imagine much significant social, intellectual, or artistic activity taking place in its absence. Each of us, then, has a stake in understanding something about the nature and discipline of language*".

On the other hands, Richard *et al.*, (1985:153) said that "*Language is the system of human communication by means of a structured arrangement of sound (or their written representation) to form large units*".

In learning English, we will find the term *Linguistics*. Linguistics is the scientific study of human language. Linguistics can be broadly divided into many categories or subfields. This subfield encompasses *morphology* (the formation and composition words), *syntax* (the rules that determine how words combine into phrases and sentences), *phonology* (the study of sound systems and abstract sound units), *phonetics* (the branch of linguistics which concerned with actual properties of speech sounds, nonspeech sounds, and how they are produced and perceived), *semantics* (how meaning is inferred from words and concepts), *pragmatics* (how meaning is inferred from context), *psycholinguistics* (which explores the representation and functioning of language in the mind), etc.

The Method of the Research

The method that the writer uses in this research is descriptive method. This method explains and learns the formation of words that are attached by the suffixes *-y*, *-ity*, and *-tic* in the written data which has relation with the problem of research. In this case are the novel and its translation.

The writer looks for the source of data from many books, which related to the research material, the novels that is analyzed by the writer to look for the words that attached the suffixes *-y*, *-ity*, and *-ic*. Besides that, the writer asks the subject matter about morphology and semantics to the lecturer who helps the writer to figure out problems and also seeks other sources from internet.

Fromkins¹, *et al.*, (2003:76) said that “*The study of the internal structure of words, and of the rules by which words are formed, is **morphology**. This word itself consists of two morphemes, **morph** + **ology**. The suffix **-ology** means **science of or branch of knowledge concerning**. Thus, the meaning of morphology is **the science of word form**”.*

Morphology

According to O’Grady and Guzman in *Contemporary Linguistics* (1997:132), “*Morphology is the system of categories and rules involved in word formation and interpretation*”.

Mc Manish *et al.*, (1987:117) in *Language Files* state “*Morphology is the study of how words are structured and how they are put together from smaller parts*”.

Verhaar (2004:97) said that “*Morphology merupakan cabang linguistik yang mengidentifikasi satuan-satuan dasar bahasa sebagai satuan gramatikal*”. [Morphology is a branch of linguistics which identifies the basic units as a grammatical unit].

On the basic of those definitions, it is known that morphology is a science that studies the form and formation of word and its meaning and morphology also studies change of word and structure. So, one word can be changed to be another word with the different meaning.

Morpheme

O’Grady and Guzman in *Contemporary Linguistics*² (1997:133) said that “*Morpheme is the smallest unit of language that carries information about meaning or function*”.

That definitions almost same with the definition of morpheme according to Mc Manish *et al.*, (1987:117) in *Language Files*³ “*A morpheme is the minimal linguistics unit which has a meaning or grammatical function*”.

Although many people think of words as the basic meaningful elements of a language, many words can be broken down into still smaller units, called morphemes. Every word in every language is composed of one or more morphemes. In English for examples, the word *builder*, consists of two morphemes: *build* (with the meaning of ‘construct’) and suffix *-er* (which

¹ Victoria Fromkin is one of the writers of the book entitled *An Introduction to Language*, which is published in 2003 by Thomson Wadsworth in the United States.

² *Contemporary Linguistics* is an adaption of *Contemporary Linguistics Analysis*, which was edited by William O’Grady, Michael Dobrovolsky, and Francis Katamba. This adapted edition © Addison Wesley Longman Limited 1997.

³ *Language Files* is a book written by Carolyn McManis, Deborah Stollenwerk, Zhang Zheng-Sheng. This book is copyright © 1987, The Ohio State University Department of Linguistics.

indicates that the entire word functions as a noun with the meaning ‘one who build’). Similarly, the word *houses* is made up of the morpheme *house* (with the meaning of ‘dwelling’) and suffix *-s* (with the meaning ‘more than one’). Another example the word *unbelievable* consists of three morphemes: the prefix *un-* plus the base morpheme *believe* plus the suffix *-able*. The suffix *-able* is a morpheme which changes verb *believe* into adjective *believable*. *Unbelievable* still an adjective because the prefix *un-* is negation. Some words consist of a single morpheme. For example, the word *bring* cannot be divided into smaller parts (say, *br* and *ing*) that carries information about its meaning and function.

Morphemes Based on the Type

Our morphological knowledge has two components, knowledge of the individual morphemes and knowledge of the rules that combine them. One of things we know about particular morphemes is whether they can stand alone or whether they must be attached to a host morpheme. Because of that, morphemes can be divided into two general classes; they are Free Morpheme and Bound Morpheme.

1. Free Morpheme
2. Bound Morpheme

Morphemes Based on the Meaning

There are two kinds of morphemes based on its meaning, Derivational morpheme and Inflectional Morpheme.

1. Derivational Morpheme

The term morpheme has been defined as “*minimal unit which of meaning or grammatical function*” to show that different morphemes serve different function. Some morphemes derive (create) new words by either changing the meaning (*happy* vs. *unhappy*, both adjectives) or the part of speech (syntactic category, e.g. *ripe*, an adjective, vs. *ripen* a verb), or both. These are called *derivational morphemes*.

According to O’Grady and Guzman (1997:144), “*Derivation forms a word with a meaning and/or category distinct from that of its base through the addition of an affix*”.

Inflectional Morpheme

Other morphemes changes their neither parts of speech nor meaning, but only refine and give extra grammatical information about the already existing meaning of a word. Thus, *cat* and *cats* are both nouns and have the same meaning (refer to the same thing), but *cats* with the morpheme *-s*, contains the additional information that there are more than one of these things. (Notice that the same information could be conveyed by including a number before the word, the plural *-s* marker then would not be needed at all).

Horby (2000:665) describes that inflection is “*A change in the form of a word, especially the ending, according to its grammatical function in a sentence*”.

On the other hand, Mc Manish *et al.*, (1987:119) in *Language Files* said that, “*The morphemes which serve a purely grammatical function, never creating a different word, but only a different form of the same word, are called inflectional morphemes*”.

Semantics

Semantics is a branch of linguistics which studies the meaning in human language. Verhaar (2004:385) said that “*Semantik adalah cabang linguistik yang mempelajari arti atau makna*”. [Semantics is branch of linguistics that identifies meaning and sense].

According to *Webster's New Twentieth Century Dictionary* (1979:1219), “*Semantics is the branch of linguistics concerned with the nature, the structure, and the development and changes of the meaning of speech forms, or with contextual meaning*”.

O'Grady (1997:268) in his book *Contemporary Linguistics* expressing that “*Semantics is the study of meaning in human language*”.

Yule⁴(1996:4) in a book entitled *Pragmatics* said that “*Semantics is the study of the relationships between linguistic forms and entities in the world; that is, how words literally connect to things*”.

The Component of Meaning

The term meaning is what a word or sentence means. And speaker meaning is what a speaker means when uses a pieces of language. In English there are parts of speech that including part of sentence. Every parts of sentence has meaning, it is called lexical meaning and grammatical meaning.

1. Lexical Meaning

Lexical meaning is defined as an objective meaning, which is not connected with another word, context, and phrase. It refers to the meaning of individual words.

Furthermore, lexical meaning shows the relationship among words, the word, the word meaning, and the world reality. The example for lexical meaning is denotative meaning. Denotative meaning is the real meaning.

Examples:

a) *A jail is a place of punishment.*

⁴George Yule is the writers of the book entitled *Pragmatics*, which is published in 1996 by Oxford University Pres. Until 1995, George Yule was a Professor in the Linguistics Program at Louisiana State University. He now lives and writes in Hawaii.

- b) *Library is a place where someone can find, read even borrow any kinds of books*

Grammatical Meaning

Grammatical meaning is a meaning which is formed by the words structure in phrase, clause, or sentence. It come from the grammatical process such as affixation, reduplication, compounding, etc.

Grammatical Meaning is the meaning based on the grammar or the meaning because of the grammar of language use. Besides that, grammatical meaning is the meaning of a word by reference to its function within a sentence rather than to a world outside the sentence. The example for grammatical meaning is connotative meaning. Connotative meaning is the associative meaning, that is a word meaning in clauses phrases or figure of speech meaning.

Examples:

a) *Green House*

- Ahouse with the green painting. (denotative)
- A building usually of glass, in which plants are grown. (connotative)

b) *Red Carpet*

- A carpet which has the red color. (denotative)
- An honorable carpet. (connotative)

Moreover, it is defined as a certain meaning in syntax whose formation involves grammatical process such as affixation. For example, un-reasonable, morpheme *un-* means *not*: unreasonable means not reasonable.

Conclusions

In this chapter the writer would like to describe the conclusions based on the analysis in the previous chapters that has been done by the writer about morphology and semantics analysis of suffix *-y*, *-ity*, and *-ic*. And the conclusions are as follows:

1. The suffixes *-y*, *-ity*, and *-ic* are classified derivational suffixes because they change the class shift and the meaning shift.
2. The suffix *-y* changes the class shift of a noun becomes an adjective.
3. The suffix *-ity* changes the class shift of an adjective to be a noun.
4. The suffix *-ic* changes the class shift of a noun into an adjective.
5. Semantically, the addition of the suffixes *-y*, *-ity*, and *-ic* change the lexical meaning in the source language because of the lexical meaning between the base and the word that is attached by these suffixes.
6. The translation of words that are attached by these suffixes from the source language to the target language using lexical and idiomatic translation. It is fixed by the situational context in the source language, so the messages,

information, or ideas of the source language, are still well conveyed in the target language.

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**Eco-ELT Materials Development: The Proposed Idea Towards
Instilling the Concept of Loving the Environment and Upholding
the Virtues of Local Wisdom to Young Learners**

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Abstract. In the era of post-modernity, the ideas of instilling the concepts of saving the environment and upholding the virtues of local wisdom are being experienced stratospheric rise to fame. These constructed ideas are now widely seen in many fields of studies, and language education is no exception. Thus, the English Language Teaching (ELT) materials can also be a catalyst to transfer those concepts. In ELT Departments, there has been a course of teaching literature to young learner. The local folklores and short stories evolving around target learners' circumstances can be utilized as authentic materials to teach the notions of loving the environment and embed the traditional values. These are somewhat hailed as the Eco-ELT material development; the proposed idea created to be the new trend in the context of character building in curriculum and material development. The aims of this study are to investigate the fundamental materials development for Eco-English Language Teaching and produce a set of recommendation to the teachers, in particular to ELT teachers. Using qualitative method of exploratory research design, the results are: the Eco-ELT materials are the English materials deal with the ideas of uplifting the sense of belonging between children and environment as well as investing the virtues of local wisdom formed into the learning base, second language acquisition (SLA)'s paradigm and the scope of Eco-ELT materials. Additionally, the guidelines for designing the Eco-ELT materials towards their application in teaching learning process are presented in the form of target learners, curriculum base for Eco-ELT, learning topics, learning model and assessment.

Keywords: *Eco-English Language Teaching, Material Development, Post-Modernity Era*

1. Introduction

Today, within the era of post-modernity, the ideas of instilling the concepts of saving the environment and upholding the virtues of local wisdom are being experienced stratospheric rise to fame. These constructed ideas are verily germane with an idea of creating such an environmental education

proposed in the Charter of Belgrade (UNESCO, 1976) and the Tbilisi Declaration (UNESCO, 1978) as stated on Sauv  (1999:13). The post-modernity itself as further is elucidated by Sauv  whereof deals with the complex, unique and contextual nature as the object of knowledge. Hence, on this basis, the-all-about-natures might become the sources of pedagogical learning.

The pedagogical learning towards the nature in Indonesian educational context has already been echoed within its recognition under the Ministry of Environment. Regards of the earnestness from the Ministry to hone and carry off this idea, as consequently, numerous schools at any level of education are keen to execute the idea. Thence, another enormous collaborations, including with General Directorate of Primary and Secondary Education, National Education Department of Indonesia were set up afterwards (*Kementrian Lingkungan Hidup/ Ministry of Environment*, 2012). Therefore, this trend of environmental education on such frameworks of instilling the notions of loving the environment and embed the traditional values are widely seen in many fields of studies and language education is no exception.

On English Language Teaching Department of Higher Education, there has been a course of teaching English to young learners. Ever since, at most the children literary works, along with the course, can be a catalyst to transfer the concept of investing the virtues of local wisdom to young learners. Therefore, the local and national folklores, traditional songs, short stories and so forth evolving around target learners' circumstances can be utilized as authentic materials to teach that concept. Besides, the English subject whereof related to the Eco context is divulged into integrated and bound learning between taught-topics and current environmental issues or problems which exist in the students' surrounding. "This model of learning" will literally evoke the students' environmental awareness as equal to the mastery of the taught-topics themselves. Therefore, through this case, the notion of loving the environment is transferred to the students. In short, those two sketches of learning models are somewhat hailed as the Eco-English Language Teaching; the proposed idea created to be a new trend in the context of character building in curriculum and material development.

The implementation through which the character building itself is fervently precise applied since the childhood. At most recent study on the examination of character development as stated in Fox *at all* (2012:2), Cambell and Bond describe one of the major factors affecting the character development is early childhood experiences. It is thus blatant that the childhood experiences might become the key for transferring ideas, virtues and so on whereof education plays a prominent role on that, as argued on Siraj-Blatchford (2009:10), education builds up the frugality in which simultaneously buttresses the enhancement of positive environmental values

and pro-environmental behavior. Ergo, there must be English materials that concern on this case.

The development of English materials dealing with children character building (loving the environment and upholding the local virtues) is allied with the prevalence of English subject itself in Elementary schools in Indonesia whereof recently just turn into school elective subject, *Muatan Lokal*. The past pros and cons of the eliminating issue of English from the Elementary subjects induced the Ministry of Education and Culture was clarifying that English subject is just shifted from the core subject into school elective subject (Sekretariat Kabinet RI/Indonesian Cabinet Secretariat, 2013). Therefore, the relevance between the children character building and the English subject are seen throughout the flexibility of the English teachers to develop their teaching materials into more interesting and fruitful as to meet the improvement of the moral and intellectual competences. This deals with an idea of teachers as a facilitator to be able to prepare a good lesson plan with its appropriate materials regards to the characteristics of their students (Amri, 2013:19).

The flexibility of the English teachers to hone the students' competencies through interesting, interactive and progressive materials depicted in lesson plan might sometimes, on the other hand, complicate and confuse the teachers themselves to serve the appropriate materials to fulfill the needs of students integrated to the needs of today's world. This is somewhat the challenges to be faced. Besides, the western ideologies spread smoothly into the tiny grain of dust through the advance technology and information, as consequently, makes the children are lack of their identities. For instance, they become more swagger, the traditional songs, games and stories turn into addicted video games and modern Barbie films, and so on. This is not aimed to show the Luddite attitudes, but serve the real facts of the key-today's-challenges faced on the context of teachers and children's education and development.

In short, both lack of the competencies from the teacher to enhance their materials and the decreasing of children's identities is become the challenges as well as the issues to be addressed not only in Indonesia but also in Asian education context. The Eco-English Language Teaching (E-ELT) material development is thereupon taken to be accounted to be proposed. Guided with two aims of research; investigating the fundamental materials on Eco-ELT context and providing the guidelines for designing Eco-ELT materials are unequivocally hoped to able to give a new framework into a new branch of English Teaching studies that concerns to an idea of teaching the notions of loving the environment and instilling the local wisdom through traditional songs, local and national folklores, short stories and *Ecoliteracy* teaching to young learners. This, at least, can be a vehicle to bring about the identity, to address the environmental issues and a place to share the uniqueness as well as core and common values of each of the Asian countries and/or the globes

through their folklores, traditional songs, and so forth whereof are then generated into the Eco-ELT materials on the teaching learning process in or outside the classroom.

2. Literature Review

2.1 Post Modernity Era

The proposed idea of Eco-ELT is created as to unequivocal framework of nowadays' activities on "saving our earth" as the impacts of globalization and advance-technology. This framework at least is in the part of post-modernity concept whereof at least based on Butler (2002:3) the post-modernity deals with impact conditions through such the influence of huge growth in media communication by electronic means as so called the "electronic village" by Marshall McLuhan in the 1960s. The enhancement of media communication as the impact of advance-technology and globalization might become the doctrine in which the people seem become more fragment on their life style, consumerism, and lack of upholding their identities.

Two of the issues to be addressed because of the impacts of life style, consumerism and lack of identities are the lack of sense of belonging between the people and the earth as well as the decreasing virtues of local wisdoms. Thus, lots of policies at any field made afterwards vying to overcome this case, and in the educational context is no exception.

2.1.1 Post-modernity in Educational Context

The education context in accordance with the post-modernity movement has actually been echoed by UNESCO since 1976. UNESCO proposed an idea of environmental education in the Charter of Belgrade (UNESCO, 1976) and the Tbilisi Declaration (UNESCO, 1978) as stated in Sauv  (1999:13). The starting point made by UNESCO is inspiring lots of education practitioners taking into account to this case. The results are lots of schools are implementing the concept of green-school, numerous Non-Government Organizations (NGO) are hand in hand increasing the people's awareness of loving the environment, and so forth. It is therefore seen that there is simultaneous interwoven between the education and the post-modernity itself as to the fact that the socio-cultural, information technology and life style can give a new paradigm and references to the school, teachers, students and parents as the integrated cycle of pedagogical framework in education.

2.2 ELT Material Development

Developing materials for Eco-English teaching to young learners is demanding task. English teachers should alert to such principles related to the Eco-ELT material development. The general principles in the field of language education, in particular in English Language Education is proposed by Howard and Major (2004:104-107) as found in Basal (2013:9). They list several guidelines for English Language Materials which are; should be contextualized, stimulate interaction and be generative in term of language, encourage learners to develop learning skills and strategies, allow for focus on form as well as function, offer opportunities for integrated language use, should be authentic, link to each other to develop a progression of skills, understanding and language items and should be attractive.

Likewise the approach from Howard and Major, Tomlinson (2010) further develop the principles of material for language education in his book chapter titled as “Principles of effective material development” as found in Basal (2013:9). Some of the principles which Tomlinson listed are:

Materials should include authentic language.

Materials should contain enough spoken and written text.

Learners should be exposed sufficient samples of language in authentic use

Language input in materials should be contextualized.

Materials should include activities that provide critical thinking and encourage learners to visualize.

Materials should include interesting and engaging task.

Materials should provide learners to produce the desired outcomes.

Materials should provide a link to subject areas.

2.3 Character Building to Young Learner

English Language Teaching (ELT), that is, the teaching of English as second or foreign language plays important role underlying the moral values portrayed throughout professional literatures to young learners. As stated by Johnston (2008:1) English language teaching and learning deals with the values and that the language teaching is a profoundly value-laden activity. It is thus inferred that not only the teachers can be the moral agent yet also the teaching materials themselves.

Character building to young learners depicted in teaching materials is allied to the developmental appropriate instructions. It means that the teaching materials created must meet the classification of young learners

themselves in order to serve the appropriate materials regards the characteristics of the students in accordance with the foreign language acquisition. Curtin and Carol Ann A. Dahlberg (2009: 1) states that by the time the children in the age of 6 years old, they have brought into a level of fluency, that is, the envy of non-native speakers. It means that the appropriate age to learn the target language is in the age of 6 meaning the children at this age can serve the best way to acquire the linguistics level of the target language and immerse to such new situation of learning as well as the second-language setting. This age might be in the kindergarten or elementary level.

3. Method

A qualitative method of exploratory design is utilized in this research. The exploratory is aimed due to the fact that there are no earlier studies refer to case of Eco-ELT material development. Based on M Eugene and Christine E Lynn (2013) state that one of the goals of exploratory research is giving the possible insights of generation of new ideas and assumption, development of tentative theories or hypotheses. They further state that exploratory research is flexible and can address research questions of all types (what, why, how). It is therefore the exploratory design is suitable to be used to general systems theoretical perspectives to the proposed idea of Eco-ELT in case of instilling the concept of loving the environment and upholding the virtues of local wisdom to young learners. Additionally, because the research is focused proposing the new ideas on the branch of ELT studies, the data merely in case of the theoretical perspectives bounded into the topic's research supported by the library resources; the journal, books, and so forth.

4. Finding and Discussion

4.1 The Fundamental Materials Development for Eco-English Language Teaching

The Eco-English Language Teaching is the proposed idea created due to the today's challenges towards the impacts of expanded information, advance-technology and globalization as to deals with the concept of modernity era by Butler (2002:3). Regards of the prominent role of education as value-laden-transferable-vehicle whereof pro-environmental behavior stated by Siraj-Blatchford (2009:10), the Eco-ELT, that is, the most possible answer towards the Butler's conception of what the post-modernity era is. Thus, the English Language Teaching studies see "this phenomenon" as the space to develop new idea and contribute to such branch study in the case of environmental education. In short, the

fundamental material of the Eco-ELT therefore deals with the environmental issues or problems which are integrated with taught-topics. It means that the Eco-ELT is allied with the curriculum and instructions applied within the teaching learning process in or outside the classroom activities. Therefore, second language acquisition (SLA)'s paradigm, second language acquisition (SLA)'s paradigm, and the scope of ELT materials itself are taken into account to reveal the fundamental materials development of Eco-ELT in order to give basis insights and understanding for ELT teachers and education practitioners.

4.1.1 Learning Base

The foundation or base of Eco-ELT materials development is from the idea of environmental education proposed by UNESCO in the Charter of Belgrade (UNESCO, 1976) and the Tbilisi Declaration (UNESCO, 1978) as stated in Sauv  (1999:13). Furthermore, along with UNESCO's idea, in Indonesian educational context, the environmental education is under the legitimacy of Ministry of Environment which also collaborated with General Directorate of Primary and Secondary Education, National Education Department of Indonesia (*Kementrian Lingkungan Hidup/ Ministry of Environment, 2012*). Based on these two bases, the Eco-ELT for young learners is created due to the fact that there is a course of teaching English to young learners at most ELT Department. This course can be such a catalyst to transfer the idea of loving the environment and local wisdoms to young learners with related children literary works, the English environmental short stories, and so forth. Thus, these literacy materials can be the authentic materials for environmental education to young learners.

4.1.2 Second Language Acquisition (SLA)'s Paradigm

The Eco-ELT for young learners is created along with the constructivism paradigm from Jean Piaget and Lev Vygotsky. As found in Brown (2007:13), Jean Piaget at most deals with the cognitive area of learners, which is, focused to the importance of learners honing their reality representations. This view is become the basis of Eco-ELT for young learners which deals with Curtain and Carol Ann A. Dahlberg's idea (2009: 1); learners in the age of 6 can serve the best way to acquire the linguistics level of the target language and immerse to such new situation of learning as well as the second-language setting. Therefore, the Eco-ELT is born to facilitate the needs of young learners integrated with the today's reality in the

today's challenges within the post-modernity era. Besides, Lev Vygotsky which mostly deals with social constructivism as found in Brown (2007:13) stated by Kaufman deals with thoughts and the constructed values of the children are formed socially and evokes throughout the social interaction with their surroundings. It is thus the Eco-ELT for young learners utilizes Vygotsky's paradigm as the basis concept to develop English materials which generated into eco-context dealing with the children's surrounding and environmental issues or problems.

4.1.3 The Scope of ELT Materials

The scope of ELT materials are generated into two aims of Eco-ELT itself which solely concern to the idea of saving the environment and embed the virtues of local wisdoms to young learners. Therefore, any materials in accordance with this Eco-ELT framework are accepted. But, there is certain scope for Eco-ELT which concerns to the idea of embedding the virtues of local wisdoms. The scope meant is solely focused to the use of local folklores, national folklores or short sorties, and traditional songs evolving in the young learners' circumstances. Furthermore, the other folklores are also taken into too as long as meet the core and common values of young learners' backgrounds (education, way of life, beliefs, and so on).

4.2 Guidelines for Designing Eco-ELT Material

The guidelines for designing Eco-ELT material is based on Brian J. Tomlinson (2010) and Howard and Major (2004:104-107)'s principles of materials development for language education as found in Basal (2013:9). The principles of materials development for language education as stated in the point of 2.2 *ELT Material Development* in this study are generated into 5 (five) sub themes of designing Eco-ELT materials which can be the guidelines for teachers, especially English teachers to teach the Eco-English in their teaching learning process in or outside the classroom. These 5 (five) sub themes; target learners, curriculum base learning, learning topics, learning model and assessment are elaborated bellow:

Target Learners, as stated in Curtain and Carol Ann A. Dahlberg's idea (2009: 1), learners in the age of 6 can serve the best way to acquire the linguistics level of the target language and immerse to such new situation of learning as well as the second-language setting. It is therefore based on Curtain and Dahlberg's notions; the Eco-English Language Teaching (ELT) is targeted to the young learners start on the age of 6. This age can be in the elementary level of education in Indonesia; this might be

in other level of education in other countries such as Malaysia, Japan and so on which the name would be the primary level of education. This Eco-ELT, along with Curtain and Dahlberg's idea, is suitable with the principle of material development for language education proposed by Howard and Major (2004:104-107). They state that English Language Materials which are should be contextualized. It means that the materials have to be created based on the age of the target learners. They state also that English materials should stimulate interaction and be generative in term of language as well as encourage learners to develop learning skills and strategies. As explained that the best way acquiring the linguistic level of target language is in the age of 6 years, the young learners thus can literally serve these principles made by Howard and Major.

Curriculum Base for Eco-ELT, the designing for Eco-ELT materials must meet with used-curriculum in a country, which means that the Eco-ELT must meet with the current-used-curriculum in order to be able to integrate into the syllabus and instructions of English teaching. In Indonesia for instance, in the elementary level of teaching learning is based on the thematic areas and thus the Elementary syllabi of new curriculum 2013 for the first grade has 8 (eight) thematic themes as stated in *Pusat Informasi Pendidikan Sekolah Dasar/* the Information Center for Elementary Education (2013) . The thematic themes are 1) myself, 2)my hobbies, 3)my activities, 4)my family, 5)my experiences, 6)clean, healthy and beautiful environment, 7) things, animal, and plants in our surroundings, and 8) nature phenomenon. Each of the themes is taught with the allocation time of 4 weeks. Besides, the English subject in elementary school is now implemented into Muatan Lokal/school elective subject. This policy is made ease to choose the English materials as well as develop the materials for English teachers. Thus, both the syllabus of new curriculum 2013 and the English subject policy are suitable with the Eco-ELT context in which both of them are simultaneously interwoven.

Learning Topics, the learning topics for the Eco-ELT materials development can be varied regards each of the teachers' creativity. But, the scope of Eco-ELT materials which just deals with the notion of embedding the virtues of local wisdoms through traditional and national folklores, short stories and traditional songs can be the guidance for the designing the taught-topics in the learning process. Furthermore, the scope of Eco-ELT also deals with the notion of loving the environment in which for instance, in syllabi curriculum 2013 for the first grade of elementary level in Indonesia, there are thematic themes such as clean, healthy and beautiful environment; things, animal, and plants in our surroundings; and nature phenomenon. These three thematic themes of learning can be utilized as the basis of English teaching learning in Eco-English context. Above all, here can be seen that the uniqueness of the Eco-ELT is not only

the students will absolutely master the English competencies but also they can learn their environment as well as its issues or problems through taught-topics in teaching learning process. Thus, the cognitive competency is increased while the social competency is honed throughout the Eco-ELT as the basis of learning which is also applied in the principles of developing materials for language education by Brian J Tomlinson (2010) and Howard and Major (2004:104-107).

Learning Model, the learning model of the Eco-ELT is just mostly the same with the learning models used by the teachers. What make it different are just the English materials. But still, the recommendation towards the learning model for Eco-ELT is given which are the project base learning, problem solving, cooperative learning model, and contextual learning; group investigation. These mention learning models are the suitable for the Eco-ELT context which is focused to the moral, intellectual and social competencies integrated into the environmental issues or problems as well as the today's challenges within the post-modernity era. Besides, the current trend of learning model using the technology is also possible to be used in Eco-ELT context.

Assessment, the assessment for the Eco-ELT can be in the various forms. But the assessment learning should be done consistently, systematically, and orderly utilizing test and non-test which can be in the form of written or spoken, observation, performative assessment, homework, project and/or product, portfolio, and self assessment. The learning assessment can also be served for the individual or groups of students. These forms of assessment learning can be used in Eco-ELT context.

5. Conclusion

Today, within the era of post-modernity, it seems that our student and teachers are faced by the impacts of globalization and advance-technology so that regardless of their identities and environment. These are challenges faced not only in Indonesian educational context, but also in Asian and/or the globe. Therefore, the Eco-ELT is purposed to address those challenges, that is, bringing the concept of Environmental education as the basis framework which is then formed into the Eco-ELT; English learning which concerns to the instilling the notion of loving the environment and upholding the virtues of local wisdom to young learners. It thus this research is conducted into this case, and then aimed for two objectives which literally have successfully been achieved. The first aim is investigating the fundamental materials for Eco-English Language Teaching which has been achieved by elaborating the *learning base, second language acquisition (SLA)'s paradigm* and *the scope of Eco-*

ELT Materials as basis insights and understanding for ELT teachers and education practitioners. The second aim is producing a set of recommendation to the teachers, in particular to ELT teachers has been achieved by giving the sets of recommendation for designing Eco-ELT which is in the form of *target learners, curriculum base for Eco-ELT, learning topics, learning model* and *assessment*. The last, the Eco-ELT is hoped to address the today's challenges faced by the teachers and students as well as give the new idea on the branch of ELT studies.

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Appendix I

The modified example of Lesson Plan can be called Eco-ELT by Penny McKay and Jenni Guse in their book; *Five-Minute Activities for Young Learners*, page 21-22. This is aimed to the children at the age of 6 to 12 years old.

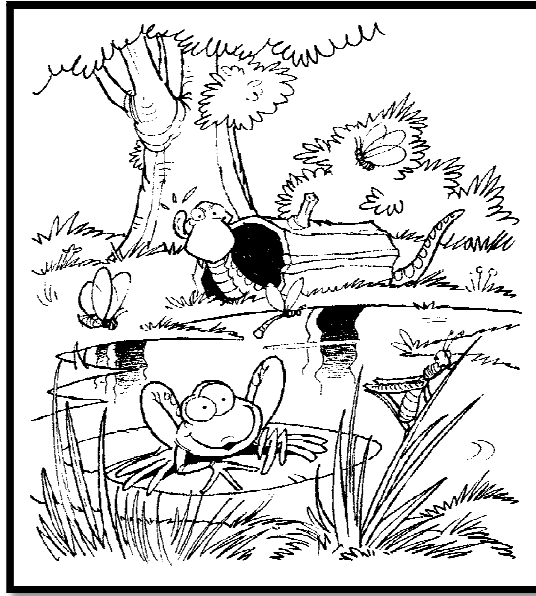
Topic	Animal Habitats
Level**	** a bit of challenging activity (level 2)
Language Focus	Simple present tense, <i>have to, so</i>
Skills Focus	Speaking
Thinking Focus	Problem Solving
Teaching	Promote creativity-accept errors
Approach	Group work, suitable for large classes
Interaction	Write the sentence stems and the groups of animal on the board. See the box 14.
Preparation	

Procedure

- 1 Refer the children to the groups of animals on the board.
- 2 In small groups, ask the children to discuss what would be a suitable habitat for all these animals. Encourage them to use the sentence stems in Box 14.
- 3 The children will need to think about where the animals can find food and shelter in their habitat. Ask them to also think what sort of things which can destroy the habitats of the animals.
- 4 After discussing the possibilities, ask the children to draw an ideal habitat for this combination of animals

Box 14: Discussing animal habitats

Groups of animals	Sentence Stems
Group 1: snake, frog, grasshopper	A.....lives in....., so we have to draw..... A.....eats....., so we have to draw.....
Group 2: seagull, worm, fisheat....., so they have to hide in.....
Group 3: brown bear, fish, butterfly	A.....sleeps in a....., so we have to draw.....



@Cambridge University Press 2007

Follow-up

Children present their drawings to the class and explain how the habitat is suitable for this group of animals. They could suggest other animals which could share this habitat. Then, they explain about the harmony living between one animal and the other. They explain about the importance of the habitat with the existence of the animal themselves. Children are then revealed the virtues (local wisdom) they have learnt throughout the topic discussion today (Animal habitats) and the learning activities in the classroom.

**The Teacher Talk Encountered in Intensive Course
of The English Department
of Widya Mandala Catholic University Surabaya**

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Abstract. In teaching-learning activity, teacher plays a very important role. What the teachers do will become the example for his or her students and affect the students' achievement. This situation brings its own challenges for the teachers to make this course successful. Since the classroom is the main place where foreign language learners are frequently exposed to the target language (Yan, 2006) and the most important exposure of oral English is teacher talk, what goes on inside the language classroom is very important. Realizing that teacher talk is very important, the writers decided to do a study in it. In line with the introduction, the research questions raised in this study are: What types of teacher talk were found in Intensive Course classes? Which type of teacher talk was most commonly used in Intensive Course classes? This research was a classroom ethnographic research applying a non-participant observation. The data of this study are gained by doing observations. Sitting at the back of the classroom observing the learning-teaching activities, recording the teachers' and students' talk secretly, and noting down and analyzing the classroom interaction, the writers observed the classrooms. Using the seventeen category system by Tsui Bik-May (1985), we found the types of teacher talk in Intensive Course were elicit which include factual questions, yes-no questions, reasoning questions, and re-stating elicit, direct, nominate, inform, recapitulate, evaluate, accept, and clue. The most commonly used type of teacher talk was elicit.

Keywords: *teacher talk, intensive course*

Introduction

The global development towards the 21st century which is characterized by the advancement in communication and technology with all their impacts on every aspect of life has made people more and more aware of the importance of language as a tool for global communication. English, which has been regarded as a global language for the last few decades, becomes a great concern because of its function as the communication tool.

English is used in education, tourism, politics, business dealings, and everyday life. Many people are finding it hard to get by without knowing English. The global language of English is found in popular music, television programs and even on the internet. Lauble (2006) agrees and claims that nowadays people are living in a world where the Internet explosively grows. More and more people are becoming aware of this condition on a personal level. People correspond with others from around the globe on a regular basis. Products are bought and sold with increasing ease from all over the world and English plays a central role in this.

Realizing the importance of English, many people have taken it as a second language (Rimando, 2010). English Department of the Faculty of Teacher Training and Education of Widya Mandala Catholic University Surabaya is one of the universities which take English as the primary study. In this department, English is taught and used as a second language which means the students and teachers use English as the medium of communication. The teachers explain the materials in English and the students should also respond in English.

Realizing that each student has different background and ability, English Department of the Faculty of Teacher Training and Education of Widya Mandala Catholic University Surabaya gives a similar course to the first semester students. This course is called Intensive Course (IC). The IC course is an essential course as it determines the students' success in joining and finishing other English courses in the following semesters. IC provides a fundamental mastery of English for students who come from different schools, cities, and ethnic backgrounds. Its standard competence is that the students are able to use their survival English in oral and written communication (The Handbook, 2008: 99).

In order to make the students able to speak and write correctly, a right model is needed. Teacher talk plays a very important role in English classroom which are both the source of students' acquiring target language and means of classroom management (Iin, 2008). This argument is strengthened by Krashen (1982) who says that human acquires language in only one way—by understanding messages or by receiving comprehensible input. He also points out that input should be interesting and relevant. What the teachers do will become the example for his or her students and affect the students' achievement. This situation brings its own challenges for the teachers to make this course successful.

Since the classroom is the main place where foreign language learners are frequently exposed to the target language (Yan, 2006) and the most important exposure of oral English is teacher talk, what goes on inside the language classroom is very important. So far, there has no research been done to see what actually happens in IC classrooms in terms of teacher talk. Realizing the condition, it becomes more challenging to discover the real situation which happens in Intensive Course classes, especially the teacher talk encountered in it by doing this research.

In line with the background of the problem above, the research questions are reformulated as follows:

- What types of Teacher Talk were found in Intensive Course Classes?
- Which type of Teacher Talk was most commonly used in Intensive Course Classes?

Intensive Course

Intensive Course is an essential course in the English Department of Widya Mandala Catholic University as it determines the students' success in joining and finishing other English courses in the following semesters. Intensive Course provides a fundamental mastery of English for students who come from different schools, cities, and ethnic backgrounds. Its standard competence is that the students are able to use their survival English in oral and written communications which serves as a foundation to prepare students to actively participate in other subject taught in English (The Handbook, 2008: 99).

The credit of this course is 18 (eighteen) credits which cover listening, speaking, reading, writing, vocabulary, grammar, and pronunciation skills. Intensive course has several learning strategies in its teaching-learning process. They are lectures, listening exercises, pair works/group works, individual works, discussions, and role plays.

The basic competence of Intensive Course is that the students are able to express ideas both in controlled and freer communicative practices on variety of topics and functions involving skills and components: speaking, listening, reading, writing, grammar, pronunciation, and vocabulary. While the standard competence of Intensive Course is the students are able to use their survival English in oral and written communications. It serves as a foundation to prepare students to actively participate in other subjects taught in English (The Handbook, 2007: 3). Therefore, in the IC the teacher should give the students more chances to communicate with each other.

Input and Language Exposure

Krashen in Pfaff (1987) suggests that exposure to the target language in communicative settings is necessary for the activation of language acquisition processes. Exposure to the target language in communicative settings is deemed necessary to activate language acquisition as opposed to language learning processes. However, there is growing evidence that language acquisition does take place in classroom. (Felix, 1981; Lightbown, 1983 in Pfaff, 1987)

In the classroom, the students get most of the second language exposure. The best exposure students can get is through teacher talk. According to Krashen (1982),

human acquire language in only one way-- by understanding messages or by receiving comprehensible input. Teacher talk is the best comprehensible input in the classroom. Teacher Talk gives many inputs which play very important role in language learning. There is no learning without input. This statement is strengthened by Long (1981) who claims that input shaped through interaction contributes directly and powerfully to acquisition. The language used by the teacher affects the language produced by the learners, the interaction generated, and hence the kind of learning that takes place.

Teacher Talk

In teaching-learning process, a teacher takes very important roles. The teacher does a lot of things in the classroom and most of his/her activities are talking, that is communicating verbally with the students in his/her effort to present and discuss the teaching and learning materials as clearly as possible.

According to Chaudron (1988: 8), theoretical attention to comprehensible input and formal instruction has led to a substantial amount of research in L2 teacher speech, often referred to as ‘teacher talk’. Its features are different from L2 which is used in non-instructional settings. The teacher’s verbal communication or teacher talk enables the various classroom activities to happen. This includes the teacher’s explanations, responses to questions, instructions, praises, corrections, etc (wajjnryb, 1992). Amy Tsui Bik-May (1985) claims that teacher talk which uses simpler language, a bit under students’ proficiency, will stimulate the students to learn the new language faster. She also proposes The Seventeen-Category System to analyze the input and interaction in the second language classrooms. The system can be seen in the table below.

The Seventeen-Category System

	Acts	Sub-Categorization	
Teacher Talk	Initiate	1. Elicit	A. Display Q's a) Factual Q b) Yes-No Q c) Reasoning Q d) Explanation Q B. Genuine Q's a) Opining Q b) Information Q C. Restating Elicit
		2. Direct	
	Respond	3. Nominate	
		4. Inform	
		5. Recapitulate	
		6. Frame	
		7. Starter	
		8. Check	
		9. Evaluate	a) Encouraging/Positive b) Negative
Student Talk	Respond	10. Accept	
		11. Comment	
	Initiate	12. Clue	
		13. Reply	a) Restricted b) Expanded
		14. Apologize	
Initiate	15. Request		
	16. Elicit		
	17. Interrupt		

Teacher Initiate

1. Elicit

Elicitation is teacher's act in stimulating the students to talk (Sinclair, 1982:36). It can be found anytime during the teaching learning activity. It can be in the beginning, middle, or even in the teaching learning activity. Here are the examples:

- Beginning : "Do you want me to decide the group?"
- Middle : "How about number two?"
- End : "Have you finished?"

A. Display Question: This is a category of question which requires students to display their knowledge, and to which the teacher already has an answer in mind. The characteristics:

- Usually found in the beginning and middle of the teaching learning activity
- Using Wh- questions
- Using yes-no questions

Found when the teacher wants the students' response. For example: What do you know about the first paragraph? Therefore finer distinctions based on the type of response elicited are made.

- a) Factual Question: Realized by What-, When-, Where- questions. This type of question asks for information and usually has only one acceptable answer. It is used to know how deep the students' knowledge is. For example: Where did the story take place?
- b) Yes-No Question: Realized by subject auxiliary-verb inversion. This type of question usually elicits a brief response of either yes or no. For example: Does it have a relationship with the story?
- c) Reasoning Question: Realized by How- and Why- questions. This type of question requires thinking and perception of the interrelation facts. The response elicited usually requires more sophisticated language structures. For example: Why did Mr. Brown need a car?
- d) Explanation Question: Realized by "What is the meaning of _____?" or "Can you explain _____?" This type of question requires pupils to express their understanding of words and phrases, signs, and symbols etc. For example: Can you explain the reason why the mermaid ran away?

B. Genuine Question: This is a category of question to which the teacher does not have an answer.

- a) Opining Question.: Realized by expressions like "What do you think?" or "What is your opinion?" This type of question asks for pupils' opinion and is linguistically demanding because it requires expression of pupils' own feeling and opinion, and not mere parroting.
- b) Information Question: The linguistic realizations of this category are varied. For example: Did you have breakfast this morning? What did you do during the weekends?

C. Restating Elicit: This category is realized by either repeating the preceding question or simplifying it. For example: What are the two particular qualities of people?

2. Direct

This category as opposed to Category 1, elicits non verbal responses. It can be realized by questions or imperatives. For example: “Turn to page 18”, “Would you mind to open the door?”

3. Nominate

Realized by pupils’ names. It calls on or gives permission to pupils to give response. For example: “Ayu, what is your opinion?”

4. Inform

Realized by statements. It serves to provide information or to impart knowledge. For example: Teacher talk is the special language that the teacher uses when addressing language learners in the classroom.

5. Recapitulate

Realized by statements which repeat the information previously expressed. It is often marked by “so” or “right” at the beginning of the statement. For example: Right, the stream flowed right under their tent.

6. Frame

Realized by statements referring to some future acts which will be performed in the course of the lesson. For example: Today we’re going to learn Chapter 27. Now I’ll read the passage once and then you ask some questions. These act of structures the lesson so that pupils know where they are going.

7. Starter

Usually realized by statements, though occasionally realized by question. It usually occurs before an “Elicit”, and its purpose is either to provide information about or direct pupils’ attention to the following “Elicit”. For example: “We wouldn’t say ‘lo! What would we say?”

8. Check

Realized by a closed class of questions such as “Ok?”, “Finished?”, “Ready?” It helps the teacher to know the progress of the lesson and usually occurs when the teacher wants to move from one task or topic to another.

Teacher Respond

9. Evaluate

This act is vital in classroom interaction because pupils need to know whether they have performed adequately or not. This act is classified into two types:

- a) Encouraging/Positive: It is realized by a closed class of words or phrases. It is a positive response to contributions made by pupils. For example: Good! Excellent! That is very interesting!
- b) Negative: It is realized by words or phrases or repetition of pupils’ response. It rejects pupils’ response. For example: No. Nonsense. It isn’t? I think it’s warm today.

10. Accept

Realized by “yes” or “right” or repeating pupils’ response with low fall intonation. This act serves to confirm that the teacher has heard the response and that is an appropriate one. It may precede or replace an ‘Evaluate’ in the feedback from the teacher.

11. Comment

Realized by statements and tag questions. The function of this act is to expand, develop or provide additional information to the response given by a pupil. It can also serve to express the teacher’s personal opinion of the pupil’s response. This act follows an ‘Evaluate’. For example: Yes, I think he was drowned because later the crocodile reappeared, didn’t he?

12. Clue

Realized by statements or questions or phrases. This act serves to help pupils to respond to elicitation or comply with directions. It can be performed by providing information or language structures, or allowing pupils to express themselves in L1. For example: What question do you think the king put to Uban-ner? Isn’t stated in the passage, you have to think out the question yourself.

The Research Design

This research was a classroom ethnography research which applied nonparticipant observation (Chaudron, 1988). Ethnographic classroom research is a study in which the researcher does not involve herself in the teaching learning process. Using this kind of research, the writer did a continuous record keeping and a careful interpretation of the multifaceted data. Although the writer was in the classroom, she was not involved in the learning-teaching activities of Integrated Course classrooms. The researcher sat at the back of the classroom, observed the learning-teaching activities, recorded the teachers’ and students’ talk secretly, noted down and analyzed the classroom interaction. To ensure that the presence of the researcher did not disturb the learning teaching process, the writer asked the teachers to acknowledge the activities of the researcher in class to the students. Further, the writer adapted herself to the rules of the class and spoke nothing during the class.

Subjects/Participants

The subjects of this research were the teachers of Intensive Course classes 2010/2011. Four teachers of IC had been chosen for the observation. They were chosen based on their teaching experience. The teaching experience is divided into two categories. The first one are those who have already taught more than ten years (senior) and the rest are those who have taught less than ten years (junior). The senior teachers are teacher I and teacher III who have different degrees of education which are *Doktor Pendidikan* and Master of Science. Both of the senior teachers have been teaching IC for eleven years. And the junior teachers are

teacher II and teacher IV. Teacher II has *Sarjana Pendidikan* degree and has been teaching IC for three years while teacher IV has *Master Pendidikan* degree and has been teaching IC for four years. The data of the research was the teacher talk of four lecturers of Intensive Course 2010/2011 academic year. The verbal talk here means all the teachers' sentences and questions which were used to teach in the classroom.

The Research Instrument

The instrument to collect the data was the researcher herself as the observer who was in the classroom observing the class, taking notes and filling observation sheets on the learning-teaching activities. Accordingly, the devices required for this study were a pencil and observation sheets, a set of video recorder, voice recorders (one for the teacher and two for the students), and interview sheets.

Type of Teacher Talk was commonly used in Intensive Course Classes

		Acts	T1	T2	T3	T4	Σ	%		
Teacher Talk	Initiate	1. Elicit	Factual Q	38	47	86	38	209	11%	
			Display Qs	Yes-No Q	72	32	47	63	214	11%
				Reasoning Q	9	5	1	6	21	1%
				Explanation Q	0	0	0	1	1	0%
			Genuine Qs	Opining Q	4	1	2	0	7	0%
				Information Q	0	0	1	0	1	0%
	Respond	2. Direct	Re-stating Elicit	26	12	38	19	95	5%	
			3. Nominate	4. Inform	59	30	94	23	206	10%
				5. Recapitulate	96	0	49	27	172	9%
				6. Frame	277	0	126	86	489	24%
				7. Starter	74	0	29	5	108	6%
				8. Check	6	0	7	2	15	1%
Respond	9. Evaluate	Encouraging/ Positive	0	0	0	0	0	0%		
		Negative	9	0	0	2	11	1%		
		10. Accept	10	6	19	10	45	2%		
		11. Comment	2	3	0	2	7	0%		
Respond	12. Clue	10. Accept	106	54	114	16	290	14%		
		11. Comment	0	0	0	0	0	0%		
			TOTAL	832	231	645	315	2023	100%	

The data above shows that the kinds of Teacher Talk commonly used in Teacher Talk Initiate (77%) is Elicit (28% in total) and is followed by Inform (24%),

whereas in Teacher Talk Respond (23%), Accept takes 14%. There are some possible reasons to explain the abovementioned phenomena:

1. Elicitation is a teacher's act in stimulating the students to talk. It can be found anytime during the teaching and learning activities. It can happen in the beginning, middle, or in the end of the activities. The result shows that, in general, the teachers did Elicitation for 28%, slightly one-fourth of the teaching time. It means that the teacher tried to encourage the students to talk with their classmates sitting in the same groups and/or encourage them to respond to teachers' questions or statements.
2. IC uses *Up Beat*, published by Pearson, as the course book which enhances students' ability to be able to communicate among themselves in English. The book provides listening, speaking, reading, and writing activities as well as vocabulary, grammar, and pronunciation to be discussed in the classrooms. There are quite many things for our freshmen coming from different high schools across the country need to know to comprehend the materials. This condition also supports the teachers to encourage the students to talk.
3. Inform is a teacher's act which serves to provide information or to impart knowledge. It is commonly in the forms of statements. In IC classrooms, it took 24% of the time. It shows that one-fourth of the teacher talk time is used to explain the materials to the students. There is a good balance between teacher's elicitation (28%) and information (24%) which means the teachers did not only dominate the teaching-learning atmosphere by spoon-feeding their students with their knowledge but also asking questions to their students to get the answers.
4. Teacher Respond – Accept is a teacher's act realized by saying “yes” or “right” or repeating pupils' response with low fall intonation. This act serves to confirm that the teacher has heard the response and that is an appropriate one. More than half of the teacher's response time was dedicated to accept the students' answers (14% out of 23%). This positive reply from the teachers is one of important factors for the students to learn a foreign language because they may feel that they can answer the teachers' questions given to them.

Conclusion

Looking at the data presented in the chart, there are some conclusions can be withdrawn, mainly:

- ✓ IC classrooms provide opportunities for the students to get the knowledge and information from their teachers in the target language and enable the students to learn the target language through meaningful use of it.

- ✓ IC classrooms provide optimal comprehensible input for the students through classroom communication, not only with their fellow members of the group but also with their teachers.
- ✓ Negotiation of meaning is encouraged in IC classrooms and appropriate response from the teachers is sufficient to lift up the students' motivation to learn the target language.
- ✓ This research on Teacher Talk provides us with an ideal perspective to investigate and understand what is really going on in IC classes.

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Building EFL Students' Self-Confidence to Speak English

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Abstract. In order to improve EFL students' speaking ability, the first thing that has to be done by teachers is building their students' self-confidence to use English. Even though it is considered crucial--particularly in practicing English speaking--the study revealing the phenomenon of how students' self-confidence could be increased is found to be rare. Therefore, this present study becomes significant to conduct.

Principally, the aims of this study were 1) to observe the factors influencing EFL students' lack of self-confidence in speaking English, and 2) to identify the efforts done by teachers in handling such problem. This study utilized the qualitative research design employing observation and interview as the main instruments to gain the data. To be the respondents of this present study, two lecturers teaching speaking classes at the English Education Program, Ibn Khaldun University Bogor and ten students attending the classes were chosen purposively.

From the findings, psychological aspect—such as feeling doubtful, afraid and embarrassed--was the most influential factor towards the students' lack of self-confidence to speak in English. Further, to handle such problems, three solutions were suggested and done by the teachers. They were 1) giving trust, 2) showing respect and 3) providing chance to and for the students. Eventually, it is expected that the result of this study can provide knowledge for the teachers on how to appropriately behave and respond when such problems come into surface.

Keywords: *speaking skill, students' self-confidence*

1. Introduction

Building EFL students' self-confidence to use English is considered the most fundamental activity that has to be firstly conducted by teachers in order to develop students' desire to speak. Further, it is stated that in order to be able to make the students focused on the learning activities with vigor and determination, they require to possess a healthy self-respect and have a strong belief in themselves as learners (Dornyei; 2001, p.86). This clearly shows how crucial the role of students' self-confidence is in supporting the development of their English speaking skill. This also implies that self-

confidence is supposed to be given special attention by those, the EFL teachers and the EFL learners themselves.

By having a high self-confidence, students learning English in the EFL context would not feel any hesitation to participate in a communicative situation that they would encounter both during the class session and outdoor activities. As a result, when no such feeling emerges, speaking practices would not become extremely scaring activities anymore for the students. This is one of the factors that will create conducive atmosphere for language learning activities.

Realizing the powerful impact of the students' self-confidence towards the success of language learning, a great number of researches on this field have been intensively carried out, some of which were done by Achmad (2000), Wu, Yen, and Marek (2011), and Fahim and Rad (2012). Most of them, however, only investigated about how far its influence was and to what extent it was influential. None was found to be talking about neither the factors that could build students' self-confidence nor about what could make the students' lack of self-confidence. Therefore, this present study becomes crucially important to conduct.

Based on our personal experiences either as English teachers or learners, it is realized that delivering material in speaking class is a complex activity. More than materials are needed to make the students speak. It does not always related to how many vocabularies that they have mastered. Students might have mastered a lot of vocabularies, but only few of them who have courage and self confidence to speak.

2. Literature Review

2.1 Why Is Teaching Speaking Skill Important?

Speaking is a productive skill. It involves using speech to express meanings to other people (Spratt, Pulverness and William; 2005, p.34). It deals with the process of producing language in terms of the oral form so that communication may exist. In fact, speaking is one of the most important things in life, thus any expression of thought that comes from mind can be conveyed by speaking. For instance in daily life, most of people speak more than write. It all shows that without the ability to speak, people would not be able to communicate each other.

On the other hands, speaking in a foreign language, particularly English in this case, usually seems much harder than learning to write and read it. Often the most important problem people have with foreign languages is that they cannot speak. Probably it happens because they shy to speak in the public. Therefore, Hughes (2003, p.113) states that the objective of teaching spoken language is to focus on the development of the ability to interact successfully in that language. This

certainly would involve comprehension or understanding as well as production.

There are several main reasons for getting students to speak in the classroom. Firstly, speaking activities give us time or opportunity to practice—chances to practice real-life speaking in the safety of the classroom. Secondly, speaking task in which students try to use any or all of the language they know provide feedback for both teacher and students (Harmer: 2007). Everyone can see how well they are doing: both how successful they are, and also what language problems they have. Thus, teaching speaking is one of the focused activities when teaching languages. It is in line with the real function of language which is actually to be able to make the language learners communicate using the language orally.

2.2 Motivating EFL Learners to Speak in English

Stern *et. al*(2008) defines motivation as the reason that causes somebody to act or behaves in a certain way. It means that motivation is an encouragement power which can influence somebody to do something. In line with the statements, McDonald as quoted by Djamarah (2002: 136) says that motivation is an energy change within the person characterized by affective arousal and anticipatory goal reaction. From all of these supporting ideas, it can then be seen that motivation holds such a crucial role in the language learning process.

In relation with developing students' English speaking skill, motivation drives and energizes individual in doing the learning and quickly reacting, as well as, intensively rehearsing their English speaking skill. This of course will result in better development of such a skill. Though motivation is basically divided into two categories; intrinsic and extrinsic, both categories are similarly in vital functions and that would be highly influential towards the success of English language learning activities focusing on the progress of the students' English language speaking skill.

3. Method of the Study

The purposes of this present study were 1) to investigate the factors influencing EFL students' lack of self-confidence in practicing English speaking, and 2) to identify the efforts shown by EFL teachers in handling such problem.

Qualitative research design was primarily employed in conducting this present research. Observation and interview were used as the instruments to gain the data. Two lecturers teaching speaking classes at the English Education Program, Ibn Khaldun University Bogor and ten students attending the classes were purposively selected the respondents of this study. The observation was conducted to record and to gain insights on the factors influencing EFL students' lack of self-confidence to speak English. Additionally, it was also utilized to identify the efforts done by teachers in handling such problem. And

to verify what had been witnessed and experienced during the observation, interview was done.

After gaining the data from the instruments, the data analysis was carried out. The procedure of implementing the data analysis can be seen below:

Diagram 1
Data Analysis Process



The first stage done in analyzing the data was the transcribing. In this stage, all of the data gained from the observation and interview were transcribed. After all of this complete, the transcript was then carefully analyzed to find out the affecting factors of the students' lack of self-confidence to speak in English. The transcript was then effectively reduced. Only the data which were in line with the problem being researched would be kept and included in further stages of the data analysis process. After having finished with the data reduction process, the reduced data were then categorized based on the characteristics they had shown. As the final step, interpretation was made.

4. Findings and Discussions

4.1 The factors influencing EFL students' lack of self-confidence in speaking English

After having completed with the data analysis process, some of the factors that contribute towards the students' lack of self-confidence in speaking English were revealed. They were presented and elaborated clearly in the following table.

Table 1

Factors Influencing EFL Students' lack of self-confidence in speaking English

No.	Factors	Sample of Phenomenon
1.	Feeling Doubtful	Learners doubt in delivering their opinion in English when they were involved in an English conversation. Though the learners understood about every sentence they heard, they tended to speak/ respond by using Indonesian more than English. Because they did not get used to speak English and they were not sure about their ability.
2.	Feeling Afraid	Learners very worried about grammar, pronunciation and vocabulary. They were afraid of making mistakes and being laughed by others.
3.	Feeling Embarrassed	Learners sometimes felt shy to speak English with other people who speaks better than them.

From those the above information, it can be concluded that most of the factors deal with the students' psychological aspect. This happened as the students wanted more to safe their faces.

4.2 Strategies in handling the problem

After knowing the factors influencing EFL students' lack of self confidence in speaking English, strategies on how to appropriately build students' self-confidence to speak were found. It can be figured in the table 2 below.

Table 2
Strategies in handling the problem of students' lack of self-confidence to speak in English

No.	Efforts	Action
1.	Giving trust	Involved the students who have lack of confidence to speak, start the conversation with them by using English. Put trust on them by letting and asking them to talk more.
2.	Showing respect	Do not interrupt and judge them when they are speaking. Just let them speak. Find the nicest way when you are about to correct their mistakes. If you cannot find the good way, say "I got it" or "I understand it", then continue talking.
3.	Providing chance	Do not dominate the conversation, because it will ruin their confidence to speak. Give them more chance to say what they want to say, and give a little help on vocabulary.

In handling the problems that the researcher has discussed, the first effort that has to be applied by teachers is *giving trust*. Gitomer (2008, p.67) defines giving trust as a motivation to make people believe in their self and do something better. When we put our trust on a person, it means that we motivate and ensure him/her to use his/her ability as well, and it can also

motivate him/her to improve their ability. Because he/she accepts that we do believe in the skill he/she has got.

The second effort is *showing respect*. It is suggested to give respect to gain respect comes down to the golden rule, treat others as you would like to be treated. We all want to be treated with kindness, dignity and respect. It all starts with showing kindness, dignity and respect to others. LaCourt (2008) states that the ability to show respect is an important life skill.

The third effort to handle such problem is *providing chance*. Welch (2006) states in his book that providing people chance in rising self-confidence is by far the most important thing that can be done because they will knock their self up to act in the better way.

5. Conclusions

From all of the explanation given, it can be concluded that speaking skill is considered the most important thing that every language learner has to master. The ability to speak would enable the emergence of communication. However, enabling the students to speak in English is not also that simple. The most essential factor that could make the teaching of speaking a lot difficult is the students' lack of self-confidence.

After all of the data have been completed, analyzed, and further interpreted, the writer gained the factors influencing the student's lack of self-confidence, namely *feeling doubtful, afraid* and *embarrassed* as the problems which commonly occurred to the EFL students in starting to speak. The solutions for handling such problem were also discovered, they were *giving trust, showing respect* and *providing chance*.

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DEVELOPING THE MATERIALS OF INDONESIAN-ENGLISH TRANSLATION BY APPLYING TASK-BASED LANGUAGE TEACHING FOR ENGLISH DEPARTMENT STUDENTS

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Abstract. In my research, the main problems that I intend to solve are: how to make use of students' tasks to be the materials to facilitate the students of English Department mastering Indonesian-English translation and what native speaker's revisions after examining the student's task are. The respondents are the students of English Education Department of Teacher Training and Pedagogy Faculty of Purworejo Muhammadiyah University in the academic year of 2012/2013, and the native speaker is the lecturer of ESL Composition & Spoken English Program at Ohio State University.

The data is obtained by giving a certain task to the students, i.e. writing an essay in Indonesian and then translate it directly into English, and then I ask the native speaker to examine the student's tasks. In analyzing the data, I employ Mixed Methods focusing on descriptive-qualitative research analysis.

After analyzing the data I find that the students' problem in translating their Indonesian essay into the English one are especially dealing with punctuation, run-on sentence, diction, omission, addition, misformation, sentence logic, verb agreement, pronoun, and parallelism. Furthermore, by considering the problems they encountered the materials to facilitate them mastering Indonesian-English translation can be arranged.

Keywords: *Indonesian-English Translation, materials for course book, native speaker, Task-Based Language Teaching*

1. Introduction

It is true that the importance of English is generally accepted by the educated people in Indonesia. They realize that English manages to spread sciences and technologies in around the world. Even, Kaplan in Nurkamto (2003) states that international federation of documentation, a world institution that deals with information distribution, reported that almost 85 percent of information of science and technology are written or abstracted in English. Due to it, discussing about the English teachers seriously is not exaggerated.

I am interested in the topic related to the advantages and disadvantages of being non-native English teachers (NNETs) comparing with native English teachers (NETs), and I am eager to know about how NNETs can maximize their advantages. There are quite many researches whose topic is the roles of NNETs and NETs in their English class. From such researches I know that the weakness of NNETs is, among others, dealing with their cultural awareness.

Thus, there are two real conditions that Indonesian people should consider carefully. The first condition is the position of NNETs who are considered as mere the assistant of NETs. The second one the less popularity of Bahasa Indonesia especially among the young generation. Ideally, NNETs can make use of their being bilingual to teach their students more effectively. Besides, English teaching can be used to strengthen the position of Bahasa Indonesia as unitary language of Indonesian people.

2. Literature Review

Based on the research done by Florence (2012), the non-native English teachers (NNETs) or Local English Teachers (LETs) have both the advantages and disadvantages. The advantages include their proficiency in students' L1, their knowledge of students' learning difficulties, the ease students experience in understanding their teaching, and in communication. The disadvantages appear to be the reverse of what the native English teachers (NETs) have, i.e. NETs have good English proficiency and have ability to facilitate student learning.

In Turkey, Nemtchinova (Mahboob 2010) revisits the 'Who's worth more?'. Focusing on the opinion of mentor teachers, she examines the performance of NETs versus NNETs trainees during their classroom practicum. Out of the seven categories set up to measure teaching efficacy, she finds statistically significant differences between the two groups in only one dimension, that of cultural awareness. However, in such a research, NNETs trainees prove to be far more capable of handling the cultural complexities of an ESL class in the United States than their native English-speaker peers.

In Thailand, the question: 'Does a good language teacher have to be a native speaker?' is researched. After drawing attention to the ambiguities residing in the culturally loaded term of 'the good teacher', Mullock (Mahboob, 2010) presents a study that involves a large sample of undergraduate students. The results show that only a tiny percentage of the respondents express a preference for NETs on the basis of their native competence. Whereas NETs are endowed with a higher degree of procedural knowledge (that is, they are more proficient users of English), runs her argument, NNETs are stronger in the area of declarative knowledge (that is, they are able to provide clearer explanations of grammar or vocabulary).

Luo (Mahboob, 2012) comes from a major initiative launched by the Taiwanese authorities to import qualified NETs with the aim of alleviating the shortage of English teachers in primary education. During her research, Luo was sad to realize that, instead of shared responsibility, it largely fell upon NETs to do the teaching while NNETs merely acted as monitors or assistants. To remedy the situation, the author lays down a few basic principles to produce a more expedient and equitable form of collaboration between native and non-native colleagues.

English teaching in Indonesia has a significant effect on Bahasa Indonesia teaching. As a matter of fact, there are some anxieties dealing with the domination of English as an international language that can threaten the position of Bahasa Indonesia as a national language, and it becomes one of my considerations too. Gunawan's review in Djiwandono (2002) states that the current sociolinguistic situation in Indonesia implies that Indonesian is facing a threat from English language in its status as a symbol of national pride, particularly among the young generations.

Implementing code-switching, i.e. using Bahasa Indonesia during English learning-teaching activity, is not ill-advised. Sampson (2012) writes that code-switching may not necessarily be connected to ability level and serves multiple communicative and learning purposes. This indicates not only that total proscription of L1 is ill-advised, but that the mother tongue can be usefully exploited for learning, for example when performing contrastive analysis. However, along the way of the increase of communicative approach popularity, many NNETs think that using only English all the time during their learning-teaching activity in their classroom is considered much more appropriate.

The anxiety has already been responded by some experts on English teaching in Indonesia such as Mulkan (1996) and Ramelan (1994). They argue that such an anxiety can be overcome. Even they state that English does not threaten the superiority of Bahasa Indonesia, but, on the contrary, English teaching in Indonesia can help the development of Bahasa Indonesia.

3. Method

Basically, the method which I employ in conducting my research is Mixed Methods focusing on a descriptive-qualitative analysis. Furthermore, because I rely on examining students' essays, my research method can be categorized as a narrative analysis. Mitchell and Egundo (2003) state that narrative is inherently multidisciplinary, and is an extension of the interpretive approaches in social sciences. Furthermore, they say that narrative analysis then takes the story itself as the object of study.

In observing the students' essay, I examine the equivalence related to the meaning of their English translation compared with their Indonesian essay. To sharpen my examining students' essay, I utilize the strategy called error analysis.

Furthermore, my research can be categorized as a case study. It means I do not intend to generalize the findings of my research.

Determining students to be the respondents is the first step that I do. The respondents are the students of English Education Departments of Purworejo Muhammadiyah University in the academic year of 2012/2013. They are the fifth semester students who take the subject of Indonesian-English Translation. The second step is to ask the students to do the task before they attended the final examination. There were 13 students whom I asked them accomplishing and submitting the task given. Observing the students' task, i.e. writing an essay in Bahasa Indonesia and then translating it into English in order to find their problems is the next step that I undergo.

Asking the students to do the task is the most important step that I must go through. Examining some students' task more thoroughly for the sake of investigating the error they make is the next step I do. Dealing with students' error, I consider the categorization made by Dulay, Burt, and Krashen (1982) which include: errors dealing with omitting grammatical morphemes, double marking a semantic feature, regularizing rules, using archiforms, using two or more forms in random alternation, and misordering items.

After asking the native speaker to revise the student's tasks, however, the error made by students in translating their Indonesian essay into English ones need further categorizations, more than what are already proposed by them. In this case, I also need to talk about run-on sentence, parallelism, diction, punctuation, etc. to enable me to investigate the students' error more thoroughly.

To describe my investigation, I make use the following table:

Table 1: Matrix for Investigation

Indonesian	English
Student's writing in Indonesian	Student's writing in English
↓	
English	English
Student's writing in English	Revising Student's writing in English
Student's problems	

By examining the student's essay carefully, both the essay written in Bahasa Indonesia and English, I can find the student's problem in accomplishing the task. Furthermore, the student's problem will be used to be the main object of consideration to arrange materials of a coursebook.

4. Findings and Discussions

After reading all essays written by students, I can state that they did accomplish their task seriously. It can be observed by examining how they organize their

writing, how they convey their message, and how they elaborate the detail. Thus, the task I gave to them, i.e. writing their own experience or writing about someone whom they admire can motivate them to write an essay in both Bahasa Indonesia and English.

After examining some student's tasks and after asking the native speaker to revise them, I can find that the students have problem in translating their Bahasa Indonesia essay into English one especially dealing with punctuation, run-on sentence, diction, omission, addition, misformation, sentence logic, verb agreement, pronoun, and parallelism. However, some mistakes cannot be said as translation mistakes. Sometimes students wrote their Bahasa Indonesia sentence ungrammatically. As a consequence, their English sentence was influenced by their ungrammatical Bahasa Indonesia sentence.

Although the mistakes are possibly caused by the Bahasa Indonesia sentence they write, they should have realized that their English sentence are ungrammatical. In this case, I do not discuss the cause of mistakes. I do discuss the keeping of sentence or paragraph meaning by not violating the structure nor the diction.

The main problems that I intend to answer are: how to motivate and encourage the students to write an essay both in Bahasa Indonesia and English and how to make use of students' tasks to facilitate them mastering Indonesian-English translation. After conducting research whose the steps are: finding the respondents, giving a task namely to write a bilingual essay, asking them to submit their works as the data, and examining their essay emphasizing on the English essay, I can describe and elaborate my findings.

4.1. Motivation and Students' Task

How to motivate and encourage the students to write an essay both in Bahasa Indonesia and English is the question that I want to answer. It is important because motivation is always put on the very high list of a priority scale in discussing the foreign or second language learning. There are several researches conducted dealing with student's motivation. One of the researches found that the responses to the survey and the interview transcripts were analysed separately by each researcher in order to identify salient categories, which were then collated into a number of key themes (Sakui and Cowie, 2012). Furthermore, they said that these separate interpretations were then compared and a final composite set of results was produced to answer their research question. Results suggest that there are three main areas in which teachers feel limited in motivating their learners, i.e. institutional systems, student attitudes and personalities, and teacher-student relationships.

In my research, what is meant by institutional systems can be dealt with the fact that Indonesian-English Translation class is a compulsory subject which is offered for the fifth semester students of English Education Department. Student attitudes and personalities can be accommodated with the task within such a subject

which let them free to choose what they want to write (whether writing about their experience or about the most inspiring person they have ever met). Furthermore, the teacher-student relationship can be built by student presenting his or her essay in front of classroom during the translation class with the teacher as their facilitator.

How to describe the process to utilize the students' task is also need to be described. It can be the reason why the materials of Indonesian-English Translation are developed in such a way. Student's task itself is the main component in conducting Task-Based Language Teaching (TBLT). Many experts have defined what a task is. One of them writes that task can be identified by its criterial features. According to Ellis (2003), the criterial features of a task include: a workplan, involving a primary focus on meaning, involving real-world processes of language use, being able to involve any of the four language skills, engaging cognitive processes, and having a clearly defined communicative outcome. Furthermore, TBLT itself is the realization of Communicative Language teaching in the classroom (Nunan, 2004).

How to make use of students' tasks to facilitate them mastering Indonesian-English translation becomes the last question. Task is always connected with student's activity. Murphy (2012) states that task should therefore involve learners in reflecting on the way in which they carry them out, as well as on the language they used, thereby helping to develop the learner autonomy.

4.2. Translation Teaching at English Education Department

Indonesian-English Translation subject at English Education Department of Teacher Training and Pedagogy Faculty of Purworejo Muhammadiyah University is offered to the students of the fifth semester. The translation teaching has a different characteristics comparing with the translation teaching held by other department or faculty. In this English Education Department, the translation teaching belongs to what so-called pedagogic translation.

Basically, translation teaching is at least divided into two categories, i.e. real translation and pedagogic translation. Real translation teaching emphasizes on preparing the students to be translator. Meanwhile, pedagogic translation emphasizes on preparing the students to be a teacher of English as a foreign language who are aware of their students' L1. Klaudy in Vermes (2003) explains what pedagogic translation is. According to him pedagogical and real translation differ from each other on three counts: the function, the object, and the addressee of the translation. As regards function, pedagogical translation is an instrumental kind of translation, in which the translated text serves as a tool of improving the language learner's foreign language proficiency.

As a matter of fact, to utilize students' mother tongue or L1 in foreign language teaching happens not only in Indonesia but also in European countries. In this case Dilkova (2010) writes that one significant activity is worth mentioning, namely translating from and into the mother tongue. ...using mother

tongue is becoming more popular nowadays exactly due to its help in foreign language learning. One reason for that is the positive result in the learners' motivation and the sense of achievement.

Making use of students' mother tongue or students' L1 does not mean that the teacher violates the principle of communicative language teaching. He by no means applies the Grammar Translation Method in his English class. Rather, English teaching which makes use of students' L1 is done just to motivate and to facilitate the students in achieving the goal of English teaching more effectively.

4.3. Making Use of Students' Task to be a Coursebook Materials

Student's tasks that I managed to collect are as the data. They can be used to observe and describe the students' difficulties in accomplishing the tasks given. Furthermore, they can be used to be the basis of which the coursebook will be composed.

In arranging materials within a course book, it is indispensable to consider the guidelines or the requirements. In this case, I need to consider the guidelines of how to arrange the materials within a coursebook as having stated by Jocelyn and Major (2013). They states that English language teaching materials should be contextualized, stimulate interaction and be generative in terms of language, encourage the learners to develop language skills and strategies, allow for a focus on form as well as on function, offer opportunities for an integrated language use, be authentic, link to each other to develop a progression of skills, understandings, and language items, be attractive, have appropriate instructions, and be flexible.

Before describing the process of composing a course book, I need to discuss the task itself. The tasks that I manage to collect and analyze come from the students who take the subject of Indonesian-English Translation. Such a subject, which is offered at the fifth semester, was held in September, 2012 to February, 2013. There are 13 student's tasks that I manage to collect. I ask the students to submit the task at the end of the semester, i.e. before attending the final examination.

Table 2: Directions of Student's Task

Directions:

1. Write an essay about the most interesting experience you have had in Bahasa Indonesia, and then translate it directly into English; or
2. Write an essay about the most inspiring person you have met in Bahasa Indonesia, and then translate it directly into English;
3. Read the following student's task as an example for you.

The example which the students should read is also taken from student's task, i.e. task taken from their senior. It is of course the student's task which has already been carefully revised. It is suggested that the revision or correction is conducted during the learning-teaching activity. In such a classroom activity, the lecturer functions as the facilitator.

To make or to arrange the Indonesian-English translation materials must be based on the student's task. By examining the student's task that has been submitted, I can find student's strengths and weaknesses. Their strengths can be found, among others, by their intention and capability of writing an essay, either narrative or descriptive one. Their weaknesses can be found, among others, by the mistakes done in writing a sentence. The mistakes are mainly dealt with structure and vocabulary. There are some steps that I must undergo before determining the task to be the material. The first step is to find the student's task.

Table 3: Finding Student's Task

Pengalamanku yang Berkesan Oleh Mirwana Sari (10.212.0195)	My Unforgettable Experience By Mirwana Sari (10.212.0195)
Apakah kalian mempunyai idola atau pernah mengidolakan seseorang, penyanyi, klub sepakbola, atau yang lainnya? Aku yakin kalian pasti punya sosok idola masing-masing. Ketika kita mengidolakan seseorang atau yang lainnya, kita pasti ingin bertemu dengan mereka.	Do you have an idol or even do you idolize someone – a singer, football, club, or something else? I believe that all of you may have an idol. When we idolize someone or group, we definitely want to see them.

The next step is to move just the English text in order to be analyzed sentence by sentence. If the English text does not have the clear meaning or even meaningless, Bahasa Indonesia text will be the reliable reference.

Table 4: Examining English Text

My Unforgettable Experience By Mirwana Sari (10.212.0195)	My Unforgettable Experience By Mirwana Sari (10.212.0195)
No student's problem	
Do you have an idol or even do you	(Do you have an idol? Do you ever

idolize someone – a singer, football, club, or something else? I believe that all of you may have an idol. When we idolize someone or group, we definitely want to see them.	idolize a singer, football player, or others?) (I believe that all of you may have an idol.) (When we idolize someone or a group band, we definitely want to see him or it.)
The student's problems are: run-on sentence and pronoun agreement.	

After examining some student's tasks, I can conclude that the students have problem in translating their Indonesian essay into English one especially dealing with punctuation, run-on sentence, diction, omission, addition, misformation, sentence logic, verb agreement, pronoun, and parallelism. However, some mistakes cannot be said as translation mistakes. Sometimes students write their Indonesian sentence ungrammatically. As a consequence, their English sentence is influenced by their ungrammatical Indonesian sentence.

Table 5: Revising Student's Task

My Unforgettable Experience By Mirwana Sari (10.212.0195)	My Unforgettable Experience By Mirwana Sari (10.212.0195)
Do you have an idol? Do you ever idolize a singer, football player, or others? I believe that all of you may have an idol. When we idolize someone or a group band, we definitely want to see him or it.	Do you have an idol? Have you ever idolized a singer, football player, or others? I believe that all of you may have an idol. When we idolize someone or a group band, we definitely want to see him or it.

After discussing the paragraph translation above, students are encouraged to translate the Indonesian paragraph into English one in more acceptable translation, and the teacher must appreciate the students' effort. Actually, it is what the teacher expects student to do.

The following table covers both the student's bilingual essay and native's speaker revision completely. The changes are presented sentence by sentence in order that the analysis can be done more easily.

Table 6: Student's Bilingual Essay and Native Speaker's Revision*

Student's Bilingual Essay		Native Speaker's Revision*
Pengalamanku yang Berkesan Oleh Mirwana Sari (10.212.0195)	My Unforgettable Experience By Mirwana Sari (10.212.0195)	My Unforgettable Experience By Mirwana Sari (10.212.0195)
<i>Paragraph 1</i>		
Apakah kalian mempunyai idola	Do you have an idol?	Do you have an idol?
atau pernah mengidolakan seseorang, penyanyi, klub sepakbola, atau yang lainnya?	Do you ever idolize a singer, football player, or others?	Have you ever idolized a singer, football player, or others?
Aku yakin kalian pasti punya sosok idola masing-masing.	I believe that all of you may have an idol.	I believe that all of you may have an idol.
Ketika kita mengidolakan seseorang atau yang lainnya, kita pasti ingin bertemu dengannya.	When we idolize someone or a group band, we definitely want to see him.	When we idolize someone or a group band, we definitely want to see him.
Kita ingin menghadiri acara yang dia adakan.	We want to attend every event he holds.	We want to attend every event he holds.
Salah satu cara termudah untuk melihatnya secara langsung adalah dengan menghadiri <i>event</i> yang dia gelar.	One of the easiest ways to see him directly is by attending his concert.	One of the easiest ways to see a singer or musician directly is by attending his concert.
<i>Paragraph 2</i>		
Suatu kebahagiaan tersendiri ketika kita bisa bertemu dengan idola kita meski tidak secara langsung bertatap muka, seperti ketika kita menghadiri konser mereka.	It is a special happiness when we can see our idol by ourselves although we just see him indirectly, like attending their concert.	It is a real pleasure to be able to see our idol in person – even if we only see him from a distance; for example by attending a concert.
Aku punya pengalaman yang berkesan ketika aku dapat menonton konser salah satu idolaku, Super Junior-boyband dari Korea Selatan yang mulai	I had an unforgettable experience when I could see the concert one of my idols, i.e. Super Junior-South Korea's popular boy band which I have	I had the unforgettable experience of being able to see a concert put on by one of my idols, the South Korea boy band, Super Junior – a group

aku sukai kurang lebih tiga tahun lalu.	started loving since three years ago.	which I had admired for three years.
Rasanya lama sekali untuk menantikan mereka menggelar konser tunggal di Indonesia.	It had been a long time to wait them to hold their single concert in Indonesia.	I had waited for a long time for them to come to Indonesian to put on even one concert.
Setelah seringkali hanya menyaksikan konser mereka lewat video, akhirnya aku bisa melihatnya langsung pada 29 April 2012 lalu.	After having just watched their concert through the video, finally I could see their concert directly on April 29, 2012.	Having previously only watched their concerts on video, I finally had the chance to watch them live on April 29, 2012.
<i>Paragraph 3</i>		
Saat aku mendengar berita tentang rumor mereka akan menggelar konser di Indonesia, hatiku mulai berdebar dan was-was.	When I heard news about the rumor of their single concert in Indonesia, my heart started pounding and being anxious.	When I first heard the news about the possibility of their single concert in Indonesia, my heart started pounding and became anxious.
Aku berharap moga itu benar, dan ternyata itu benar.	I hoped that it had been true; and, it was really true.	I hoped that the rumor would be true.
Super Junior-boyband atau SuJu dinyatakan secara resmi akan menggelar konser tunggal mereka yang bertajuk Super Show 4 di MEIS Ancol, Jakarta, Indonesia.	Super Junior-boyband or SuJu would hold their single concert entitled Super Show 4 in MEIS Ancol, Jakarta, Indonesia.	SuJu would hold their single concert, entitled Super Show 4 in MEIS Ancol, in Jakarta, Indonesia.
Aku senang sekali. Tapi selanjutnya aku berpikir: apakah tabunganku cukup, dan bagaimana cara mendapat izin orangtua agar diperbolehkan untuk menonton.	What a happy one I was. Furthermore, I thought whether my savings were enough or not, and how to get my parents' permission.	I was happy but also concerned about whether my savings would be enough and whether I could get my parents' permission to go.
<i>Paragraph 4</i>		
Berkat doa yang tidak henti-hentinya aku panjatkan, ternyata tabunganku cukup, dan aku mendapat izin dari	Because of my continuous prayer, it turned out that my savings were enough, and I got my parents'	But my prayers were answered, and I got my parents' permission.

orangtuaku.	permission.	
Sekarang, masalahnya adalah cara mendapatkan tiket.	Then, the problem was how to get the ticket.	Then, the problem was how to get a ticket.
Karena tiket hanya dijual <i>offline</i> di Jakarta, aku bingung bagaimana aku harus membeli tiketnya.	Because the ticket was only on sale offline in Jakarta, I was confused how to buy it.	Because the tickets were only on sale offline in Jakarta, I wondered how I could buy one.
Untungnya pihak promotor bekerjasama dengan fan base SuJu di Indonesia untuk pendistribusian tiket bagi ELF terutama yang berada di luar Jabodetabek.	Fortunately, the promoter had a cooperation with SuJu fan base in Indonesia in distributing the tickets for ELFs especially for ELFs out of Jabodetabek.	Fortunately, the promoter had an arrangement with SuJu fan base in Indonesia for distributing the tickets for ELFs especially for ones outside of Jabodetabek.
Akhirnya, hari H pun tiba.	Finally, the D-day arrived.	Finally, D-day arrived.
Aku bersama rombongan berangkat dari Yogyakarta bersama-sama. Kami belum pernah kenal sebelumnya.	I, in a group, departed from Yogyakarta along with “friends” who had never known before.	I, in a group of fans, departed from Yogyakarta along with “friends” who had never met before.
Tapi karena kami memiliki kesamaan, akhirnya kami dengan mudahnya menjalin pertemanan, dan seakan kami sudah saling mengenal sejak lama.	Because we had some sameness, we could easily be friend. As if we had known one another a long time ago.	Because we all had a common interest, we made friends easily; pretty quickly, it became as if we had known each other for a long time.
Tiba di <i>venue</i> konser, kami belum memegang tiket	Arriving in the concert venue, we still did not hold the ticket yet	When we arrived at the concert venue, we still did not have tickets.
, karena penukaran tiket baru dilakukan di <i>venue</i> pada hari pelaksanaan konser.	, because the exchange of ticket would be held in venue at D-day.	It was because the exchange of ticket would be held at venue on D-day.
Dengan sistem <i>ticketing</i> yang sedikit berantakan, dengan susah payah kami mengantri sejak pagi hingga siang hari	Along with ticketing system which was a bit messy, after undergoing the hard effort, we queued from morning until noon	Because the ticketing system which was a bit messy, with great effort we queued from morning until noon.

dengan perut kosong.	suffering from our empty stomach.	Meanwhile, we suffered from our empty stomach.
Konser belum dimulai tapi tenaga sudah habis.	Concert still did not begin yet, but my energy had ran out	The concert did not begin, but my energy had already ran out.
Setelah itu masih harus mengantri untuk pembelian <i>official merchandise</i> -nya.	; then, we still had to queue to buy the official merchandises.	Then, we still had to queue to buy the official merchandises.
<i>Paragraph 5</i>		
Dengan semua kejadian itu aku bersyukur karena tidak terlambat.	With all the situations, I said thank to God because I did not come late.	In spite of the difficulites, I thanked God that I did not arrive late.
Saat aku melangkah kakiku ke dalam gedung, jantungku berdegup kencang dan rasanya ingin menangis karena bahagia.	When I paced my foot into the stadium, my heart was pounding, and I wanted to cry because of my happiness.	When I set foot inside the stadium, my heart was pounding, and I wanted to cry because of my happiness.
Aku tidak percaya jika aku bisa menyaksikan konser mereka secara langsung.	I did not believe if I could see their concert directly.	I never thought I would be able to see SuJu live in-person.
Saat itu aku sudah merasa lelah dan lemas karena belum makan sejak aku berangkat dari Yogyakarta. Tapi, saat konser dimulai semua rasa lelah dan rasa sakitku tiba-tiba hilang.	At that time, I felt tired and fainted because I had not eaten yet since I departed from Yogyakarta. Yet when the concert began, all of these disappeared instantly.	Although I was tired and faint from not having eaten since leaving Yogyakarta, when the concert began, all those feelings disappeared.
Selama konser berlangsung, suasana dalam stadium sangat riuh oleh suara para penonton yang hadir.	During the concert, the situation in the stadium was very boisterous by the voice of the audiences.	During the concert the mood in the stadium was made boisterous by the cheers of the audience.
Saat konser berlangsung kami terus saja berteriak dan bernyanyi sepanjang konser	At the concert, we continuously shouted and sang along the concert	We sang and shouted through the whole performance.
tanpa lelah.	without feeling tired.	All feelings of fatigued had vanished.

<i>Paragraph 6</i>		
Akhirnya konser berakhir.	Finally, the concert ended up.	Finally, the concert ended.
Aku dan yang lainnya merasa bahagia sekaligus sedih, karena konser yang memukau segera berakhir.	We felt happy but sad because the awesome concert should be ended soon.	We were both happy and sad because the awesome concert had ended so soon.
Sesampainya di rumah pun aku masih tidak menyangka jika aku baru saja menyaksikan konser <i>uri oppadeul</i> .	When I arrived home, I still did not believe that I had just see <i>uri oppadeul</i> concert.	When I arrived home, I still could not believe I had just seen <i>uri oppadeul</i> concert.
<i>Paragraph 7</i>		
Sebelumnya aku selalu berpikir apakah bisa aku menyaksikan konser mereka saat mereka datang ke Indonesia.	Previously, I had always thought whether I could see their concert when they held their concert in Indonesia.	I had always wondered whether I would ever have the chance to see SuJu in Indonesia.
Tapi dengan segala antisipasi yang aku persiapkan jauh hari bahkan berbulan-bulan sebelumnya, akhirnya terlaksana juga keinginanku itu.	But, with all my anticipations that I had prepared since some months ago, my wish was finally done.	But against all odds, my wish had finally come true.
Dari situ aku mendapat pelajaran: jika kita menginginkan sesuatu, berusaha untuk meraihnya dengan usaha yang tiada henti yang selalu disertai doa. Niscaya akan tercapai apa yang kita inginkan. Jika kita punya mimpi, maka bangun dan wujudkanlah mimpi kita itu.	From that, I get the lesson: if we want something, you should try to achieve continuous effort that is always companied by prayer. And, I believe that we will get it. If we have dreams, wake up, and make your dreams come true.	The lesson I got from all this is that if you want something then continuous effort accompanied by prayer can make your dream come true.

* revised by Jack H. Rouzer, Ph.D., the lecturer of ESL Composition & Spoken English Program at Ohio State University at the Ohio State University

5. Conclusion

1. Non-native English Teachers (NNETs) can utilize their strengths. One of the advantages of being NNETs is being bilingual. Utilizing of being bilingual can be in the form of translation teaching which is implemented communicatively. In such a case, implementing translation teaching applying Task-Based Language Teaching (TBLT) can be the realization of teaching translation communicatively.
2. In teaching Indonesian-English Translation for students of English Education Department, the lecturer can make use of his bilingual optimally without violating the Communicative Approach principles. Applying Task-Based Language Teaching can be of the promising attempt to realize the communicative translation teaching.
3. In teaching Indonesian-English Translation, the coursebook which is written by applying Task-Based Language Teaching is needed. Such a translation coursebook will motivate and encourage students to write a bilingual essay, i.e. writing both in Bahasa Indonesia and English.
4. In composing materials of Indonesian-English Translation, the student's tasks and native speaker's revisions are the basis of doing so.

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Cognitive Strategies and Students' Learning Styles in Listening Comprehension

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Abstract. Listening plays an important role in acquiring a language, especially in learning English as a foreign language. Nevertheless, listening comprehension is often viewed as a passive skill in learning foreign language. In a higher education, college students also often encounter some difficulties in comprehending the audio materials. Therefore, teachers need to expose various strategies to help students cope with their problems in listening. Cognitive strategy is one of the strategies which can facilitate students to improve their listening comprehension. This study describes the effectiveness of cognitive strategy in a listening class and investigates students' learning styles in listening. The subjects of this study were the second grade students of English Department of Galuh University in Ciamis. They were chosen purposively; so, there were only two classes of II D and II E consisting of 35 students. A questionnaire was used to obtain the students' learning styles which were mostly used in the listening class. Meanwhile, an interview was conducted to reveal the effectiveness of cognitive strategies in listening comprehension. The findings indicated that different learning styles were used by the students to overcome their listening problems. The cognitive strategies were also effective in enhancing students' comprehension.

Key words: *cognitive strategies, learning style, and listening comprehension.*

1. Introduction

Listening Comprehension is always considerably as a boring activity. Thus, actually it has essential component in learning a language, especially English. Students learn to listen to the foreign language before they learn how to speak the language. In other words, listening can be categorized as an active skill. In fact, even the students are often encountered the difficulty in listening class. Hence, it is important to emphasis on students' listening skill from the earlier stage to cope with their problems.

The students' problems in listening are they usually feel are hard to understand what the speaker said, as Underwood said in Abdalhamid (2012, p. 19) "many language learners believe that the greatest difficulty with listening

comprehension, as opposed to reading comprehension, is that listener cannot control how quickly a speaker speaks". The rate of delivery, and the unfamiliar vocabulary are also become their obstacle in listening. Sometimes there are hard to follow the speaker said because they do not get use to listen to the real native speaker. In former school, they rarely practice listening by using authentic listening with the real language accent. So, the teacher should replay the audio for many times. About the new vocabulary, they are also forget or do not know the new word. Then, they will miss the next part of the speech.

Due to the problems, the teacher needs to develop a strategy to improve students' comprehension in a listening class. Having various knowledge and using various strategies can help learners acquire foreign language. According to O'Malley et. al. cited in Flowerdew and Miller (2005, p. 65) there are 638 strategies then it encompassed into three categories they are metacognitive, cognitive, and socioaffective. Here the researcher only take one, that is *cognitive strategies* which are the processes learners use to acquire the language. As cited in Abdalhamid (2012, p.9) the cognitive advantage of an initial exposure to listening gives learners a more natural way to learn the language. It means that listening must be acquire before speaking because recognition knowledge is required to process and decode the aural input, whereas retrieval knowledge is required to encode and generate speech.

2. Literature Review

2.1. Listening

In education field, listening often viewed as a passive activity. However, by listening student listen the real model of native language, they listen how to pronounce the correct words and how to utter the sentences.

Nation and Newton (2009, p. 38) states that listening is the way of learning the language. It gives the learner information from which to build up the knowledge necessary for using the language. Through listening, the student learns the real information of foreign language. In addition, build up the knowledge that they acquire to use it in communication. Meanwhile, Schwartz (1998, p. 1) states language learning requires intentional listening that employs strategies for identifying sounds and making meaning from them. She also believes listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. Listening involves identifying the sounds to make a meaning; this is the basis of learning a language. Understanding the sounds enables the learners to interact with spoken language. It was also more comprehensively defined by O'Mally, Chamot, and kupper (1989) cited in Serri, Boroujeni, and Hesabi (2012, p. 844) that "listening comprehension is an active and conscious process in which the listener construct meaning by

using cues from contextual information and from existing knowledge, which relying upon multiple strategies resources to fulfill the task requirement".

From the theories above, it can be inferred that listening is an active process. The students gain the new knowledge and learn foreign language from listening to the information in aural input. In the next subheading, the researcher will discuss about the strategy in learning listening.

2.2. Cognitive Strategy

Buck (2001, p. 104) identifies cognitive strategies as mental activities related to comprehending and storing input in working memory or long-term memory for later retrieval. It means in comprehension processes, the listener is processing linguistic and nonlinguistic input. Storing and memory processes mean that the listener associates with the storing of linguistic and nonlinguistic input in working memory or long-term memory. Using and retrieval processes associate with accessing memory, to be ready for output.

Cognitive strategies are problem-solving techniques that learners use to handle the learning tasks and facilitate the acquisition of knowledge or skill (Derry & Murphy, 1986) cited in Abdalhamid (2012, p. 22). Two broad types of cognitive strategies have been the subject of L2 listening research: bottom-up and top-down. Brown (2006, p. 2) mentions two models of language processes top down and bottom up processes. Top-down means using our prior knowledge and experiences. The listener understands certain things about current topics and situations and uses that information to understand. Bottom-up processing means using the information about sounds, word meanings, and discourse markers like first, then and after that to assemble our understanding of what we listen one step at a time. In bottom up, the listener uses sounds to understand the whole meaning of the texts. Bottom-up strategies include word-for-word translation, adjusting the rate of speech, repeating the oral text, and focusing on prosodic features of the text. Richards (2008, p. 5) states learners need a large vocabulary and a good working knowledge of sentence structure to process texts bottom-up. Top-down strategies, on the other hand, include predicting, inferring, elaborating, and visualization. Nunan (1999, p. 200) mentions the bottom up process involves decoding the phonemes, words, phrases, utterances, and complete texts. The processes are linked each other, phonemes linked together to form the word, words linked together to form a phrase, phrases are linked together to form the utterance, and utterances are linked together to form the complete texts. In other words, the processes are linear to form the last step that is to determine the meaning. Abdalhamid (2012, p. 23) states the cognitive strategies, four strategies in cognitive strategy are comprehend without translating, focusing on the main words to understand the new words, relying on the main idea to comprehend the whole text, guessing the meaning by relying on any clues (contextual or linguistic).

The first comprehend without translating; it means that the listener do not translate the L2 into L1. This strategy guides the listener to understand the whole meaning of the target language. It also useful to thrift the time, because sometimes it hard to find the correct word in L1 from L2. The second strategy is focus on the main words. It means that the listeners do not need to understand word by word in the text. The listeners only focus to certain word to get the meaning to the whole message in the speech. The third strategy is only relying on the main idea to comprehend the text. It helps the listener to locate the main theme and the details later. The listener who uses this strategy will figure out the main idea quickly and understand the L2 aural input rapidly. The last strategy is guessing the meaning. The listener can use this strategy when they do not know the meaning word by word. Both of native or non-native can use this strategy when the message/meaning from the speech or text is not clear. The forthcoming subheading discusses the learning style.

2.3. Learning Style

According to Willing (1988, p.7) cited in Flowerdew and Miller (2005, p. 62) a learning strategy is “a specific mental procedure for gathering, processing, associating, categorizing, rehearsing, and retrieving information or patterned skills.” It means that every learner have their own style in learning a language. The way they gather, process, associate, and retrieve information is different each other. Flowerdew and Miller (2005, p. 62) also describe that learning style is a concept that has been developed from the extensive work into cognitive styles, that is, how people think and act in certain ways. Learning style means the way of students acquire the language in listening comprehension have different from each other.

Two kinds of styles that emerged in cognitive styles, they are field-dependency and field-independency (Witkin et al. 1977) in Flowerdew and Miller (2005, p. 63). A field-dependent person likes to learn step by step in a sequential way. It can be assume that the learner likes to know the detail information. A field-independent person likes to learn in a holistic way, preferring to get the “big picture” rather than the details. This means that the learner wants to know quickly the main point, ignoring the details process. For instance, Biggs (1987) Flowerdew and Miller (2005, pp. 63-64), who based his work on information-processing theories determined that there were three types of learners, deep learner, surface learner and strategic learner.

Deep learner is the learner who works hard to understand the every single part of the lesson, this kind of learner assumes that every detail is important. Surface learner is the learner who tries to gain information only when the teacher given the exercise. Strategic learner is the learner who focuses on assessment and learns only to gain the score or passing the test.

Kyriacou et al. 1996 in Flowerdew and Miller (2005, p. 63) also categorize the learning style, they are holistic versus serialist, converger versus diverger, concrete versus abstract, reflective versus active, solitary versus social. Holistic learner is the learner who often correlates the new knowledge to background knowledge, and Serialist is the learner who likes to learn step by step. Then, Converger is the learner who believes that everything should be in correct order, and diverger is the learner who are creative in learning a knowledge. Meanwhile, concrete is the learners who likes to have an example in their learning process, and abstract is the learner who likes to generalize and rely on overall principle in the learning process. Next, reflective is the learner who likes to develop the knowledge and ignore what they have been learned, while active learner is the learners who like to explore and experiment in their learning. Finally, solitary is the learners who love to learn by themselves, while social is the learner who likes to learn and work with others.

Those kinds of learning styles could be considered in a range of scale rather than a fixed style. For example, every strategy is affected by the learner personality, motivation, and task type. Here, learning style develops from the various students' learning styles. The teacher should create a better learning environment and develop a method that suits to the learner's learning style.

Lio (2008) in Serri et.al. (2012, p. 845) tried to find the relationships of learning styles and cognitive, metacognitive and social/affective strategies in listening comprehension, revealed that communicative learners prefer to use cognitive, metacognitive, and social/affective listening strategies "flexibly and actively", authority oriented learners preferred to use cognitive strategies, concrete learners used social/affective strategies more, and analytic learners again favored to use cognitive strategies more.

2. 4 Cognitive Strategy and Students' Learning Style in Listening

O'Malley and Chamot in Serri et. al. (2012, p. 844) investigated the cognitive strategy in listening is the strategy reflect a mental manipulation task. It means that the students practicing and analyzing the task. Thus, the students' were able to understand a certain subject.

Using cognitive strategy allows the student to choose the learning style in order to improve their learning development. The teacher uses questionnaire to figure out students' learning style adopted from Nunan "What is My Style?" 1996. The effect from the questionnaire can reveal the better listening habit of the student. One issued raises from the questionnaire that the teacher can be develop what should they do with the information. If the result shows that the learner does not use the effective learning style, should we force them or we could change the suit method for the student.

Each student has their own preferred learning styles, and these styles can be predicted by some factors such as age, type of task, and previous learning. The teacher can often modify the listening programs to suit the types of learners. Moreover, students may have preferred learning styles. This is not to say that they cannot use other styles. Teachers can introduce their students to a range of listening strategies to expose learners to other learning styles (which may be more effective in the task in hand),

3. Method

The subjects of this study were the second grade students of English Department of Galuh University in Ciamis. They were chosen purposively; so, there were only two classes of II D and II E consisting of 35 students. A questionnaire was used to obtain the students' learning styles which were mostly used in the listening class. Meanwhile, an interview was conducted to reveal the effectiveness of cognitive strategies in listening comprehension. This study has been conducted for six weeks after mid-term test in English Department Galuh University.

4. Finding and Discussion

The results of data analysis are presented in this section to answer the research questions. It deals with how effective the cognitive strategy and investigate the students' learning styles. The first table shows the students' learning style.

Table 1
Description of students' worksheet - learning styles

How do you like to learn?	0 = no	1=ocasi onally	2 = usually	3 = yes
Type 1				
I like to learn by watching and listening to native speakers.	5%	65%	20%	10%
I like to learn by talking to friends in English.	15 %	28%	45%	12%
At home, I like to learn by watching TV	17	33%	14%	36%

and/or videotapes in English.	%			
I like to learn by using English out of class.	43%	18%	26%	13%
I like to learn English words by hearing them.	8%	16%	30%	46%
I like to learn by having conversations.	7%	73%	12%	8%
Type 2				
I like the teacher to explain everything to us.	0%	6%	16%	78%
I want to write everything in my notebook	0%	2%	18%	80%
I like to have my own textbook	4%	5%	68%	23%
In class, I like to learn by reading	0%	7%	29%	64%
I like to study grammar	37%	18%	18%	27%
I like to learn English words by seeing them.	2%	14%	28%	66%
Type 3				
In class, I like to learn by playing games.	5%	9%	23%	63%
In class, I like to learn by looking at pictures, films, and videotapes	0%	11%	18%	71%
I like to learn English by talking in pairs.	3%	17%	11%	69%
At home, I like to learn by using audiotapes.	26%	57%	14%	3%

In class, I like to listen and to use audiotapes.	0%	4%	12%	84%
I like to go out with the class and practice English	11%	48%	24%	17%
Type 4				
I like to study grammar	47%	19%	15%	9%
At home, I like to learn by studying English books	66%	12%	6%	16%
I like to study English by myself (alone).	78%	6%	9%	7%
I like the teacher to let me find my mistakes	24%	19%	17%	40%
I like the teacher to give us problems to work on.	8%	56%	17%	7%
At home, I like to learn by reading newspapers	88%	6%	4%	2%

Adopted from Nunan, D. 1996. "What is My Style?" in Flowerdew and Miller (2005, p. 66)

The result shows the 52% students gain the higher score in type 2, 34% have the higher score in type 3, 8% get the higher score in type 1, and 6% obtain the higher score in type 4. It means most of the students like to learn English in the class. They like the teacher guide them through learning English. Then, some of them are eager to learn English by Example. They assume learn English is fun. A small number of the students are like to learn English by interacting with other people and they are a good communicator. The rest of the students are feeling secure to learn English by themselves. They are learning language in detail and using the language for their own.

Type 2 and 3 can be categorized as a less skill up to medium skill students, type 1 and 2 are high skill students. By knowing the learner styles as the teacher we can create a new and interesting learning environment. The following table will show the effectiveness of cognitive strategy to attract learner creativity in learning a language.

The second table shows the result of the interview from the effectiveness of cognitive strategy. The researcher only took several students from the whole sample. The interviewee represents the high skill (H), medium skill (M) and less skill student (L).

Table 2
Cognitive Strategy

	Cognitive strategy	Response
Pre-listening	What do you think if before a listening task, the teacher writes some difficult vocabulary on the board? The teacher then plays the tape and asks you to listen for the new vocabulary and try to guess the meaning from their understanding of the whole text.	Three of the interviewees are agree with the strategy. They assume that they can guess and link the new word to the known word.
	When the teacher asks to listen on how the word is said, did you follow her/him?	The H and M said yes. While the L said sometimes. They did give the reason why they rarely repeat after their teacher.
	What do you think when teacher discusses with you how certain features of the speakers' actions in the video can help them guess the meaning of the message	H and M are agree, they think by discussing it, it will help them easy to get the point. L students are sometimes not easy to get the point quickly.
	What would you do if the teacher informs you that you will listen to a long stretch of speech? Would you answer some questions on the board? Does it attract your attention?	Three of them are agrees.
	At the beginning of the lesson do you agree if your teacher will help you to understand the later sections of the text or you would rather figure out it by yourself?	H said that they would prefer to guess by themselves. While M and L are agree if the teacher help them.
	What would you do if at the beginning of a lesson, the teacher asks you to talk about any experiences you have had that relate to the topic?	H said that it would be a good idea. M said they will try to do the task with work together with their friend. L said that it would not be an easy to talk about it.

		But, they will tried it to answer it.
	Can you answer the general questions from the teacher about a topic?	H said definitely yes. M said yes sometimes and L said that they need a lot of effort in answering the question.
While-listening	During a listening task, do you encounter similar experiences in other disciplines?	H, M, L said yes
	The teacher sets up brainstorming sessions before, during, or after a listening task for you to question yourself about what do you know about the situation.	Three of them are agree
	Do you often encounter different endings of a story with the real ending after you listen the audio?	H said no. M and L said yes sometimes they miss the point.
	When the teacher asks you to keep your eyes closed while listening to a story and try to picture what is happening, can you describe the content of it?	Three of them said yes. It help them to concentrate.
	Can you give an oral summary to each other, or to write one sentence to summarize what you have listened?	They answer yes. Difference is H students can summarize in perfect order.
	Can you translate what you have listened and share with your friend or teacher?	They said yes
	The teacher could draw student's attention to words in the L2 that are similar to words in the L1	Only H and M who answer yes
	When the teacher gives you a task, do you look at the text while listening to a story or read the text quietly?	H said they tend to read the text quietly. While M and L look at the text while listening.
	How do you feel if the teacher draws the mind mapping of the story, can you follow the story?	Three of them answer yes
Post listening	If the teacher uses of the schemata, can you figure out the information that related to previous knowledge?	H directly said yes. M and L sometimes need time to remember the previous knowledge.
	Does taking note help you to understand the	H and M said yes. L said

	lesson?	sometimes
	Can you guess what the rules are by listening to a text when the teacher explains the rules of a particular part of speech?	H said yes. M and L said they need more time to understand the rules.
	Do you like to study grammar in listening class? do think it is important to understand the grammatical of the speaker?	All of the students said that they do not interested in grammar; even they know that it is important.

(Adapted from “The Comprehension Strategies of Second Language (French) Listeners: A Descriptive Study” by L.Vandergrift, 1997. In Flowerdew and Miller (2005, pp. 75-78)

The description shows that cognitive strategy can be effective for all students. It helps them to learn language. For the less skill students it helps them to motivate and encourage their will in learning language. It is also suitable for any types of learning style. In conclusion, cognitive strategy contributes in activating learning style and learning achievement.

5. Conclusion

Having finished conducting the research, the researcher obtained the research finding. The finding shows that cognitive strategy reveals the effectiveness in every students’ learning style and contributes enjoyment in learning a language. The findings indicate that different learning styles used by the students to overcome their listening problems. The cognitive strategies are also effective in enhancing students’ comprehension.

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A MODEL OF PEDAGOGIC SONGS FOR TEACHING LANGUAGE AND LOCAL WISDOM

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Abstract. The objective of this study was to find out the effectiveness of using pedagogic songs for teaching English and local wisdom to elementary school students in Ambon. For this purpose five songs with local pedagogic lyrics were written and tried out using preliminary field testing, main field testing, and operational field testing. The respondents were 10 English teachers from 10 elementary schools and 41 students from 2 elementary schools. The preliminary field test has shown that the pedagogic songs are feasible, and that the main field testing carried out toward 8 student respondents are reliable. Furthermore, the operational field testing using a one group pretest-posttest design has proven that the use of pedagogic songs in teaching language and local wisdom is effective. Based on the findings it can be concluded that pedagogic songs developed by the writer can improve students language skills, especially listening, and their knowledge of local wisdom.

Key words: *local wisdom, pedagogic songs*

INTRODUCTION

The aim of this study is to introduce a model of pedagogic songs that the writer has developed and to find out the effectiveness of it in teaching English language and local wisdom of the learners in a larger population. Basically all human being like to sing and listen to music and songs. Singing and playing music is part of the Moluccan culture and therefore can be used for teaching purposes. Based on the writer's former observation and questionnaires distributed to school children, it is clear that children like to sing and to listen to songs. It creates a friendly, comfortable and pleasant atmosphere. It can also create positive group dynamics. Moreover, using learners' native culture and wisdom as content in an EFL (English as a Foreign Language) classroom is an advantage, since they are familiar with the content which then may influence their knowledge of the target language.

It is difficult to use authentic songs for teaching English to young EFL learners, since they are not specifically designed for teaching purposes. Therefore, in her previous study, she initiated to write lyrics with local wisdom and set them on familiar local, national and international melodies for teaching English,

which she tried out on a larger population. This kind of song is called realia, or didactic/pedagogic songs, since they are written and designed with a purpose for teaching English language to especially young learners.

In writing children EFL songs, the writer formerly focussed on the following aspects (a) the lyrics and melody should be appropriate with learners' characteristics and needs, (b) the tempo should not be too fast, (c) the song should include meaningful repetition in context, (d) the lyrics need to fit the learners' level of language difficulty, (e) the songs should allow learners' active participation in learning the language, (f) the culture of the learners need to be included, (g) the song should be short and include rhyming.

The former study revealed that the mean of pre-test and post-test are 14, 96 and 25,8 respectively (Tamaela, 2013: 64). Even though the previous study results revealed that the pedagogic songs with local wisdom content were effective, it is worth to try out the study on a larger population. Therefore the operational replication done at SDN 7 Air Putri and SDN 1 Tanah Tinggi is essential for her experiment to determine the effectiveness of the model to improve learning.

LITERATURE REVIEW

This section discusses kinds of pedagogic songs and rhymes, reasons for using songs in an EFL classroom, steps for writing lyrics for pedagogic songs, how to teach English using pedagogic songs, techniques in using songs for learning listening skills.

Pedagogic Songs and Rhymes

Philips (Geyer,2001:6) mentioned several kinds of songs with their characteristics, and five of them were applied by the researcher in developing her pedagogic songs for EFL young learners. They are as follows:

Finger play songs. The content of the song is carried out by using finger movement. This can support the acquisition of sign language, the use of nonverbal expressions, and develop students' senso-motoric ability.

Counting songs. This kind of song supports young learners in learning numbers, especially numbers 1 – 10 by using fingers, and using flash cards for teaching numbers over 10.

Spelling songs. This kind of songs is beneficial for practising English pronunciation. The pronunciation of single letters can be different if the letter is pronounced in a word.

Example: *Onggo and Ingge have a bird
and Cuwi is his name, (2x)
C U W I (3x)
and Cuwi is his name*

Action songs. This kind of song is accompanied by movements.

Role-play songs. This kind of songs contextualized vocabulary and transferred songs into meaningful performance. (Geyer, 2001:6)

Maley (1997:7) put forward kinds of rhymes to practice sounds, rhythm, and English stress pattern, and in some cases to teach grammar. The writer adapted two of them, 'counting rhymes' and 'action rhymes', in developing her pedagogic songs.

The following are examples of pedagogic songs which focuses and includes combinations of (1) action lyrics and action rhymes, and (2) finger play songs, counting songs and counting rhymes.

- | | |
|---|--|
| (1) <i>Garbage here, garbage there,
everywhere, everywhere,
put them in the trash can,
put them in the trash can,
hurry up, hurry up.</i> | (2) <i>four and four who's standing at the door
five and five, she is my father's wife
six and six, she's holding sate sticks
four and five and six, she'll get the dinner fixed</i> |
|---|--|

Reasons for using songs in learning English

There are several reasons for using songs in learning English. According to Maley (1997:93-95) songs and poems are (1) easy to remember; (2) rhythmic, the sound and stress pattern are continuously repeated, so it can facilitate language acquisition; (3) *recitability* where the written words in songs can possibly be pronounced naturally, particularly in choir; (4) non-trivial, since the importance of using songs is to give meaningful input for the students; (5) universal, since themes are mostly general for all cultures like love, death, nature and children; (6) *playful*, which is one of the key factors for learning a foreign language; (7) motivational, which is another factor needed for learning a foreign language; (9) beneficial, since it gives opportunities for interaction between teacher – students and students-students. Moreover, according to Lynch songs can be used to introduce vocabulary, phrases, and expressions to learners. Cultural aspects can also be introduced through songs. (Lynch, n.d.)

So, activities which can help learners learn English is by using pedagogic songs that teach simple phrases and contain repetition, songs that can enrich learners vocabulary and can be accompanied by movements. These songs with

local wisdom as content can also facilitate learners to be able to talk about and share their local wisdom to learners from other cultures. So, it is important to give the opportunity to learners to learn in a natural context with meaningful repetitions so that it can improve learners' language retention as parts ready to be used by them for communication purposes.

Graham states that it is a personal choice for the teacher to use authentic materials or songs created expressively for ESL (EFL) classrooms. He liked to use a combination of the two, that is, he liked to create lyrics and set them to traditional melodies (Graham in Orr, 1999: 49).

Reasons for Using Students' Local Wisdom in Learning English

Many teachers like to use songs in EFL classrooms either for entertainment or for teaching language skills. Using learners' culture as a content in an EFL classroom is an advantage since a content which is familiar to the learners can support their understanding of the target language. This is also emphasized by Post and Rathet who identified the benefits of using learners' native culture and wisdom as content in an English classroom. They stated that using contents that learners are familiar with can influence learners understanding of the target language. Many research findings revealed that information which are culturally unfamiliar for the learners can hinder the learning process of linguistic information in delivering the content (Post & Rathet, 1996:12-17)

Creating Pedagogic Lyrics Step by Step

In writing the song lyrics for language teaching and learning the writer considers three criteria as stated by Goh, namely (a) language, (b) aim and (c) *intended audience* (Goh, 2008:48) and added another criteria from Graham (in Orr, 1999:49) which is melody. The four criteria can be explained as follows: (a) the level of language difficulty needs to be in accordance with the learners' ability and should challenge the students to use language learning strategies, (b) the aim of the lesson should be considered in order to determine the development of the kinds of activities or tasks, (c) material should suit the intended audience. For example, the materials for students in European countries are possibly not applicable for students in Asia (Goh, 2008:48-49). This is also the case in Indonesia, where the materials for learners in the western part of Indonesia may possibly not be applicable for learners in the eastern part of Indonesia. The content has to be balanced with their intellectual knowledge and maturity. Their cultural sensitivity and beliefs should also be considered. (d) Choose a melody that is familiar to the learners. In this case the writer used familiar melodies from the public domain. Graham (Orr, 1999:49) states that when creating the song lyrics, one has to be careful not to distort the stress pattern of the spoken language

to fit the melody line. The learners should ideally be able to sing the lines using precise stress pattern just as they would use if they were speaking.

The following is an example of how Graham (in Orr, 1999:49-50) usually writes his lyrics with a particular structure that he designed, step by step, and is also adapted by the writer.

Step 1: select a particular melody, for example: ‘*Are you sleeping?*’

Step 2: find out the stress pattern

la la la la
Are you slee ping
la la la la
la la la
la la la

Select language items that fit the pattern. This melody can be adapted easily to a question/answer song, which could be developed in several different tenses (Graham in Orr, 1999:49). The following is an example the writer adapted from Graham.

Example: Did you swim there?

Did you swim there?

Yes, I did

Yes, I did

I swam there last Sunday

I swam there last Sunday

So did I

So did I.

Same melody; (variation)

She’s from Tual

She’s from Tual

So am I

So am I

She was born in Tual

She was born in Tual

So was I

So was I

This melody would fit any simple yes/no questions using *Are you/Is he* accompanied by any two-syllable word with stress on the first syllable.

Example: *Is she happy?*

Is she happy

Yes, she is

Yes, she is

*She is very happy
She is very happy*

*I am too
I am too*

Variations: *thirsty, hungry, angry, busy, tired, nervous, sleepy, etc.*

In writing pedagogic songs, and developing the activities the writer included Gardner's 8 multiple intelligences, they are kinesthetic; musical; linguistic; logic/mathematics; interpersonal/social; spatial/visual; intrapersonal/individual; and naturalist (Pinter, 2006:14).

Teaching English Using Pedagogic Songs and Local Wisdom

Pedagogic songs can be used for teaching the four language skills, vocabulary, and also tenses, since they are carefully designed and developed for language learning and teaching purposes, especially for young learners. In her research she used pedagogic songs with a contents of learners' native culture and wisdom for teaching listening in an EFL classroom. Learners' age, interest and level of English ability play an important role for the teacher in deciding the procedure. This depends on the teacher's creativity. The teacher can start by activating students prior knowledge of the song topic and guide them to think about the learning objectives.

Pre-listening

At this stage the information is processed top-down and bottom-up. The top-down process uses learners' prior knowledge and experience. The bottom-up process uses the information that the learners have about sounds, vocabulary, and language signals such as *first, then, and after*.

Whilst-listening

At this stage the teacher explained about the listening strategy and listening aim for each activity, whether for getting the main idea, getting the details, or drawing conclusion, so that the learners are well prepared and can manage and reflect on their learning (O'Malley and Charlot in Alevato, 2010:125-126).

Post-listening

The post-listening activity is used to check learners' comprehension and evaluate their listening skill strategy. In addition, follow-up activities like reading, speaking, and writing are used in *post-listening* activities.

Tecniques in using songs for learning listening skills

The techniques that the writer used to teach listening comprehension to learners is through

- (a) *Answering questions*
 - Learners listen to the song and write their *yes* or *no* answers
 - Learners listen to the song and give short answers to questions with *WH* and *how (many/much)*.
 - Learners listen to the song and answer the questions by circling *true* or *false*.
- (b) *Filling in*. Learners listen to the song and fill in the blank spaces of the song lyrics
- (c) *Rearranging*. Learners listen to the song and at the same time rearrange the song lyrics. Each lyric line of the song is written on small flash card and learners can work individually or in groups.
- (d) *Singing along*. Singing together is viewed as a necessity in song based activities. When singing it is expected that the learners can learn more about the phonological features in a song, and are able to improve their listening and productive skills, like pronunciation and speaking.

Method

The study employed an educational research and development cycle by applying preliminary field testing, main field testing, and operational field testing, which the writer adapted from Borg and Gall's main steps (1983:775). The subjects were 41 fifth grade learners from two elementary schools (SDN 7 Air Putri and SDN 1 Tanah Tinggi) in Ambon and 10 English teachers. For the preliminary field test, a pre-use evaluation was done by an expert in material development who validated the pedagogic songs, and revision was done as suggested. Then, for the main field test the researcher worked with a group of 8 learners to find out their attitude toward the pedagogic songs and to find out the readability, and based on the results a revision was done. Next, for the operational field test, a pre-test was administered. The writer then started the two-month treatment using five pedagogic songs with local content or wisdom. During this period the writer taught 41 subjects two times 90 minutes a week. The instructional procedure was as follows:

Pre-activities

1. The teacher asked questions to the subjects to activate their prior knowledge and experience on the song topic.
2. Subjects worked in groups of four and guessed the unknown words by giving the corresponding words in Indonesian.
3. The teacher asked the subjects the results and provided the correct corresponding words in Indonesian.

While-activities

4. The teacher explained to the subjects the steps to listen to the song, and what they were expected to do with the activities.
5. Subjects glanced at the written activity and listened to the song carefully without taking any notes.
6. Subjects listened to the song the second time, still without taking any notes.
7. Subjects listened to the song the third time while filling the answers, or circle the answers, etc. depending on the instruction for each activity.
8. Subjects discussed their answers in pairs or in groups.
9. The teacher asked the subjects their results and provided the correct answers.

Post-activities

10. Subjects worked individually, in pairs or in groups on other activities including mini projects, for reinforcement. The teacher and the subjects used the remaining time to sing the song, if possible using movements and flash cards

A model of pedagogic song for teaching language and local wisdom is available in appendix 1.

Five pedagogic songs with local content and wisdom were used during the experimental period. At the end of the experimental treatment, the subjects took the post-test which were the same as the pre-test. Ten English teachers were given questionnaires to find out their responses regarding the use of pedagogic songs with local wisdom as contents.

The instruments used for collecting data are questionnaires for teachers, evaluation form for the expert, attitude questionnaire and questionnaire about the contents of the songs for 8 learners as subjects, and a pretest-posttest for 41 learners.

Findings

The results revealed that all ten English teachers (100%) agreed on using pedagogic songs and local wisdom content for teaching English for young learners. They all used songs in their teaching but for different reasons; 8 subjects (80%) used songs for pleasure, so the learners will not get bored, whereas 1 subject (10%) used songs for pronunciation and 1 subject (10%) used it for teaching listening.

Table 1 reveals that the means of the pre-test scores and the post-test scores for SDN 7 Air Putri were 14,42 and 25,32 respectively. There was a significant difference between the means of the pre-test and the post-test scores, $t(19) = 13,977$. The t-test revealed that $t_{\text{value}} = 13,977$ and t_{table} for $N=19$ with a .05 level of significance is 1,734. Since $t_{\text{value}} > t_{\text{table}}$, the null hypothesis is rejected. This

means that using a model of pedagogic songs to teach language and local wisdom to young learners at SDN 7 Air Putri is effective.

Table 2 reveals that the means of the pre-test scores and the post-test scores for SDN 1 Tanah Tinggi were 15 and 29 respectively. There was a significant difference between the means of the pre-test and the post-test scores, $t(22) = 15,965$. The t-test revealed that $t_{value} = 15,965$ and t_{table} for $N=22$ with a .05 level of significance is 1,721. Since $t_{value} > t_{table}$, the null hypothesis is rejected. This means that using a model of pedagogic songs to teach language and local wisdom to young learners at SDN 1 Tanah Tinggi is effective.

Table 1 Operational Field Test Result on the Model of Pedagogic Songs For Teaching Language and Local Wisdom at SDN 7 Air Putri

School	Mean Pretest (N=19)	Mean Posttest (N=19)	T_{value}	T_{table}
				$\alpha=0,05$
SDN Air Putri	14,42	25,32	13,977**	1,734

** : very significant

Table 2 Operational Field Test Result on the Model of Pedagogic Songs For Teaching Language and Local Wisdom at SDN 1 Tanah Tinggi

School	Mean pretest (N=22)	Mean Posttest (N=22)	T_{value}	T_{table}
				$\alpha=0,05$
SDN Tanah Tinggi	15	29	15,965**	1,721

** : very significant

Discussion

The results above revealed that the mean of pre-test scores for SDN Air Putri and SDN Tanah Tinggi are 14,42 and 15 respectively, whereas the mean of post-test scores are 25,32 and 29 respectively.

The findings stated above uphold the prior study done by the researcher and reveal that pedagogic songs with local wisdom contents are effective for teaching English, especially listening comprehension to EFL young learners. The result is almost the same as the ones recently done.

These results suggest that the model of pedagogic songs with local wisdom content are advisable for teaching EFL young learners, so that learners' increasing use of this model will bring about higher scores and a significant improvement in especially, listening comprehension.

Conclusion

The findings of the study revealed that using pedagogic songs with learners native culture and local wisdom as content in an EFL classroom is effective, since they are more or less familiar with the content which can help them learn the

target language. Moreover, teaching English using local wisdom content can raise learners awareness to preserve their native culture and local wisdom as part of the national culture. The use of pedagogic songs is an advantage because it is specially designed for teaching and learning language for young learners and additionally gives young learners a pleasure in learning the target language.

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Appendix

The following is an extract of a model of pedagogic song for teaching language and local wisdom. The theme is “Animals”. The topic is “Cockatoos”

Pre-listening

Exercise 1. Study the vocabulary

Do you know the words below? Write the Indonesian words for them. Work in pairs.

Noun (<i>kata benda</i>)		Verb (<i>kata kerja</i>)	
English	Indonesian	English	Indonesian
cage(s)		build	
crest(s)		cut down	
nest(s)		fly	
		raise	

Exercise 2. Below is a picture of a Seramese cockatoo¹



Do you know?

- ✓ There are Seramese cockatoos in Taman Nasional Manusela.
- ✓ There are about only 400 cockatoos now in Maluku.
- ✓ Seramese cockatoos have white feathers and salmon colored crest.

Please answer the following questions. Work in

1. Have you ever seen a cockatoo? Where?
2. What other colors do cockatoos have?
3. What can cockatoos do?
4. Is it good for cockatoos to live in a bird cage? Please, give your reason.



Listening

Exercise 3. Please follow the steps:

1.1.1 ¹ [emnufus: Perburuan Liar Ancam Populasi Kakaktua Seram](http://emnufus.co.cc/.../perburuan-liar-ancam-populasi-kakaktua-seram)
www.emnufus.co.cc/.../perburuan-liar-ancam-populasi-kakaktua.html - [Tembolok](#).

First, listen to the songs (verses 1 and 2)

Second, listen to the songs again.

Third, rearrange the following phrases/sentences in the correct order. Write 1st, 2nd, 3rd or 4th on the line.

verse 2

- when the treetops are cut down
- have nests in the tree top holes
- then they can't raise a family
- Seramese cockatoos

Post-listening

Exercise 6. Please, list the names of some other animals which are originally from Maluku. If possible bring pictures/photos of them. Work in groups of four.

**TEACHING TRANSLATION OF ENGLISH SONG LYRICS
(A case study at the English Education Department of STKIP Garut)**

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Abstract. This case study investigated teaching translation of English song lyrics and the effects of teaching translation of English song lyrics on the students' ability in practicing translation. The study involved one setting classroom of the sixth semester at English Department of STKIP Garut. A qualitative approach, particularly descriptive study, was employed in this study, with four data collection techniques: observation, interview, questionnaire, and document. The teaching translation used the theory from Duff (1994) and Moskowitz "the roles of the teacher in teaching translation, Vinay and Darbelnet (in Munday, 2000) and Newmark (1998). This analysis mainly focused to answer the research questions about the process of teaching translation of English song lyrics and how the students' responses to it.

The study revealed that the teacher employed the process of teaching translation for five sessions and applied some strategies such as finding and presenting material, managing the class, taking language correction, letting the students to use the dictionaries, solving some problems in practicing translation, explaining the purpose of translation teaching, the skill aspects in translation and the criteria of good translation. Then, there was a second observer during teaching process to make the research more objective. Based on the questionnaire and interview, it was found that the effects of teaching translation of English song lyrics on the students' ability in practicing translation were good enough. They liked learning translation of English song lyrics and could improve their ability in practicing translation of expressive text, especially song lyrics by using some strategies such as literal, semantic, modulation, transposition, reduction, expansion, interpretation etc.

Key words: Teaching, translation, song lyric.

A. Background of the Study

English as an international language has an important role in improving the quality of participation with other countries because it is the key of communication. Thus, translation is very important to be mastered by the people around the world for several purposes such as religion, literary work, science, or

philosophy. It is obvious that translation plays an important role in human communication.

However, some teachers think that teaching translation is considered as unimportant thing because it is not included in four skills in learning and teaching English. It makes translation has fallen from favor in teachers' times.

According to Duff (1994:p.3) that if translation has fallen from favor in our times, it is largely because teachers feel, with some justification. First, it is text-bounded, and confined to only two skills – reading and writing; it is not communicative activity because it involves no oral interaction. Second, it is not suitable for classroom work because the students must do the writing on their own; it is also time-consuming and wasteful. Third, it is associated with 'different language', with literary or scientific texts, and it is not suited to the general needs of the language learner.

In fact, translation has an important role in learning English as a second or foreign language. It can influence the four skills such as Reading, Writing, Speaking and Listening, is called the fifth skill in English (Duff: 1994). The students will be able to learn the four skills if they master translation.

Unfortunately, there are many students who are reluctant to practice translation in learning English as a foreign language because of several reasons such as a boring class or incapable teacher in teaching translation. According to Amer in his research '*teaching translation at Gaza Universities: problems and solutions*' that most of tutors who teach translation at Gaza universities are not qualified enough to teach translation. Lots of them are holders of post graduate degrees in English literature or linguistics from the local or external universities. Therefore, any tutor in the departments of English who shows interest in teaching Translation may be assigned the course.

To make the students motivated to learn translation, selecting the interesting material (text) is one of the solutions for it. As it is known that there are informative, expressive, operative, audiomedial, and vocative text type (Munday, 2006:73). Then, poetry is one of the types of expressive text which probably can make the students interested in practicing translation. Poetry as one of the branches of literary works is a subject which has its own characteristics. Practicing poetry translation can be inaccurate and it can be never too literal. According to Newmark (1987:70) that the translation of poetry is the field where most emphasis is normally put on the creation of a new independent poem, where literal translation is usually condemned. Practicing translation of poetry, sometimes, is quite difficult for some people because it needs deep thought and interpretation to get the meaning. Talking about poetry, song lyrics can be classified into poetry because it has the same characterization in content, form and language (Rogayah: 2003).

Song lyrics with nice music usually will make the feeling happy and relax. They will attract students' interest and motivation in practicing translation. As

stated by Karen in his research ‘song and singing in foreign language learning’ that listening to music in a second or foreign language (L2) can provide fun and motivating educational material and that singing can enhance the L2 learning process.

However, translation certainly is a skill and like other skills, it can be learned. When the students have mastered this skill, they are therefore experts (Christina in Schaffner: 2000). But the students will be able to learn it successfully if the teacher treats them well in teaching translation process. Actually, teaching translation is not an easy activity. In this case, the teacher has an important role in teaching process. The teacher can play many roles in the course of teaching, he can not be satisfied with only one role, some of which are more conducive to creating an interactive classroom than others such as the teacher as controller, as director, as manager, facilitator, and as resource (Brown: 2000).

Therefore, the teacher should be more creative to improve students’ motivation in learning translation and be smart to select the material for teaching translation process. Using English song lyrics in teaching translation is one of the solutions for the teacher to make students interested in learning translation. Thus, this study is to investigate the process of teaching translation of English song lyrics and to investigate the students’ responses to it. Specifically, this study is directed to answer the following questions.

1. What is the process of teaching translation of English song lyrics?
2. What are the effects of teaching translation of English song lyrics on the students’ ability in practicing translation?

B. Theoretical Foundation

This study shortly presents some theoretical foundations related to teaching translation of English song lyrics.

Teaching

Teaching is an interesting action because it contains many kinds of methods and strategies. Teaching is about the ‘transmission’ of knowledge from teacher to student or it is about creating conditions in which, somehow, students learn for themselves (Harmer: 2007). In this case, the teacher has an important role to achieve the goal of learning process.

Translation

Translation is a process by which a spoken or written utterance takes place in one language which is intended and presumed to convey the same meaning as previously existing utterance in another language (Rabin in Hale, 2007:4). According to Larson (1984: 3) that translation as a change of form from the source language (SL) into the receptor language (RL) in which the meaning must be held constant.

Then, translation is the neutral term used for all tasks where the meaning of expressions in one language – the source language (SL) is turned into the meaning of another, the target language (TL), whether the medium is spoken, written or signed (Christal in Metha, 2009:3).

Translation is a craft consisting in the attempt to replace a written message, and/or statement in one language by the same message in another language, it is an attempt to deliver message from one language (SL) into another language (TL) in written form (Newmark, 1981:7).

Competences in Translation

According to Schaffner (2000,p6) (1984: p.6) that there are five parameters of translational competence, (1) language competence, (2) textual competence, (3) subject competence, (4) cultural competence, and (5) transfer competence.

➤ **Language Competence**

Translation is much more than a linguistic topic. It is also more than a study of languages in contrast. But language competence is more than a common place to point out the extreme value of mother tongue knowledge and skill, often glossily underestimated by the translation student. For the layman translators are very often misjudged as people who know several languages.

➤ **Textual competence.**

It means that the translator should be able to know the context and recognize the words and structures, through existing and describable by themselves as systemic elements, follow significant patterns when they feature in texts or rather, in types or genres of the text.

➤ **Subject competence.**

It means that the translators should be able to understand the subject competence.

➤ **Cultural competence**

This parameter of complex translational competence is, however, not at all confined to literary matters.

➤ **Transfer competence**

Finally, translator have to bring about the transfer. This refers to the tactics and strategies of converting L1 texts into L2 texts. This is where the translators are judged.

The Principles of Translation

According to Duff (1994,p.10) that there are some principles in translation which can be some guidelines for the teacher to teach translation and to evaluate the students' work.

- **Meaning**
- **Form**
- **Register**
- **Source Language Influence**
- **Style and Clarity**
- **Idiom**

Strategies in Translation

Here are some definitions of strategies in translating text that are usually found in the field as follow:

- **Borrowing or Transference**

Vinay and Darbelnet in Munday (2001 : 56) describes that borrowing is one kinds of strategies in translation where the SL word is directly transferred to directly to the TL word.

- **Word for word translation or literal translation**

It is a kind of translation methods which the SL word –order is preserved and the words translated singly by their common meanings, out of context.

- **Interpretation.**

According to Bassnett (1991 : p.81) that this strategy is called *versions* where the substance of the SL text is retained but the form is changed.

- **Semantic translation.**

It must take more account of the aesthetic value (that is, the beautiful and natural sounds of the SL text, compromising on ‘meaning’ where appropriate so that no assonance, word-play or repetition jars in the finished version) (Bassnett: 1991).

- **Adaptation**

It is the ‘freest’ form of translation. It is used mainly for plays (comedies and poetry, the themes, characters, plots are usually preserved, the SL culture converted to the TL culture and the text rewritten).

- **Idiomatic translation.**

It reproduces the ‘message’ of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original (Bassnett: 1991).

➤ **Reduction and expansion.**

The translator reduces one or several words in the Source language into less word in the Target Language in reduction but if some words are added in the target language, it is called expansion.

➤ **Paraphrase**

According to Newmark (1988:90) that this strategy as an explanation of the meaning of a segment of a text.

➤ **Modulation**

According to Vinay and Darbelnet in Munday (2001:57) that modulation is a kind of strategy in translation that changes the semantic point of view of the source language.

➤ **Transposition**

According to Vinay and Darbelnet in Munday (2000:57) that transposition is a change of one part of speech for another without changing the sense.

The Process of Translation

The translation process is a series of steps or activities that a translator applies his knowledge, skill or competences in transferring messages from a source language (SL) into a target language (TL). According to Nida and Taber (1982:33) that there are three phases of a translation process, they are:

- **Analysis**
- **Transfer**
- **Reconstructing**

The Role of The Teacher in Teaching Translation

Teacher has important role in teaching process. He should be able to motivate the students. According to Duff (1994) there are some roles of the teacher in teaching translation:

- **Finding and presenting material**
- **In class**
- **Pair / group**
- **Language correction.**
- **The use of dictionaries**
- **Some problems**
- **The purpose of translation teaching**
- **The skill aspects in translation**

The Criteria of Good Translation

According to Larson (1984:485) that the quality of translations is determined by some conditions. These conditions in this terms are: accuracy, clarity and naturalness.

- Translation should be accurate. It means that the translation can express the message as exactly as possible from the source text.
- Translation should be clarity. It means that the translation should be easy to understand. The translator should have good choice of the words or phrases she uses on her translation because it will effect her readers' competence.
- Translation should be natural. It means that the translation is natural with the target language. The readers of the translation will not feel it as a translation.

The Teacher's Attitude in Teaching Process (Classroom behaviours of the outstanding teacher - taken from Gertude Moskowitz)

- a. The teacher has an excellent command of the target language.
- b. The teacher is more expressive and animated
- c. The teacher moves around the classroom a great deal
- d. The teacher use more behaviors that encourage and reinforce student participation.
- e. The teacher gives students more immediate feedback.
- f. The teacher creates the warm and accepting climate.
- g. The teacher often smiles, praises and jokes.
- h. The teacher is "with" the students, rather than being apatheic or flippant.
- i. The teacher greet students before the class formally starts
- j. The teacher manages a great amount of warm-up questions, review, and focusing on the skill of translation.
- k. The teacher has excellent classroom control.
- l. The teacher exhibits patience
- m. When correcting students behavior, the teacher tends to joke or maintaine eye contact with students.
- n. When correcting students errors, the teacher does so gently.

Literature

According to Hirsch 1987, cited in Parkinson & Thomas, 2000; Musthafa, 2008 that the word 'literature' is derived from Latin word '*littera*' which means writing. Literature is inherently human and portrays a wide variety of human concerns and needs through language (Sage, 1987). It can be inferred that literature is a product of verbalizing expression of human in his culture/context. Parkinson & Thomas (2000, p.22) define literature more applicable in both oral and written text, that is the creative or imaginative verbal production.

➤ **Literary genre**

There are various types of literary genres. The major ones are poetry, drama, prose, fiction, and film.

➤ **Poetry and Song lyric**

Poetry is one of the branches of literary works and song-lyric is included in that term. Poetry and song-lyric have same characterizations in content, form and language.

Material of Teaching

Material of teaching is needed in translation teaching . According to Duff (1994: p.8) that translation is a resource book for the teachers who wish to use translation as a language learning activity, just as they might use *literature, drama, project work, conversation, role play, writing, or class readers* for language practice and improvement.

Translation Teaching

Translation teaching aims to develop the students' abilities to understand and interpret the message of the source text by identifying ideas through interpretative analysis of the content, which should not result in word-for-word translation. Students have to be able to produce coherent, entirely equivalent texts mediating the original information into the target language.

C. METHOD

This study designed to investigate teaching translation of English song lyrics in the classroom through a case study. Qualitative study in nature is conducted inductively, meaning that the study begins from data collected from the field and analyzed (Cresswell, 1984). Descriptive qualitative approach and document analysis were used in this study because this method characterized by attempting to describe characteristics and events that exist (Kamil, 1985).

The population was the sixth semester of STKIP Garut students of English department in 2012/2013 consisting of 170 students. They were divided into four classes – those are forty students each class. Translation class was only taught in the fifth until to the sixth semester in STKIP Garut. Yet, the researcher took only one class which consists 45 students on the sixth semester and their ages range from 19 to 23.

The data was taken from observation (teaching procedure, available in lesson plan), open ended interview in Bahasa Indonesia to avoid the interviewee or the respondents' misinterpretation, questionnaire in English and document (students' translation works).

Questionnaire was filled out by the students at the end of whole teaching translation of English song lyrics

The researcher took interview to get more in-depth information from the participants about their views on teaching translation of English song lyrics. This is as an introspective combination of questionnaire. Wallace (1998) states that questionnaires and interviews are seen as introspective. Nunan (2001:503) states that “introspection is the process of observing and reflecting on one’s thoughts, feelings, motives, reasoning processes and mental states with a view to determining the ways in which these processes and states determine or influence behavior”. Then, the researcher took five participants purposively selected from the forty five participants to engage in one-on-one interview.

Data analysis was conducted during and after data collection as the nature of qualitative study. The researcher analyzed differently for each data collected.

The data of teaching translation of English song lyrics in the classroom was inductively inferred to answer the research questions. It focused on the research question number (1), namely what is the process of teaching translation of English song lyrics. The observer’s opinion was also included in this technique of data analysis.

The questionnaire data was tailed and converted to percentages for comparison and analysis. It focused on the research question number two, namely what the students’ effects to teaching English song lyrics are.

The data from interview was also analyzed to support the data of students’ responses, it was related to the students’ perception and feelings of teaching translation of English song lyrics. It still focused on the research question number two.

D. FINDING AND DISCUSSION

There are some significant findings of this study that have been discussed in the previous chapter related to the process of teaching translation of English song lyrics and the students’ response to it.

This study had five class sessions. The teacher did some strategies to make the students motivated to learn translation. The first session, she introduced the theoretical foundation of translation in general such as the definition of translation from several views, the strategies of translation such as borrowing, reduction and expansion, literal translation, transposition, modulation, equivalence, adaption, naturalization, faithful translation, etc.

The second session, she introduced the translation of literary work such as poetry or song lyrics. In this session, she taught the topic about translation of English song lyrics more detailly and explained the parameter of competence in translation such as language competence, textual competence, subject competence, cultural competence, and transfer competence.

The third session, the teacher played the song of “*Heal the world by Michael Jackson*”, and also showed the video of the song to make the students

get involved of the cultural competence of the translation. After that, she asked the students to translate of the meaning of the song lyric into Bahasa Indonesia individually, in pair and in group.

The fourth session, the teacher gave another song in different taste. The song was from Adele “*someone like you*”, the reason had been talked too in the previous chapter. The activities were like as the third session but the teacher asked the students to take the song which contains the five competence of translation for the next session and the fifth session, the teacher asked the students to show their works and the teacher gave some comments.

However, during the whole session of teaching translation of English song lyrics, there was a second observer who is expert in teaching translation. From the data found that the teacher did the process of teaching translation of English song lyrics such as finding and presenting material, managing the class, taking language correction, letting the students to use the dictionaries, solving some problems in practicing translation, explaining the purpose of translation teaching, the skill aspects in translation and the criteria of good translation.

However, the researcher took the song lyrics which made the students able to translate by considering five parameters of translational competence such as language competence, textual competence, subject competence, cultural competence, and transfer competence. She taught translation of English song lyrics successfully enough although there were some weaknesses such as time allocation and lack of sample of translation works. Then, she created the class well enough by doing many activities such as giving motivation, explaining the material, playing the music, showing the video, making some jokes, praising, etc. Those activities made the students happy and motivated to learn translation.

The types of strategies of all students were presented in the tables with its percentage. From the analysis, it is found that all the students used some strategies such as literal, transposition, modulation, expansion, paraphrase, semantic, idiomatic, interpretation. In other words, each student had different strategies to practice translation with the same song lyrics.

E. CONCLUSION

In teaching process, the teacher did some strategies to teach translation of English song lyrics. Teaching process was divided into five sessions and each had different treatment. It made the students more interested in practicing translation and made them be able to translate the song lyrics in different strategies such as literal, semantic, interpretation, expansion, reduction etc.

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Promoting Higher Order Thinking Skills in Applied Linguistics Class

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Abstract. This paper aims at describing efforts to promote HOTS (Higher Order Thinking Skills) in Applied Linguistics Class in English Education Department, State University of Yogyakarta. It covers the description of some major aspects of English teaching and learning such as materials, strategies, and classroom management. It is believed that the students should equip themselves with Higher Order Thinking Skills needed to face the 21st century challenges. HOTS are about students taking active roles in constructing meaning and deep understanding and in fact some of these skills can be promoted in the classroom. The class mainly discussed current issues of SLA. Strategies used were questioning, problem solving, project work and collaborative learning. In term of classroom management, this class was characterized by the frequent use of group/pair works. The data were collected through questionnaire. The instruments were questionnaire. The class provided activities and topics which encouraged them to use higher order thinking skills such as analyzing and evaluating and creating. Moreover, the class gave them opportunity to identify problems and propose multiple solutions. Finally, changes in terms of knowledge, belief about ELT, attitude and thinking skills happened after they attended the class.

Keywords: *higher order thinking questioning, collaborative learning, project, problem solving*

Introduction

Higher Order Thinking Skills (HOTS) has become an issue in Indonesia education. Educators are challenged to develop students' HOTS that enable them to be problem solvers and critical thinker. However, developing students' HOTS in a pre-service English teacher class is not so easy due to many factors such as cultures and individual differences. Some students in Indonesia are raised in a culture that respect "humble" persons, or people who do not like to "show off". That is why some still believe in proverbial saying "silence is golden" and implement this in the classroom by not contributing adequately in class sessions that require them to raise complex questions, responding to complex questions, developing sound and consistent arguments, and expressing opinion critically. Unarguably, the characteristic of each individual in the class is different; some are extroverted and the others might be introverted students, some are brave enough to do everything but some other are hesitant, shy and anxious. It is important to note that the inclusion of HOTS in English teacher education classes is necessary not only to improve their competence so they will be ready to face the challenges

of 21st century but also to give them experience in transforming HOTS to their students in the future. One way that can be used to endorse HOTS among the students is by providing learning tasks that will influence students to inquire from different perspective, assess the value of their sources, and reflect their findings, exchange ideas and adopt personal position base on rational thinking. HOTS are about students taking active roles in constructing meaning and deep understanding and in fact some of these skills can be promoted in the classroom. In this paper I will describe my attempt in promoting HOTS in English Education program. I will firstly explain the definition of HOTS and describe briefly the nature of Applied Linguistics class as the context of this practice, followed by explaining the strategies used to promote HOTS and finally the describing of students' responses to such practice.

What is Higher Order Thinking?

There is various definition of higher order thinking skills (HOTS). According to King, Goodson and Rohani (1998 p. 1) HOTS has to do with 'critical, logical, reflective, metacognitive, and creative thinking' which are activated when someone has to deal with 'unfamiliar problems, uncertainties, questions, or dilemmas'. Furthermore, it is mentioned that the ability of giving explanations, making decisions, performing and producing something relevant to the context of available knowledge and experience are indicators of successfully applied HOTS. Higher order thinking happens in the analysis, synthesis, evaluation and creation rungs of revised-Bloom's ladder. Students who are engaged in HOTS are able to "visualize a problem by diagramming it", "separate relevant from irrelevant information in a word problem", "seek reasons and causes", "justify solutions", "see more than one side of a problem", "weigh sources of information based on their credibility", "reveal assumptions in reasoning" and "identify bias or logical inconsistencies" (www. teachingasleadership.org., 2014).

Table 1. Revised Bloom's Taxonomy

Level	Description
Remembering	Retrieving, recognizing, and recalling relevant knowledge from long term memory;
Understanding	Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining;
Applying	Carrying out or using a procedure through executing, or implementing;
Analyzing	Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing;
Evaluating	Making judgments based on criteria and standards through checking and critiquing;
Creating	Putting elements together to form a coherent or functional whole;

	reorganizing elements into a new pattern or structure through generating, planning, or producing.
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(Anderson and Krathwohl, 2001, p.67-68)

King, Goodson and Rohani (1998, p. 1) proposed that “Higher order thinking skills are grounded in lower order skills such as discriminations, simple application and analysis, and cognitive strategies and are linked to prior knowledge of subject matter content.” Barak and Dori (2009) argued that HOT is a complex mode of thinking that often generates multiple solutions, without reliance on the application of specific sets of procedures. Some of these skills are included at the upper end of Bloom’s taxonomy of the cognitive domain. Miri, Ben-Chaim and Zoller (2007) explained that HOTS involve complex thinking, multiple solutions, uncertainty, application of multiple criteria, reflection and self-regulation. According to them, problem solving, inferring, estimating, predicting, generalising and creative thinking are all considered to be higher order thinking skills. Overall, although the literature describes many elements of higher order-skills, here I will focus on the top three of Bloom’s thinking ladders i.e. analyzing, evaluating and creating.

Applied Linguistics course

Applied Linguistics course is aimed at developing in the students the competence in applying linguistics knowledge and in solving practical problems, especially in language teaching. It deals with the study of second and foreign language learning and teaching and the study of language and linguistics in relation to practical problems. Upon the completion of this course the students are expected to have a good mastery of the main issues in SLA and language learning theories and their implications in L2 teaching and learning. Throughout the course the students study mainly study about SLA (second language acquisition). It involves topics such as : theories of language acquisition, the roles of the first language, characteristics of acquisition, individual differences, interlanguage, input and interaction in L2 learning, pedagogical Grammar, vocabulary learning, IT for L2/L3 learning, and World Englishes. The teaching and learning activities mainly involve lectures, presentation and discussion. There were 34 students joining the course. Majority of them joined my classes in the previous semesters.

Promoting HOTS in Applied Linguistics course

Appropriate teaching strategies and learning environments facilitate the growth of thinking skills. It is important to provide learning tasks that will influence students to inquire from different perspective, assess the value of their sources, and reflect their findings, exchange ideas and adopt personal position base on rational thinking. Learning strategies, sometimes referred to as cognitive strategies, include rehearsal, elaboration, organization, and metacognition to assess and regulate one’s own thinking (Crowl et al., 1997). In my class, strategies used to

promote HOTS were **questioning**, **problem solving**, **mini-project** and **collaborative learning**.

Questioning was chosen because this skill is prominent and characterizes someone's thinking skills. Questioning strategy helps generating higher order thinking processes if the questions elicit answers that have not already been presented (King, Goodson and Rohani, 2008, p. 56). I realized that for some students in the class, asking and responding to questions, especially the complex ones, are two difficult things to do. However, I believe that everything can be learnt including this skill. In applying such strategy I consider strategies for asking questions suggested by King Goodson and Rohani (2008, p.56-57), they are: "ask questions of all students equally..."; "to stimulate curiosity or demand problem solving, ask questions about paradoxes, dilemmas, and novel problems and approaches", "have students generate their own questions about topics" ;" start with lower-order questions, remediating as needed, and lead up to higher-order questions"; and "provide wait time after a question because students differ in the rate at which they respond". Therefore I plan questions in advance of actual learning and make the questions go beyond memorization to help the learner understand why or how to apply something.

The next strategy was **problem solving** (PS). A problem can be defined as "a situation in which the individual wants to do something but does not know the course of action needed to get what he or she wants" (Crowl et al., 1997, p. 160). PS is "application of more than one rule/more than four concepts to solve problems to situations with multiple variables, multiple relationships" and in Bloom's term PS belongs to the territory of synthesis and evaluation (King, Goodson and Rohani, 1998, p.28). According to Vockell (2001 in King, Goodson and Rohani (1998).), problem solving is a process of finding information; a strategy to achieve a goal, or to overcome an obstacle. Problem solving involves describing the problem, anticipating the desired result or solved condition, generating alternative approaches to a solution, selecting likely solutions, testing the possible solutions, evaluating the results of these tests and revising the steps for continuous improvement of the solution.

Problem solving that I mean here is providing students with a certain problem/question to solve by working together with the others. This was achieved by giving them a problem-based question and giving them situations or tasks that would encourage them to use their thinking skills. In this case, a **mini project** was chosen because I believe that it allows the students to operate their complex thinking and problem solving skills. Furthermore, mini project will also enable students to inquire from different perspective, assess the value of their sources, and reflect their findings, exchange ideas and adopt personal position base on rational thinking.

Finally, **collaborative learning** (CL) was selected as the framework in designing the learning activities. The students in the class varied in terms of knowledge,

skills and other things. By learning together, they can learn from each other and walk together to reach the objective of the teaching and learning process. CL would shape not only cognitive skill but also affective skills, as for example they must work together with the other; propose ideas, challenge someone's opinion, compromise a certain thing and so on. Therefore, during the course most of the activities in the class and extended activities outside of the class require them to share and work with others collaboratively. It is important to note that all these four strategies were not used separately; instead they supported each other.

The Implementation

The first attempt that I made to endorse HOTS was communicating the lesson plan to the students. Every single detail about the course, such as learning objectives, materials, assignments and assessment, was written in the lesson plan and communicated to the students in the first week. This is called **instructional communication**. I taught the same students last semester and I knew that some of them were not confidence to express themselves in the class; it was so hard at that time to make them participate in a discussion. Some of them were of course quite active but the number was very small. Knowing their characteristics, in the first meeting I asked them to change the bad habit and ineffective learning approach in the past that can obstruct their learning. I tried to motivate them by saying that I appreciate every single contribution they made in the class and this had to do with scoring as well.

The next attempt was I set routines. The first half of each session was used for discussions and the second for short direct instructions. At the end of every session I gave a weekly assignment i.e. a number of questions related to the topic I has just presented. Each student should answer the questions either individually, in pairs or in groups, and be ready to participate in the discussion in the following meeting. The questions given mostly require the students to use their own experience and compare it to the theories learnt. Students should also contribute in group presentation session on a certain topic. In term of classroom management, the class was characterized by the frequent use of group and pair works. However several activities and assignment require student to work individually. By doing discussion, I intend to promote questioning skills, problem solving skills and collaborative learning at the same time. What I meant by questioning skills in this context are the skills used to ask and respond to high level questions. I first explained types of questions and Bloom's cognitive skills. I tried to make them aware that as scholars they must accustomed themselves with types of questions that university student should ask and be able to respond to. Some students looked nervous when I said so, but the number was not so many.

In Bloom's taxonomies, lower levels provide a base for higher levels of learning. Therefore the first thing I did was also encouraging them to activate their thinking skills, even the lowest one. I wanted them to be able to ask complex questions but

I also knew that for some of them dealing with it was way too hard. I tried to motivate and encourage them, especially the shy ones. Again and again I told them that there is nothing wrong with asking or responding to questions; I also asked students to appreciate others' and work hard to create a good learning atmosphere together. Furthermore, I informed them that additional score would be given for those who asked question, gave comments/suggestions and respond to the questions.

Questioning was implemented by *first*, encouraging the students to ask questions before, during and after the topic is presented or discussed in the class and *second*, asking questions to be answer by the students. In the class I combined a wide range of question types. The examples of questions intended to promote HOTS are:

1. Is applied linguistics necessary? Why? Discuss it with your friends.
2. Reflecting on your own experience, does your L1 influence your English learning?
3. What should the teacher do to reduce students' level of anxiety in an English class?
4. What will happen if the students do not gain sufficient feedback from the teacher?
5. Study the conversation transcript. What aspects of NS-NNS communication strategies can you learn?
6. Should grammar be taught implicitly or explicitly to the junior high school students? Evaluate the benefits and drawback of each strategy as the basis of your answer.
7. Read Krashen's theories of learning, do you think they are still relevant?
8. Taking into account World Englishes theories, do you think teaching pronunciation accuracy is still important to do?

I provided opportunities for the students express themselves in finding solution of the problems (or questions) by asking them to learn and work collaboratively. This was realized in discussion and presentation, adopting the TPR (Think-Pair-Share) stage. I grouped student into 6-7 groups and asked them to discuss the solution to some problems/questions, and then I invite them to present their answer while the rest are obliged to comment, argue, or suggest. Usually each group propose different solution sand when it happens they have chance to practice their HOTS as they raise complex questions, responding to complex questions, developing sound and consistent arguments, and expressing opinion rationally and critically. However, not all students were active, some remained silence and hesitance. Therefore, I suggest all members of the groups to contribute in the discussions and presentation, otherwise they will lose mark. This way each group was forced to have a say in the discussion in order to get a mark. It seemed

that this method work best to students who do not have strong motivation to express themselves in front of others.

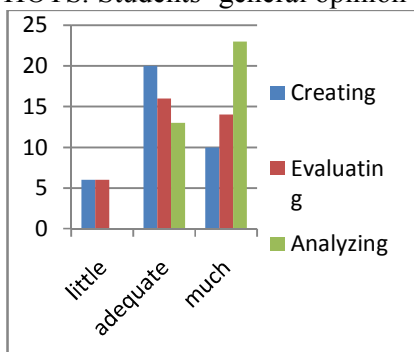
The last to describe is the mini project. This project requires them to study particular theories deeper and also interact with people outside of the class to gain the data. Furthermore they shall use their thinking skills and creativity to write a paper. The students were asked to write a paper of 1000 to 1500 words of length on a topic relevant to any of the issues covered in this course. Initially, the students should propose one problem or topic based on their particular interest and then they could discuss it with me. I gave some hints and suggestion to help them completing the project. They are allowed to work together, for example in brainstorming and discussing some ideas, as well as in collecting data and resources, however, they must write their paper individually.

Students' Response

The class provided students with activities and topics which encouraged them to use higher order thinking skills. To know student's response to what I did in the class, I distributed questionnaire to all students in the class at the end of the semester. There are several fact revealed from the questionnaire.

a. HOTS developed through the course

In general the student agreed that the course had given them chance to use their HOTS. Students' general opinion is described below:

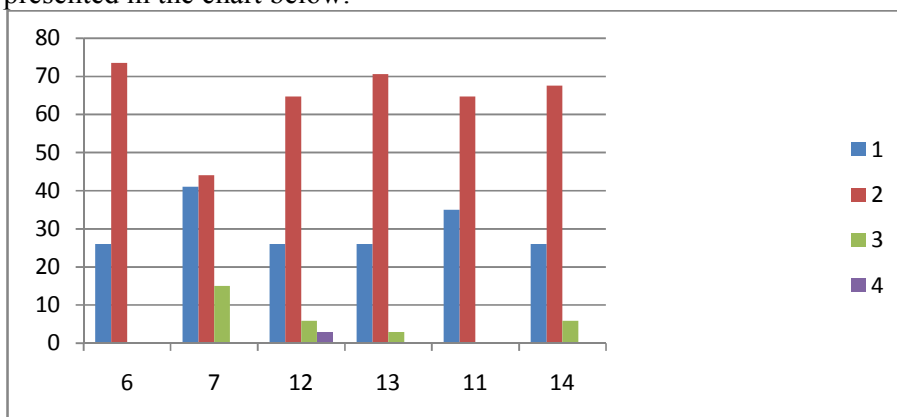


"How much do you think these skills are developed through the learning activities during the course?"						
Higher-order Thinking skills	Adequate		Adequate		much	
	little	%	%		much	%
Creating	6	18	20	58.8	10	29.4
Evaluating	6	18	16	47.1	14	41.2
Analyzing		0	13	38.2	23	67.6

Given the question "How much do you think these skills are developed through the learning activities during the course?" 67.6% of the students mentioned that **analyzing** was frequently used during the course; while 38,2 of them agree that it was much developed. Meanwhile, 41% of them agreed that **evaluating** was much developed and 47,1% of them agreed that it was also adequately developed during the course. Finally, 58,8 % of the students agreed that **creating** was adequately developed and 29.4 % of them agreed that it was much developed. Overall it can be said majority of the students agreed that through the course analyzing, evaluating and creating were well-developed. Majority of the students agreed that they took an active role in constructing meaning and deep understanding. The activities in the class make them aware of the issues of Second Language Learning/Acquisition.

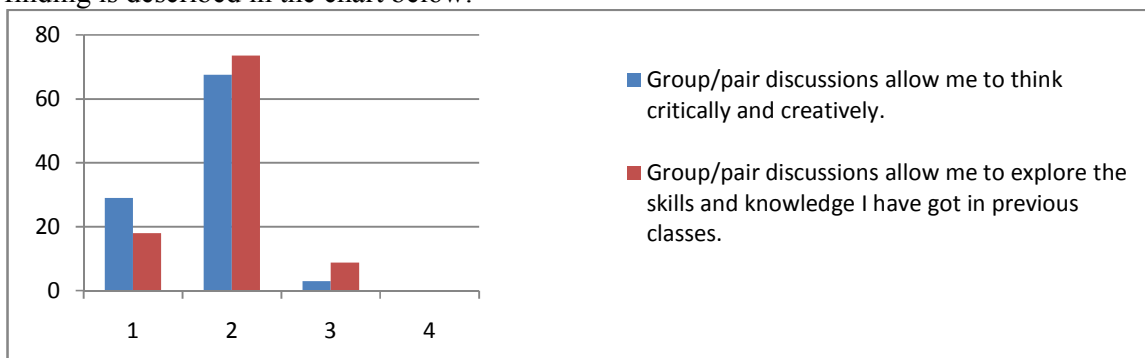
b. Questioning skills

Given 4 options (1= strongly agree, 2=agree, 3=disagree and 4=strongly disagree), majority of the students agrees that the questions given required them to use the experience and knowledge to solve the problems given in the class (99.5%, i.e. 1= 26% and 2= 73.5%). Most of the student also agreed that the activities give them opportunity to take an active role in the class (65.1%, i.e. 1=41% and 2= 44.1%). Students said that they learn that they should not take a judgmental standpoint (96.26% 64.7) and was given adequate opportunity for me to express opinions/arguments freely (96.6%; 1= 26% and 2= 70.6%). Finally, the students agreed that questions given during the class stimulated them to think critically (99.7%; 1=35% and 2= 64.7) and that they got sufficient and satisfying feedback/responses from the lecturer (83%; 1=26% and 2=67.6%). The data is presented in the chart below:



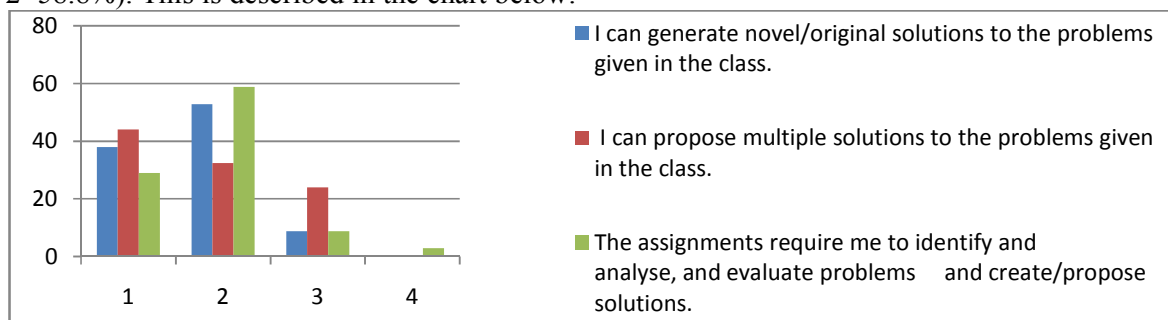
c. Collaborative Learning

Given 4 options, i.e. strongly agree (1), agree (2), disagree (3) and 4 (strongly disagree), majority of the students agreed that group and pair discussions allow them to think critically and creatively (96.6%; 1=29% and 2=67.6%). They also agreed that group/pair discussions made them able to explore the skills and knowledge gained in the previous meetings (91.5%, 1= 18 and 2= 73.5%). The finding is described in the chart below:



d. Problem Solving

Given 4 options, strongly agree (1), agree (2), disagree (3) and 4 (strongly disagree), majority of the students agreed that they can generate novel/original solutions to the problems given in the class (91.9%, 1=38% and 2=52.9%), and can propose multiple solutions to the problems given in the class (76.4%, 1= 44%, 2=32.4%). They also agreed that the assignments require them to identify and analyse, and evaluate problems and create/propose solutions (87.8%, 1=29% and 2=58.8%). This is described in the chart below:



Discussions

Based on the data, it is found that the course help the students developing their higher order thinking skills. As shown in the data, the students were use their thinking skills, i.e. evaluating, analyzing and creating to deal with the tasks or activities given during the course. The students in the class are varied in many ways: intelligence, motivation, attitude, English skills, and so on. Although there were many differences but I am confidence to say that I had a very supportive learning atmosphere which inevitably contributed to the attainment of the course content and also the thinking skills. I feel so lucky because majority of the students in the class were very cooperative and showed a very positive attitude toward learning. A very little number of them of course were not really positive as they often skip the class and then finally withdrew from the course (note: until the end of semester there were 34 students from total 36 students). The motivation I gave in the first week encouraged them to break “their limit” and try to leave their “comfort zone” (i.e. keep silent and passive in the discussion) and started to take part in the discussions, actively asked questions to the lecturers and also put comments.

Another finding to mention is collaborative learning. This type of learning strategy was used to encourage students’ participation as well as develop cognitive, affective, and interpersonal skills. It was widely believed that social interactions resulted in collaborative learning facilitates the construction of knowledge. During the course, the students were suggested to never sit in the same place and with the same person. Moreover, varied grouping method was

used to allow them working with different people in each week. As shown in the data, it was found that students' response to collaborative learning implemented through pair work and group work also was very positive. During the pair-work and group work, there were transactions of information amongst students. Moreover, students' interpersonal relationship was also well-developed throughout the course as they interacted. The group work, like discussion or group-project, was effectively assists the students developing their thinking skills. Student discussions "stimulate thinking, challenge attitudes and beliefs, and develop interpersonal skills" (Kauchak & Eggen, 1998, p. 250). For some students, talking with a friend is less stressful; therefore they learn a lot and get better understanding about the materials from the interaction with their peers.

Conclusions

I have found that carefully designed learning activities can facilitate the students to achieve the learning goal and at the same time foster higher-order-thinking skills. I believe that higher order thinking is one of important elements of life success and therefore it should be taught and be one of the educational goal in university level. Questioning skills, problem solving skills can be nurtured in several classroom activities such as discussion, both in pairs and in groups, mini-project, and others. High order thinking skills can be seen from student's ability in dealing with problems, and to propose multiple solutions. Finally, I noted that changes in terms of knowledge, belief about ELT, attitude and thinking skills happened after they attended the class.

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2013 Curriculum: Achieving Meaningful Communication through Involving Culture in Language Teaching and Learning

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Abstract. Nowadays, culture takes a significant role in language teaching and learning. It happens when the universal communication has become the reality that cannot be ignored. The border of countries, in terms of communication, is not relevant anymore. Surely, there will be cross cultural phenomenon when people from different background communicate each other. Hence, need of the learners is not only about their linguistic knowledge, but also the use of language involving cross cultural understanding in real life circumstances. In line with this situation, Indonesia's 2013 curriculum emphasizes cultural understanding in language teaching and learning. It is expected that the learners have no difficulties in communication which may consist of cultural aspects. Understanding the cultural aspects in communication make them achieve meaningful communication in which the knowledge and the use of language including culture are not separated. This paper discusses information about the relationship between culture and language teaching and learning, the principles of involving culture in language teaching and learning, and the involvement of culture in English subject of 2013 Curriculum as well.

Keywords: *culture, meaningful communication, language teaching and learning, 2013 curriculum*

1. Introduction

In this global era, the information access demands the worldwide communication. This kind of communication requires the utilization of international language as the main communication tool. English becomes the dominant medium of communication in many aspects of people's life these days, such as: business, technology, education, entertainment and even sports (Phillipson, 1992:6). Because of its global power, English is considered the default language that must be mastered by people around the world for maximum ease for them to communicate. Consequently, the study of English gets much attention from many educational practitioners in Indonesia and it is becoming one of the important subjects taught in every level of education in Indonesia, from primary to secondary education level.

Unfortunately, in traditional English teaching, much attention is only paid to language structures such as vocabulary, phrases, grammatical rules and so on, whereas the cultural background of the language is ignored. As a result, students who have learned English for many years have little sense of the differences between the two languages and the customs of the people who speak the language. The ignorance of English culture has caused lots of disagreements, misunderstandings, and even laughingstocks in their communication with the native speakers. This problem can disturb students' ability to communicate in both spoken or written form.

Communication in real situations is never out of context, and because culture is part of most contexts, communication is rarely free from cultural aspects. In other word, there will be different psychological response if used in different culture.

Jenny : Would you like a cup of coffee?

The author : Thank you, but I had two glasses of coffee this morning.

Jenny : You had two cups of coffee?

The author : Yes, two glasses of coffee.

Jenny : Oh, two cups of coffee.

(Kusumarasyati, 2006:2)

From the dialogue involving Indonesian author and Australian friend above, we can identified both speakers have different diction to point *a cup* and *a glass*. It is caused by different cultural background in their daily life. In Indonesia, people prefer to use word *a glass for coffe* but Australian use *a cup for coffee*. They may have misunderstanding to get the intended meaning each other.

Another example is how people translate Indonesian expression “disebarkan dari mulut ke mulut” into English. Generally speaking, it expresses “spread from mouth to mouth”. From grammatical side, this phrase is considered correct but pragmatically it is inappropriate. It makes the expression is out of English context and seem awkward. The intended one is “spread through gossip” (Kusumarasyati, 2006:2).

Because of such problems, it is important to include cultural aspect while teaching language, especially English. Kumaradivelu (2008) claims culture as the core of foreign language instruction and it is also further emphasized that culture lies at the heart of language curriculum. From those statements, it means that culture is a part of language learning.

Therefore, in line with the Indonesia's curriculum, English subject is designed to be more applicable in today's communication. Involving culture in

language learning is very important. It is necessary to learn how to understand and create language that is in accordance with the cultural parameters of the specific situation in order to get meaningful communication. Meaningful communication engages sense and appreciation of cultural understanding because the main points of being communicated will be missed if fails to do so in discourse and messages may be misunderstood.

Based on those phenomenons, this article provides information about the relationship between culture and language learning, the principles of involving culture in language learning, and the involvement of culture in English subject of 2013 curriculum.

2. Literature Review

2.1 Culture and Language Learning

Culture involves a high complexity. It includes multiple aspects of the way people live (Chastain, 1988:302). Liddicoat et al. (2003) defines culture as a “complex system of concepts, attitudes, values, beliefs, conventions, behaviors, practices, rituals and lifestyles of the people who make up a cultural group, as well as the artefacts they produce and the institutions they create (p. 45)”. In addition, Cortazzi and Jin (1999) define culture as a framework of assumptions, ideas and beliefs that are used to interpret other people’s actions, words, and pattern of thinking. Thus, it can be concluded that culture is a dominant part of human being that influences every aspect of their life, including language learning.

Moreover, Brown (1994) suggests the point that culture is language and language is culture. In order to speak a language well, one has to be able to think in that language, and thought is extremely powerful. Language is the soul of the country and people who speak it. Language and culture are connected and inseparable (p.170). It is supported by Kramersch (1998) states the fact that language expresses, embodies and symbolizes cultural reality clearly shows that language and culture are bounded together. Even, because of the great importance of involving culture in language learning, Bennett, et al (2003) point out that the person who learns language without learning its culture will be a fluent fool (p. 237).

According to Kramersch (1993), it is necessary for language learners to understand the culture of what language they are learning since a language cannot be learned without an understanding of the cultural context in which it is used. A language is part of a culture and culture is part of language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture (Brown, 1994:164). Because of this importance, when teaching language the teacher gives the knowledge about culture for the students. These two aspects cannot be isolated each other.

Similarly with Brown, Mitchell and Myles (2004) argue that “language and culture are not separate, but are acquired together, with each providing support for the development of the other” (p. 235).

In order to acquire a language and use it in a proper way, one has to understand the culture that lies beneath the language. Consequently, inserting culture in language learning is necessary. By understanding the culture, the use of the language will have its sense and will achieve meaningful communication.

2.2 The Principles of Involving Culture in Language Learning

As stated in the previous section, teaching culture in language classes is establishing relations not only among the students but also among countries and peoples. Language teachers should not teach a foreign language without teaching culture. By learning the culture behind the language, students can have a better idea of many aspects of this language. In other words, teaching culture cannot be separated from teaching language itself. It must be taught in one unit. In this case, some principles in teaching must be considered in order to create effective language learning with good cultural influence in it.

Liddicoat, et al. (2003: 24) propose a core set of principles for learners’ language and culture acquisition which involve acquisition about L1 cultures, comparing cultures, exploring cultures, and finding one’s own ‘third place’ between cultures. In acquiring L1 culture stage, the students are involved in the process of discovering their own cultural dimensions and self-reflection on the influence of their own culture on their language use in interaction with people from other culture. It is aimed to develop students’ cultural awareness. Hence, the students will be able to open the mind broader, increase tolerance and achieve cultural sensitivity and empathy.

After the students have acquired L1 culture stage, they will come to the stage of comparing their own cultures with others. The students will be encouraged to find out the similarities and differences between L1 and L2 culture. Comparison with one’s L1 culture and the L2 culture will enhance students’ knowledge, beliefs and values. The students are expected to increase their knowledge about culture, understanding and acceptance that later on will help them to build successful intercultural communication.

In the stage of exploring cultures, the students are involved in the process of exploring L1 and L2 culture. They will explore the similarities and differences by discussing with friends and teacher. The activities of this stage will help students to develop intercultural communicative competence in language learning. This stage requires them to interpret and construct their own model of culture learning through cultural exploration.

When the students have successfully compared and explored the L1 and L2 cultures, they are hoped to “stand” on their position between those cultures.

The students should get themselves out of their L1 culture, observe the target culture and occupy a third place where they can observe and reflect on both their own and the target culture (Kramsch, 1993). By doing so, the students are expected to be able to bridge the gap between cultural differences and achieve their personal and meaningful communicative goals.

2.3 The Involvement of Culture in English Subject of 2013 Curriculum

The strong awareness and consideration about the necessity of involving culture in language learning also influences the phenomenon of curriculum in Indonesia. Indonesia's curriculum has great attention of inserting culture in its English teaching learning activities. From the explanation of its main competencies and basic competencies, it is crucial for the English teachers to conduct a teaching learning activity which involves English culture in it.

The basic competencies of English can be developed into a great syllabus of teaching learning activity which includes the learning of English culture. The example of the syllabus can be presented as follows:

Basic Competence	Teaching Material	Teaching Learning Activities
<p>1. Being grateful for the chance of learning English as a media of international communication which is shown in the spirit for studying.</p> <p>2. Showing responsibility, care, cooperation and peaceful action in doing functional communication.</p> <p>3. Analyzing social function, text structure and language features of narrative text in the form of "legends", based</p>	<p>Oral and written narrative text (legends)</p> <p><i>Social function</i></p> <p>Understanding the norms and moral value. Appreciating other cultures</p> <p><i>Structure</i></p> <p>a. Orientation b. Complication c. Resolution</p> <p><i>Linguistic features</i></p> <p>(1) Vocabulary related to character and setting of the story. (2) Modal auxiliary verbs.</p>	<p>Observing</p> <ul style="list-style-type: none"> • Students read or listen to a narrative text (legend) which is given by the teacher. • Students observe the social function, structure and language features of narrative text. • Students observe the culture of the story. • Students learn to find main idea and detailed information of the story. <p>Questioning</p> <ul style="list-style-type: none"> • Under the teacher's guidance, students ask questions about the differences between narrative texts • Students ask questions about main idea and detailed information of narrative text. <p>Exploring</p> <ul style="list-style-type: none"> • Students read some narrative texts from different sources. • Students practice to find out main idea and

<p>on its context. 4. Understanding the meaning of narrative text in the form of legends both in written and oral forms.</p>	<p>(3) Pronunciation, word stress, intonation (oral form of narrative text). (4) Direct and indirect speech. <i>Topic</i> Understanding about behavior and culture.</p>	<p>detailed information of narrative text.</p> <ul style="list-style-type: none"> • Students explore the culture of narrative text in Indonesia and narrative text in English. <p>Associating</p> <ul style="list-style-type: none"> • By working in pair, students analyze some narrative texts (legend) by focusing on social function, structure, language features and cultural differences. • Students get feedback from teacher and other students about the analysis of social function, structure, language features and cultural differences. <p>Communicating/Presenting</p> <ul style="list-style-type: none"> • Students deliver the information of social function, structure, language features and cultural differences of the text. • Students retell the story which they have discussed and state their opinion about the value and cultural differences of the story.
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From the example of syllabus above, it is obvious that culture becomes the part of language teaching learning activities. Firstly, the students are in the stage of acquiring L1 culture. L1 culture plays an important role in teaching L2 culture. There are three reasons why we should use L1 culture to teach L2: 1) students will be able to relate to it more directly; 2) the interlingua differences (expressions, meanings); and 3) the fact that contrast between L1 and L2 will often come to light. “This contrast will help to bridge the gap between the familiar and the foreign, and to make L2 more accessible.” (Coffey, 2001:55). The students are asked to read some legends both in Indonesia and English. By doing so, the students are guided to identify their own cultural dimension and reflect themselves on it.

Secondly, the students come to the stage of comparing the Indonesian and English culture of the legends. Appreciating both cultures becomes important issue in this stage. The goal is not about deciding which culture is better but the way the students respect diversity of each culture. Here, the students will increase their knowledge about culture, and build successful intercultural communication.

Thirdly, the students explore both cultures of Indonesia and English

through the legends that they are discussing. In this stage, they will be able to understand both language and culture. The last stage is done after the students have compared and explored the L1 and L2 cultures. Here the students are exposed to present their work about retelling the legends they have learned and state their opinion about the moral value and cultural differences of the story. By the end of their learning activities, the students will master not only the language but also the culture which lies within the language. The students will be able to bridge the gap between cultural differences and communicate well without any obstacles of cultural understanding.

3. Conclusion

Teaching and learning culture is a basis for learning foreign language. The teaching of a culture should become part of foreign language classes. Teaching culture will lead the students to increase their knowledge of the target culture that later on will help them to be able to use the language not only to communicate in the country where it is spoken, but also to express their thoughts and avoid misunderstanding of cultural conventions. Meaningful communication is not too difficult to achieve. Therefore, inserting culture in English subject of Indonesia's 2013 Curriculum is a brilliant idea of increasing students' ability in global communication. English will not only be the study of language but also the study of implementing it for borderless universal communication.

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TEACHING SPEAKING FOR SLOW LEARNERS

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Abstract. Oral language or speaking is useful to convey meaning for listeners and receivers. Oral language is also important to develop children's literacy, particularly slow learners or learners with learning difficulty. Many researchers have proved that the skill influences literacy development. The purpose of this study is to analyze the relationship between speaking or oral language and students literacy development, and discuss appropriate teaching techniques for slow learners. The focus will be on primary school aged learners in general education classrooms. The term slow learner refers to learners who fail to learn at the same rate as other learners. Usually, they fail to learn in an academic setting (Griffin,2005). The researchers claimed that this learning difficulty may stop pupils from listening carefully and speaking clearly, which may result in limited vocabularies development. This may also influence pupils' ability to understand a long conversation. Jazz chant is an example of technique to teach speaking for slow learners. This technique might be interesting for slow learners to pronounce English as much as they can. This technique, might make them happy and feel relax. Speaking or oral language is beneficial to help pupils' literacy development. English teachers are responsible to contribute appropriate strategies that implicate students' development in both spoken and written language.

Keywords: *children literacy, jazz chant, slow learners.*

Introduction

Today, English becomes a compulsory subject from elementary to university level. The aim of this subject is to be able to communicate orally and written. Teachers usually make three basic level distinction; beginner, intermediate and advance. Teaching English for children might be beginner level. According to Harmer (1998) beginner students may be children or adults who have just learned English and they are called false beginner. Especially for children, literacy development is the most important part before teaching how to use the language.

Ruddell & Ruddel (1994) agreed that literacy development influenced by children's ability in using language and communicating with other people. Many researches prove that literacy is a fundamental in teaching and learning process (Sawyer, Watson & Gold, 1998).

The term slow learners related to children ability in the classroom. In 1969, Gulliford defined slow learners as pupils who have good intelligence but with a mark discrepancy as judged by intelligence tests or their performance in non-academic activities (May Ling, n.d).

May Ling suggested that slow learners can be assessed by IQ score, from the intelligence classification, slow learners, who are pupils with IQs from 70 to 89 would comprise the groups described as 'low average (dull)' and 'borderline'. She also claimed that teaching students who are slow learners must be not easy as according to May Ling, those children who are unable to do the work commonly done by children of their age.

The term slow learner refers to learners who fail to learn at the same rate as other learners. Usually, they fail to learn in an academic setting (Griffin, 2005). The researchers claimed that this learning difficulty may stop pupils from listening carefully and speaking clearly, which may result in limited vocabularies development. This may also influence pupils' ability to understand a long conversation. Jazz chant is an example of technique to teach speaking for slow learners. This technique might be interesting for slow learners to pronounce English as much as they can. This technique, might make them happy and feel relax. hopefully, it can motivate them to read and write. Role play is other example of technique. This can help pupils to speak naturally which is relating to their interest. Speaking or oral language is beneficial to help pupils' literacy development. English teachers are responsible to contribute appropriate strategies that implicate students' development in both spoken and written language.

So, what should teachers do?. According to Griffin (2005) Before helping pupils, the teacher must analyse their needs in an honest and realistic way—the needs that they have now, and those they will have in the future. Is it desirable, or necessary, for them to cover the same, or a watered-down version of the syllabus of the rest of the school?.

This essay will discuss the links between oral language and skill in literacy development for slow learners or students with learning difficulties and how to teach speaking for the elementary school student, especially for learning difficulties students.. Specific consideration will be given to the similarities, differences and reciprocity in development of these processes. The focus will be on primary school aged learners in general education classrooms. This essay also will analyze the using of jazz chant and role play as teaching techniques to teach speaking for slow learners.

The similarities and differences of oral language and written language

Similarities of oral language and written language are both of them need phonological awareness as underpinning how to use language appropriately. Coppola (2005) suggested that phonological awareness is necessary to success in learning to read, so students understand the sounds they hear are the sounds they read. Phonological awareness is beneficial for students to recognize the sound in words before they read in large sentences. Slow learners might have problem to identify similar sound such as /fog/ and /fox/. Good phonological awareness may decrease this problem because phonological awareness contain many elements that students need for learning to read, such as; rhyme, alliteration and segmentation (Westwood, 2001). Vaughn, Bos & Schumm (2003) stated that phonological awareness is necessary to learn how to read because this starts to recognize the sounds in words before reading in large sentences. So that, phonological awareness may help learners to understand and use the words in oral language.

Both school and home environment can influence oral language and literacy development. Both languages, oral and written come through cultural and social interaction (Campbell & Green, 2006). School might be an appropriate place for children to learn how to use language. According to Aldridge (2005), school and home environment might influence the literacy development by helping to build communication skill through reading, listening and storytelling when given by teachers and parents. The teachers' role is to model appropriate ways to use language. Ruddell & Ruddell (1994) claimed that children acquire oral language constructing rules how to use language from the adult model. Children might to do the same thing in writing or reading (literacy). However, the teachers must work together with experts such as; language specialist and language therapist to increase students' improvement in oral language and literacy skill (Meese, 2001).

Oral language and literacy not only have similarities but also have differences. Oral language refers to speaking and listening skill, whereas literacy refers to reading and writing (Campbell & Green, 2006). Spoken language can add extra meaning conveyed by using body language or gesture, because of this oral language is important to express ideas and feeling, however written language cannot use body language because this contains nouns and content words (Nunan, 1999).

Another differences between oral language and literacy is oral language is receptive and expressive whereas reading and writing tend to be receptive and productive (Cambourne, 1988). Many researchers assume that listening and reading are passive skill because both of them receive the ideas from listeners and writer (Leaver, Ehrman & Shekhtman, 2005).

Literacy, especially writing is based on punctuations, capital letters and paragraphs to express meaning but oral language does not need at all (Smith & Elley, 1998). Literacy might be considered as a formal language because this

consists of content words, verb tenses, nouns and so on. In contrast, oral language is an informal language because the speakers may pause and use slang in communicating (Nunan, 1999).

Reciprocity

Besides similarities and differences, oral language and literacy development have **reciprocity**, which help each other. Literacy for children starts from speaking and listening. Morrow (1993) stated that young children have the capability to produce their own words after listening to the adult say (as cited in Ruddell & Ruddell, 1994, p.84). Before becoming literate children need to hear and speak about everything around them. According to Beaty (2005), teachers begin with talking to the students before teaching written words. Talking may involve conversation about students' interesting such as; foods, cartoon films and toys. Practicing the skill of talking is very important.

Lindsay & Dockrell (2003) stated that reading is based on oral language skills, so students who have problem with oral language might have difficulty with literacy. This is because oral language ability may motivate children to read. Lindsay & Dockrell (2003) added that phonological skills influence children's ability to read. They observed that more than 50 % of poor readers have problem with phonological process and have difficulty with vocabulary and syntax.

The most important factor showing reciprocity of oral language and literacy is children's oral language influences their written language development (Ruddell & Ruddell, 1994). Children who have problem in sending message using oral language might be difficult with grammatical knowledge as well when they read the text. Catt, Fey, Tomblin & Zhang (2003) suggested that oral language might directly influence into grammatical knowledge and reading ability (as cited in Bos & Vaughn, 2005, p. 71). Children maybe increase their vocabulary from the words that are familiar to them and they connect these words in written language. Ruddell & Ruddell (1994) stated that children try to link their oral language into written language and attempt to know about rules and symbols, such as; capital letter and verb tense.

Before starting to teach speaking, teachers should know their students' prior knowledge and interest. Noble (2007) suggested that students' prior knowledge is important to the teachers to decide what activities and what topic will be chosen. For example, teachers ask students to speak about "part of body". Slow learners especially have difficulties to choose appropriate vocabularies and use correct pronunciation. Teachers may support students by helping them to build self confidence through interesting activity and using positive feedback. The speaking material can be started from reading interesting topic first.

Jazz Chant

This teaching technique is considered as an appropriate way to teach speaking, listening and even grammar for slow learners. Zhang (2011) claimed that Chants are suitable for all students for every level of English, learning

strategies, intelligence, interests or learning problems they have. Particularly, the chant activities are best for children with some kind of disabilities whether they are learning, behavioural or health. In case of the learning disabilities, it could be a good way how to make them remember and understand for example vocabulary, which is usually the biggest problem together with pronunciation and rhythm of the English language and spelling.

Carolyn Graham claims (2006) Jazz Chant is a rhythmic expression of natural language which links the rhythms of spoken American English to the rhythms of traditional American jazz. The rhythms, stress and intonation pattern of the chant should be an exact replica of what the student would hear from an educated native speaker in natural conversation (as cited in Zhang, n.d, p.564).

Many researchers found that Jazz Chant is one technique to increase students' motivation and lift their interest learning foreign language. According to Zhang (2011), this techniques motivates young learners studying foreign language as to the learners' age, the children usually appreciate simple songs with many repetitions which are full of concrete nouns and verbs being easy to imagine and close to their range of vocabulary in their mother tongue. They also like to see pictures or some objects while singing the songs, mainly during the learning stage, and they often love songs with possible movements (Head and Shoulders).

Regarding to slow learners, this technique might motivate them to be interested in learning English, especially in speaking skill. Griffin (2005) considered that a prime factor of slow learners are less motivation to learn and the desire to learn to read or paint or sing or do experiments in science will depend very much on the pupil's own wish to take part in an activity. This, in turn, will depend on the degree of success he expects to achieve, and the relevance to his own life that he feels the task offers. Very often the only way of reversing the pattern of reluctance to attempt a task depends on the strength of a relationship. It is not possible for a teacher to go into a class and immediately establish a meaningful relationship. It is possible, however, to approach a class of slow learners without fear or prejudice.

Furthermore, Zhang (2011) stated that this technique is not only motivate students to learn but also help them to buid creativity because with all that clapping, jumping, hitting things and singing and often also creating objects they do not have time to be disturbing. And if a teacher has in his or her class some integrated students (for example sightless or physically or mentally handicapped) he or she can use chants to lead them in and to incorporate them into the class.

Additionally, Zhang (2011) stated that The song lyrics for kindergarten and primary learners should be simple pronunciation and children should be able to acquire them quickly and naturally. Songs for older and more advanced students could be of course more difficult in pronunciation and the type of vocabulary but here very close attention must be paid to pupils' interests because if a chosen song is too childish or on the other hand too difficult as to its vocabulary, grammar structures or to its content, learners can feel ridiculous or

confused and that would probably lead to motivation decrease and some kind of a lock up in their further learning. Example:

Elementary

I can play basketball
Yoga, yoga, I can do yoga.
Can you do yoga, too?
I can't do yoga, but I can do karate.
Can you do karate, too?
I can't do karate, but I can play baseball.
Can you play baseball, too?
I can't play baseball, but I can ice-skate.
Can you ice-skate, too?
I can't ice-skate, but I can ski.
Can you ski, too?
I can't ski, but I can play volleyball, too?
Can you play volleyball, too?

(Source: one stop English.com, solution for English teaching, 2003).

Conclusion

Many researchers believe that children's ability in communicating can be influenced by literacy development. The fact shows that English teachers are not only teaching English for normal students but also for students with learning difficulty; slow learners in a mainstream classroom. Slow learners might be learners who have good intelligent but with a mark discrepancy as noticed by intelligence tests or their performance in-non academic activities. To face these slow learners, teachers should analyze students' need and appropriate material and teaching strategies so that they can apply it now and future.

Teaching speaking or oral language are similar as teaching reading and writing for slow learners. All needs phonological awareness as underpinning how to use language appropriately. Both normal students and learning difficulty students are influenced by school and home environment through cultural and social interaction. Also, oral language and literacy development have reciprocity, they help each other. Teaching slow learners will be better starting from reading; one research showed that children who have problem with oral language might be difficult with grammatical knowledge as well when they read the text.

Jazz chant is one of teaching technique in teaching speaking for slow learners. This is because, jazz chant is a technique that suitable for children with some kind of disabilities whether they are learning, behavioral or health. Jazz

chant is a practice using interpersonal dialogue in relaxed rhythm and beat like simple jazz music and very easy to imitate.

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Motoric Developing Skills to Enhance Teaching English for Kindergarten Teachers

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Abstract. English is an international language that is very important to be taught since we are children. Because of the awareness, the English teaching is done since preschool till university level by using many interesting models and strategies. The period of preschool is around 3 till 6 years. In this period, a child is a unique individual who is searching an important process to develop his future. Children have different world and characteristics from adults. Children are active and dynamic. They have a big curiosity for everything. They never stop learning something. From the surrounding, children can learn something new. They can learn new knowledge. That's why the improvement of motor skills are very important for very young learners and a teacher could be the motor learning model to increase more motor skills that involves the behavior aspect and the motor skills for students. This fact motivates the researcher to do a research to enhance the teaching ability of kindergarten teachers in learning English through motor skills. Subjects of this research were 20 kindergarten teachers at East Ungaran Sub District, Semarang Regency. This activity was done through a workshop which involved lecturing, modeling, working in group, and micro teaching for three times. The result was satisfied because teacher's ability in English teaching through motor skills had improved, and teacher's participation was high.

Keywords: *motor skills, teaching*

1. Introduction

English is an international language which should be learnt from childhood. As an international language, people think it must be important to learn English since preschool up to college/university by giving attractive strategies.

Based on the awareness of learning English, preschool students that are 3-6 years old start to learn English in attractive and interesting ways. Massofa (www.masofsa.wordpress.com) says there are some opinions about children. Some say a child is a creature that is formed by surrounding. Another says a child is an adult miniature, while the other says a child is a totally different individual from an adult. Whatever they say, a child must be given a well learning as early as possible. Massofa, as quoted from Montessori (cited from Elizabeth B. Hurlock, 1978:13), states children who are 3 – 6 years old get a sensitive period. It means a period where children should be stimulated and guided to support their growth. If

a child is not motivated in speaking ability for example, he/she will get difficulty in next period.

Massofaadds a kindergarten kid, as an individual, is growing fast and fundamentally for the next life. Children have their own world and characteristics that is different from adult's world and characteristic. Children are active, dynamic, enthusiastic, and high curiosity to learn or observe anything from the surrounding to develop new knowledge. They enjoy learning activities, such as cutting, sticking, and folding. They also enjoy doing simple jigsaw/puzzle, and looking at books with pictures. Pupils like songs/chants/rhymes, and do TPR (total physical response) such as jump, run, dance, etc. Based on this fact, we tried to find an interesting way in learning English. We wanted to know how to enhance teaching English for kindergarten teachers through motoric developing skills. To support this workshop, some kindergarten teachers in East UngaranSub District were chosen.

2. Literature Review

2.1. Kindergarten Characteristics

Children have a unique and temporary characteristic. It will be changed when they grow up. KartiniKartono (1986: 113) says there are some children characteristics.

1. Egocentric naïve. It means children see the world based on their own opinion that is as their own knowledge that is restricted by own feeling and thought narrowly. A child can be influenced by his simple thoughts, he/she could not understand other's feeling. A child could not comprehend the reality from an event/moment and he/she couldn't put himself in other's thought. He/she is tied by himself. He/she deems his/her personality is unity in his surroundings. Every kid has a temporary egocentric naïve in his growing process.
2. A primitive social relationship. It means an egocentric naïve causes a primitive social relationship. It can be seen when a child who couldn't differ between himself and the social surrounding (he/she couldn't differ his/her condition and other children's condition). In this period, a child only has a curiosity into events/things which are suitable with his/her own fantasy/imagination. He/she can build his/her own fantasy world. A child has not a social relationship yet because he/she doesn't aware that other people/children are different from him. He thinks people's understanding of a moment/event is same as his understanding.
3. A unity of body and soul. It means a child can't separate which is body and which is soul. He/she combines both. Their understanding of something is expressed spontaneous, free, and honest including face

expression, behavior, or language. Children are honest and truly speaking. They can't speak a lie.

4. Children behave physiognomy. It means children judges a person's character from the features of his face. Children can't differ the real thing or just an imagination. This condition is caused by children's understanding between the real thing and the imagination. They see everything is a life creature. To support this statement, we can observe when a child often speaks and deems an animal, a toy, a doll as his/her friends and he/she enjoys playing with them.

2.2. Enhancing English through Motoric Skills

According to SitiSunarti (2006:5-11) model is defined as a conceptual framework which is used as a guideline to do an activity. This model is a global and comprehensive design in developing motoric skills in early ages. It is used as a way in giving a special treatment systematically in one activity that shows an interaction between maturity and its surroundings among preschool/kindergarten kids. Motoric skills is a development ability among these children which involves behavior aspects and motoric development that is tied each other. This model can be modified to be a complex and specific acts.

She adds, there are three main characteristics in the motoric developing skill model:

- a. The ability in performing various basic action skills: locomotor, non-locomotor and manipulative. They are as the main points from this model.
- b. Developmentally appropriate learning model. It means model that is chosen based on the student's development level. This model is difficult enough for teachers, as facilitators because they must choose an activity that is appropriated by students' development level.
- c. The materials present variety children needs and interest in any situation. This model tries to cover all motoric skills which is needed to perform all activities, includes all actions and games. The difficulty level is appropriated by students' ability interesting and attractively.

3. Method

To solve the problem statement, here are some methods in this workshop: lecturing, modelling, group discussion, and micro teaching.

- 3.1. Lecturing: it means there are some teaching techniques through motoric activities. The choosing materials should be appropriated for kindergarten children in transforming the ideas and knowledge.

- 3.2. Modeling: it consists any examples of motoric activities for preschool/kindergarten children, then the activities are applied in the learning process in the classroom activities.
- 3.3. Group Discussion: it means the participants work to discuss and design a suitable teaching materials in group. They must apply the motoric activity that is appropriated by preschool/kindergarten children.
- 3.4. Microteaching: the participants do the microteaching by focusing a motoric activity in teaching process to improve teacher's teaching ability.

4. Findings and Discussion

Learning English among children is not easy. They prefer playing to study. They think learning English is difficult. Therefore, we as a facilitator, should learn English interestingly. We must create and apply attractive strategies. We can use games, songs, stories, etc.

The aim of this workshop was to enhance teaching skills among kindergarten teachers by using motoric skills. The participants were 29 people. The workshop included some games and songs. They did and sang the songs together. In the next activity, they had to create their own games and songs that was appropriated by students' ability and students' level. They asked students to remind and do the games/activities.

This workshop was done three times. Because the participants were teachers, it was done on Saturday. The first Saturday (September 08, 2012) talked about the characteristics of young learners and TPR activity. As Vanessa Reilly (2003:5) said young learners refers to children who have not yet started compulsory schooling and have not yet started to read. Their age refers to three till six years as a realistic average. They might be attending state or private nursery schools or kindergartens. If they study at schools, their schools teach English as a second or foreign language. In this age, they need more attention. As a teacher, we can go round talking about what they are doing and may be create some vocabulary. Sometimes some children will be quiet and do nothing when they are in the class. They don't want to sing, draw, or color. They prefer sitting to participating in an activity. It is called as silent period. In this period, young children may spend a long time absorbing language before they actually produce anything. By doing repetitive songs, rhymes, games, and others. Children will be able to produce language without the stress of having to speak individually. But the situation is really different. When they arrive at home, they will tell to parents about what they learnt at school.

Because of this characteristic, there isn't any strict test or syllabus for kindergarten students. Classes should be an enjoyable experience for both teachers and pupils. Learning the materials are appropriated by class and student's

condition. They are not afraid to be imaginative and curious about everything. They prefer to be selfish and uncooperative. It needs more patience to handle children at this age, but they enjoy learning activities (cutting, sticking, and folding). They learn to do simple jigsaw puzzles and enjoy looking at books with pictures and will often pretend they are reading the text. Therefore, the suitable materials for kindergarten students are songs, chants, rhymes, stories should be prepared. They could be given some tasks such as drawing, coloring, cutting, sticking, doing games/puzzles, acting and let's pretend. TPR (total physical response) is also appropriate for these students.

As Slattery (2003:23) says that TPR (total physical response) is an activity when children listen and follow a whole sequence of instructions, doing what the teacher says. She adds it is a good way to start using English for communication in the classroom. In TPR, teacher will tell pupils what to do, use clear pronunciation and natural intonation, and help students understand by gestures or by doing the actions. On the other side, the pupils must listen carefully to the instructions, enjoy doing the actions, can do the actions all together or on their own, do not have to speak (but often do), and understand because the movement and language go together.

After giving explanation, we did some modellings. This activity stresses on the TPR activity (as motoric skills). First modelling was a song and a TPR activity. Participants (teacher) were given a song which entitled *Row, Row, Row Your Boat*. Then they had to choose a partner and sit facing each other (with feet touching) on the floor. They had to hold hands and lean forwards and backwards as they sing the following song. Second modelling was a game (TPR) which entitled *Drum Game*. In this activity, participants stand in a circle, the teacher sit in the middle of the circle with a drum, and she/he tell to pupils that they are beautiful racing ponies that run to the beat of a drum. First beat the drum slowly with a steady beat. Children as the ponies start slowly walking around the circle. Next, beat the drum a little faster, as ponies start to run. Finally, beat fast, as ponies gallop around the circle. Continue, alternating between fast, medium and slow as long as interest lasts. As the variations: Let students take turns beating the drum for the ponies. Besides the TPR activities, there were some songs and chants. The songs were *if you're happy, the wheels on the bus, ABC, twinkle twinkle little star, the itsy bitsy spider*, and many more. The chants are *Hi! How are you, One two I like you, One two open your book*. The participants were very enthusiastic in participating the activities together. They sang the songs and chants. They also followed the activities in TPR happily. After the modelling, the participants were divided into six group (each group consists of five people). They were asked to prepare new games and songs for the next meeting. They worked in group discussion. They were given a chance to prepare some games and songs outside. The aim of grouping was done to ease participants in exploring their ideas.

On the next Saturday (September 22, 2012), the participants gathered and they were ready to practice their games and songs. They did micro teaching. Their own creations were *kinds of animals, names of fruit, numbering (number one to ten)*. Although they had been divided into some groups, in fact they did it together. When one participant presented her/his creations, others paid attention. They also gave some comments or suggestions. One participant had a chance to perform in front of class. She created a song entitled *kinds of animals*. She pretended as a teacher, others did as students. They follow teacher's instruction by singing loudly. Then teacher took folding paper and distributed to all students. She asked students to follow her instructions. First she folded the folding paper to be a cat face. Next she pleased students to draw a cat face by using coloring pencils on the folding paper. Last they stack it on the paper and hang it on the wall. All participants enjoyed it. They were happy pretending as kindergarten students. Next one participant came forward in front class. She presented her creation which entitle was *the names of fruits*, she introduced names of fruit. She asked distributed fruit pictures to all students and pleased them to draw, color, and stick those pictures. Then she asked some students to pretend as some fruit, such as banana, papaya, apple, watermelon, orange, and grape. She also introduces a new song (the names of fruit). Then they sang together and followed her instructions. The same activity did when a teacher explained numbering (number one to ten). She taught numbering by giving chants and students followed it. Some students pretended as number 1 to ten. They followed teacher's instruction happily. All participants were happy to follow all activities. They were enthusiastic in all sessions. They enjoyed their role both as teachers or kindergarten pupils. The situation were lively. Their comments and suggestions were good to their friends' performances.

The third activity was done on September 22, 2012. It was Saturday. The researcher visited two schools which were close each other. She observed whether the teachers had applied the motoric skills or not in their own classes. In fact, teachers had applied the English learning through motoric skills. Students were happy and enthusiastic to follow their class. It was a really awesome class. Pupils were happy and teachers were more creative in teaching English. From the facts above, we could say the result in this activity was satisfied and could be categorized as:

- (1) there was an improvement in teaching English skills using motoric skills.
- (2) teachers' motivation was high in participating in this activity.

4.1. There was an improvement in teaching English skills using motoric skills

After following this activity, teaching skills among kindergarten teachers in East UngaranSub District, Semarang Regency improved. Around 85%

participants (29 people totally) had applied teaching English by using motoric skills.

Below is the table of participants' improvement in doing English learning through motoric skills:

No	Components	Improvement Category and Percentage			Total Percentage (%)
		Good (%)	Enough (%)	Bad (%)	
1	Apperception skills	68	20	12	100
2	Explanation Skills	75	18	7	100
3	English Speaking Skills	73	17	10	100
4	Questioning Skills	75	15	10	100
5	Guiding in Learning Skills	82	13	5	100
6	Motoric Skills	88	10	2	100
7	Improving Students' Motivation Skills	83	12	5	100
8	Skills in doing any variations	78	14	8	100
9	Enforcement Skills	74	14	12	100
10	Closing Class Skills	85	10	5	100

We could say in apperception skills, 68% was good, 20% was enough, and 12% was bad. In explanation skills, 75% was good, 18% was enough, and 7% was bad. In English speaking skills, 73% was good, 17% was enough, and 10% was bad. In questioning skills, 75% was good, 15% was enough, and 10% was bad. Guiding in learning skills, 82% was good, 13% was enough, 5% was bad. In motoric skills, 88% was good, 10% was enough, and 2% was bad. In improving students' motivation skills, 83% was good, 12% was enough, and 5% was bad. Skills in doing any variations, 78% was good, 14% was enough, and 8% was bad. In enforcement skills 74% was good, 14% was enough, and 12% was bad. In closing class skills, 85% was good, 10% was enough, and 5% was bad.

4.2. Teacher's Motivation was high in following the activity

During the activity, participants (teachers) were very enthusiastic in following all sessions. In the simulation session, they showed high motivation to apply the materials through motoric skills. They chose things that were closed among students' life. It could be seen when a teacher took a theme *kind of animals*. She asked others to pretend as kindergarten students and follow her instructions. She asked them to sing kinds of animals' song together. She gave them folding paper and asked them to fold, draw, and stick an animal face on that paper, and then

hang the paper on the wall. When other teacher explained *names of fruits*, she asked students to draw, color, and stick some fruits. She also created a song which entitled names of fruit. Even she pleased some students to pretend to become some fruit such as banana, papaya, apple, water melon, orange, and grape. Students followed all instructions happily. When one participant acted as a teacher, she explained numbering (number one to ten) by giving chants. She asked students to follow her instructions and some students pretended as number one to ten. All participants were enjoy and happy during the lesson. After micro teaching activity, there were question and answering sessions. All participants gave comments and suggestions and they were glad. They promised to apply it in their own class. They were motivated to create new simple songs. The sessions were lively.

Conclusion

The improvement of teaching skills among kindergarten teachers could be done in some ways. One of them was done through motoric skills activities. The participants were kindergarten teachers at East UngaranSub District, Semarang Regency. Though they had applied motoric skills in their learning activities before they followed the workshop, but they did it in Indonesia language and local language, not in English language. Sometimes they sang both Indonesia and Javanese songs.

After they followed this workshop, they got enrichment to improve their learning skills by using some simple and attractive motoric activities that could be remembered by students easily. They motivated themselves to create simple games, songs, and chants by using simple vocabularies in English. The participants were glad to follow this workshop. They realized how value the workshop. They could apply in their own class.

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**CREATIVE USE OF HAIKU
TO BOOST STUDENTS' MASTERY OF VOCABULARY**

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Abstract. Teachers usually insist to make students participate in the classroom, because in learning English, producing sentences are very essential. As a response to teachers' demand, many students complain that they actually want to take part in discussions. However, their lack of vocabulary hinders them from explaining their ideas. Reading, as suggested to enrich vocabulary, needs extra time. Whereas these students use their spare time to do things except reading. Browsing the internet, downloading songs and films, and hanging out, are their favourite leisure activities. Therefore, the purpose of my paper is to describe haiku as a means of learning which is unique and useful for students, because when students are involved in the process of learning, they will understand the subject more easily. Haiku is a Japanese short poem, which does not require too many sentences. Throughout my paper, I will also identify the obstacles in applying haiku to enrich students' vocabulary and finally this paper will propose suggestions on how to draw students' interest in developing their word building.

Keywords: *vocabulary, haiku, obstacles, word building.*

1. Introduction

Boosting students' mastery of vocabulary is very important, since according to Willis (2008, p82), vocabulary building is a microcosm of the larger process of literacy building. Letters build words. Words build sentences, and sentences build a paragraph. Making students enrich their vocabulary is not a simple task, because not every student likes reading. Fostering students' interest to watch English films are possible, since films have interesting stories and pictures. But they forget the words in short time, because they do not use the words and sentences, and they just watch and listen to those films. By asking students to get involved in the process of acquiring more words, we could help them to master more vocabulary. Willis also explained that the brain first recognizes the sensory input from seeing, hearing, and visualizing in separate but interrelated regions.

Seeing and reading the haiku, hearing other students read haiku, and making their own haiku will enrich their vocabulary. If they have a lot of vocabulary, reading is not a problem, and they will get more confidence in speaking.

2. Literature Review

The idea of using haiku to improve students' vocabulary comes up when I meet a number of slow learners in my writing class. The slow learner is so described because he fails to learn at the same rate as the majority of other pupils learn (Griffin, 2005, p1). Every time those students want to write a sentence, they stop for a while to find a word in the dictionary, or ask their friends and teacher. The worst thing happens when they do not have a good dictionary. This kind of dictionary only has words and meanings, and does not have any examples of how to apply the words. Once my student wants to find the word 'memelihara' for her writing about garden and town park, she used 'manicure' instead of pruning and cutting the branch.

Most slow learners, because they see themselves as failures, don't really try hard (Griffin, 2005, p1). They know that they will forget things easily, so, instead of trying harder, they are reluctant to memorize new words. By learning haiku, they will remember the words in context. They will remember the picture they create on their notebook or on the wall magazine, they will remember how the process of depicting the haiku into pictures is. From one haiku, students will learn at least three words. And that is a small step, one step at a time.

According to Gairns, et.al. (1998, p73), 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 vocabulary activities designed by the teacher and through the students. Some students feel that once they read a text, they could guess the meaning of a new word. But then, they forget it because they do not use the new word in a conversation or in doing their task. It is stated in Gairns, et.al. (1998, p73), that one theory of forgetting suggests that information stored in the memory falls into misuse unless it is activated regularly.

Haiku happen all the time, wherever there are people who are "in touch" with the world of their senses, and with their own feeling response to it (Higginson, 1985, p4). Therefore, we are not going to use 'I' as the subject, but we are going to describe things around us, tell the reader about what we see, hear, touch, smell, and taste. Haiku is a Japanese poem about nature, written in seventeen syllables. It consists of three lines, the first line has five syllables, the second line has seven syllables, and the last line has five syllables. The good thing about haiku is that they do not rhyme, so, it helps students a lot. These are examples of a classic haiku:

One Sense of Beauty

On white plum-petals

That were pure and sweet,

The nightingale now wipes its muddy feet (by Issa, in Stewart, 1960, p11)

The octopuses in the jars:

Transient dreams

Under the summer noon.

One sense of Beauty has twenty syllables, whereas the other one by Basho has exactly seventeen syllables, but it does not follow the five-seven-five pattern. For English haiku, we can modify the syllables. It is possible to use seventeen syllables in the original haiku in Japanese, because Japanese syllables are shorter. There are a lot more examples of haiku, which is quite flexible in syllables and it is not all about nature. We could make it easier for students by doing some modification:

- Instead of using five-seven-five pattern, we could apply short-long-short pattern for the three lines.
- Instead of talking about nature in every haiku, we may also ask students to talk about their feeling, the use of five senses, yet, they are still not allowed to use “I” in haiku.
- Instead of forcing them to make haiku, they can read haiku and draw their understanding before they really ‘make’ haiku of their own.

3. Method

Poetry repays playful engagement and experimentation, not only in relation to reading, but also in relation to writing (Cremin et.al., 2009, p121). Asking students to engage in the process of learning will improve their confidence and develop their understanding. These are some examples of using haiku in class:

- Read and draw the haiku

*In the silent forest
woodpecker hammers at
the sound of silence.*

(Wright, *Haiku* in Hakutani, 2009, p119).

Keywords: silent, forest,
woodpecker, hammer (verb)



Some students are not very good at drawing and in this case, students might not be familiar with woodpeckers because woodpecker is not originated from Indonesia. If this is so, they could browse the pictures from the internet instead of taking photos with their camera. If they could find the object easily, they could take photos using their camera. Since they are not professional photographers, whatever picture they take, as long as it has depicted the haiku, that is enough. In this example, the picture is taken from the internet. The picture depicts two woodpeckers, no other animals because it must describe the silence. One woodpecker is hammering a tree, and that is how the haiku is understood.

b. Vocabulary slot

When students learn to make a haiku, basically they learn about how to write a short poem. Writing poems involves practising to comprehend a short reading passage, acquiring new words and the meaning, and the pressure is not as high as if they have to make a poem, since haiku does not require rhymes. To maintain attention, students must be engaged in the activity (Willis, 2008, p82).

how cool it is!

putting the feet on the wall:

an afternoon nap (Basho, in Hakutani, 2009, p18).

List of words:

hot, warm, nice

hands, face, fingers, fire, pillow, sunlight

morning, evening, night, sleep, tea, talk

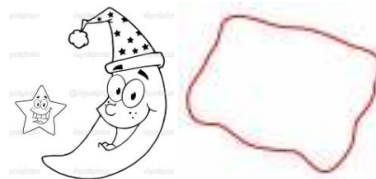
The teacher could omit the words in bold and ask students to use their own words. For the beginning, teacher provides the key words in a list. We may also combine this vocabulary slot with the first exercise. After students build a new haiku, they have to draw to make sure that they understand the meaning. It also helps them to memorize the words.

From haiku A, we have warm, face, pillow, and night sleep. Therefore, the picture must depict those keywords.

how warm it is!

putting the face on the pillow:

a night sleep



In haiku B, the keywords are nice, fingers, cup, evening tea.

how nice it is!
putting your fingers on the cup
an evening tea



Students can always browse pictures from the internet, but if they are able to draw by themselves, it will help them to memorize the words more easily. Do not criticize students for any writing and drawing they make. Giving the appreciation for their effort is much more important. Nobody likes criticism, therefore, if they make mistakes, errors, we may give them any alternative words instead of blaming them directly.

c. Use words in haiku to make their own sentences

A butterfly makes
The sunshine even brighter
With fluttering wings (Buson, in Hakutani, 2009, p121)

Students can make at least three sentences based on Buson's haiku:

- The moon shines *brighter* than the stars.
- *Fluttering wings* makes the wind blows gently.
- *A butterfly* springs from flowers.

Creating longer sentences needs more attention to grammar. Students might find it hard to focus on this activity, because they have to switch their attention from reading, writing, and drawing haiku, to writing a complete sentence. Student could make alternative vocabulary from a haiku

Original Haiku	Students Haiku
<i>Old pond</i>	<i>Wide meadow</i>
<i>frogs jumped in</i>	<i>cows walk on</i>
<i>sound of water</i> (by Matsuo Basho, translated by Lafcadio Hearn)	<i>whispers of wind</i>

Oh, weak and skinny frog *Oh, strong and plump elephant*
though death is near *though meal is far*
fight on and don't give in: Issa is here! *reach and don't stop, coconut is there!*
(by Issa, in Stewart, 1960, p14)

d. Provide a photo or a picture and invite students to make haiku.

At this stage, the process becomes more complicated. Students need to build their own haiku, but teachers may help by providing the vocabulary needed. At this stage, students will find some difficulties in finding the correct word. They are suggested to ask the teachers for information or consult the dictionary to find a meaning.



Keywords: sunlight, leaf, branch, twig,
tree, green.

peeps through the tree leaves
branches kiss the twigs
dazzled by the bright sunlight

Keywords: meatballs, broth, look at,
bowl, heaven

smells meatballs and broth
sitting alone, looking at
a bowl of heaven



e. Make a poster or a wall magazine about a seri of haiku

Some difficulties that may arouse are:

- a. Students need to take or draw pictures
- b. Students need to find new words by themselves and apply it in haiku

These series of haiku can be about their daily activities, places, food and drink. For early steps, a series consists of three or four haikus with pictures is enough. As suggested by Willis (2008, p84), we can build vocabulary interest by helping students be more aware of words in their everyday life as well as in their special interest. Using the words everyday is the simplest way to retain new words.

Let us see these series of morning, day, and night:



hi, wake up meadow
Mr. Sun is pouring light
clouds are chatting, too



sitting by your side
busy munching buttered bread
would you like to share?



Towers greet dark dusk
An owl is calling the wind
Night life cheers me up

In this example, students browse the pictures first, and then make those three haiku. Of course we can do it in the other way around, write the haiku first, then draw or browse the pictures.

Nation (2000, p470) said that to teach vocabulary in the classroom, we should conduct a need analysis to know which type of vocabulary needs to be focus on, which strategies need attention, and knowledge of learners' strength in

vocabulary. To make them interested in learning vocabulary, students should be directed to their daily vocabulary they usually use. Cremin, et.al. (2009, p18) also mentioned that the simplest choice of poetry could take these form: timelines of life, treasured possessions, favourite places, hobbies, likes and dislikes.

f. Having students teach their peers

Having students teach one another promotes deep learning (Doyle, 2008, p37). Students will use the same term which is easier to understand. They will understand their friends' obstacles in learning because they learn the same topics, perhaps they do their homework together, and they share the same interest. Students will learn to deliver their ideas clearly and in a more structured way.

*Song jigs mellow heart
Climbs down onto her weak feet
Happy lady now*

Student B is trying to explain what is in the haiku to Student A.

Student A: What is jig?

Student B: Bruno Mars' songs jig, disco jigs.

Student A: Move fast?

Student B: Yes.

Student A: then, what is mellow?

Student B: You feel sad...

Student A: Oh OK, songs make this girl happy. So, what is weak?

Student B: not strong.

Both Student A and Student B have limited vocabulary and their grammar is not satisfying. However, from the haiku, they know what is *jig*, *mellow*, and *weak*.

Students have their own ways of learning. Some of them learn how study by watching models. The models could be their friends in the classroom who learn faster and easier than them, their teachers who guide them, parents, etc. Other students are lucky to be able to learn naturally because they are observant and active. However, many students are not that fortunate. Many of the students in the latter group are often referred to as being "at risk," and their risk factors may be associated with poverty, lack of acculturation or language skills, or physical, emotional, or mental deficits (Martin-Kniep, et.al., 2009, p160).

4. Findings and Discussion

Even though the students are very excited in the idea of very short poems without paying attention to the rhyme, they still meet some difficulties, such as:

a. Drawing

It is not that the students draw badly, but they misunderstood with the idea of drawing the poem. It happened when I ask them to present the haiku on a wall magazine. The haiku was all right. It was about nature, they wrote about the rain, birds, and weather, but there was beautiful glitters and stars around the haiku. So, they do not draw the words, they decorate them instead.

b. Words and words, not sentences

The easiest way to create a new haiku is by using vocabulary slot. Using this technique, students must be aware of substituting a noun with another noun, a verb with another verb, an adjective with another adjective, etc. However, they sometimes make errors in in doing this. The choice of words is sometimes not appropriate as well. In the next example, students make mistake in the noun 'rain', which is substituted by an adjective 'warm'. And 'tender' is substituted by 'sale' which is not appropriate in meaning.

e.g. (original haiku)

long hard rain

hanging in the **willows**

tender new leaves

(students' haiku)

short easy **warm**

hanging in the **spruce fir**

sale old flower

(Reichhold, 2002, p56)

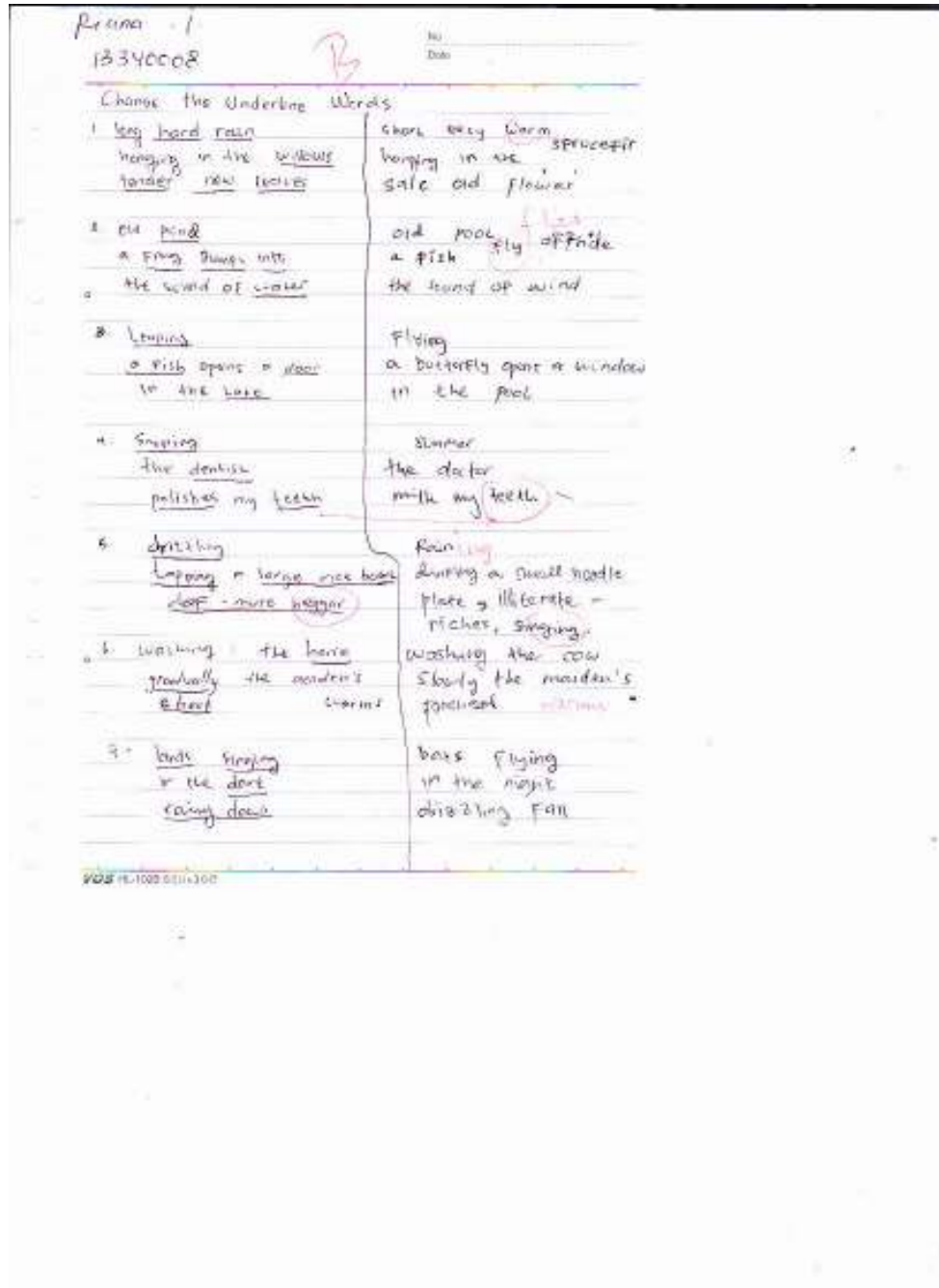
5. Conclusion

Instructors should encourage students to consciously imitate the line lengths and stanza types that they observe in poems by their favourite poets (Hunley, 2007, p63). This is not about teaching plagiarism. Students starts by enjoying their favourite poems from their favourite poets. Haiku is a good start because its seventeen syllables makes it very short. It will not be boring as well, since it provides pictures which are unique and depict the mini poem. And then they imitate the model by writing a poem using vocabulary slot, writing a new poem using the same pictures, and finally, they will be able to write their very new and original poem because they have mastered a lot new words. Hunley also said that being original does not mean coming up with something really new and disconnected from the past; on the contrary, it means reaching back to something very old (Hunley, 2007, p98).

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Appendix 1



Appendix 2

Sattle

B #

① long hard rain medium soft drought +
hanging in the willows hanging in the Geringin &
tender new leaves hard old branches +

② old Pond old ~~tree~~ tree =
a frog jumps into a butterfly fly so high +
the sound of water the sound of wind +

③ leaping singing =
a fish opens a door a dolphin opens a window
in the lake in the ocean +

④ showing dry monsoon +
the dentist the veterinarian +
polishes my teeth to examine my cat +

⑤ dazzling ^{toying} ~~toying~~ = ^{long} ~~long~~
tapping a large rice bowl cloudly =
deaf mute beggar ~~blind~~ ~~blind~~ hear speak riches
 adjective adjective

⑥ washing the horse washing the hippopotamus
gradually the maiden's to hurry the maiden's
cheek warms hand warms

Adjective → Adjective

PROJECT BASED LEARNING IN WRITING CLASS

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Abstract. State Polytechnic of Malang is a vocational higher education institution that prepare graduates who are ready to work. Dealing with this, a method that can provide students with both academic and interpersonal skills is significant in the teaching-learning process. This paper discusses about the implementation of project based learning in English writing course. The project work, which is a wall magazine was given to second grade Diploma IV students of Electronic Engineering of State Polytechnic of Malang. The implementation of project based learning expects that students are able to practice and improve their writing skill in a real life setting. Besides, it is also expected that project based learning can provide students with interpersonal skills that are required in the job world. The project was started after the mid-term test. Lecturer gives some topics to be selected as well as what columns must be covered in the wall magazine.

Keywords: *project based learning, writing, wall magazine*

1. Introduction

State Polytechnic of Malang is a vocational higher education institution that focuses on graduating students who are ready to work. State Polytechnic emphasizes on developing students' skills therefore, the teaching learning process is designed to put 55% on practice and 45 % on theory.

There are 6 departments in State Polytechnic of Malang such as; Mechanical Engineering, Civil Engineering, Chemical Engineering, Electro Engineering, Business Administration and Accounting. Each department has two level of education, they are Diploma III and Diploma IV.

English is a subject that is taught in all departments. Polytechnic demands that all students must be provided with English ability since it is required in competing in the job world. In Electro department, especially Electronic Engineering, English is given from the first semester until the fifth semester. English III in Diploma IV Electronic Engineering is designed as English for Writing. English for writing course requires the students to be able to demonstrate the writing skills that they have mastered Besides, students need hands on experience so they can apply the skills and identify obstacles found during the demonstration. These two conditions underlie the application of project based learning in the writing class.

According to Chrysadifis (2005 in Fragoulis 2009) Project based learning method was based on the following pedagogical reasons; a) a promotion of manual activity instead of memorization and verbalism, b) learners' active

participation in the learning process, c) exploitation of facts relating to the immediate reality as a source for learning. 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 task (www.bie.org Introduction to PBL accessed June 17 2014). This method is suitable to be applied in a writing course in Polytechnic since Polytechnic prepares students who are ready to work. Therefore applying project based learning may provide students with certain skills that are required in working such as teamworker, leadership, and analytical. Besides, project based learning provides opportunities for interdisciplinary learning, students apply and integrate the content of different subject areas at authentic moments in the production process, instead of in isolation or in an artificial setting (Mergendoller).

2. Literature Review

2.1 Project Based Learning

Nowadays students are demanded to have not only good academic skills, but also interpersonal skills. These skills are critical in today's world since they can support students to compete in the real world. Regarding this, project based learning is suitable to be implemented in the classroom for this type of method involves students in activities that require investigation and place students in the real situation instead of artificial setting.

Project based learning is a model that organizes learning around projects. Projects are defined as complex tasks, based on challenging questions or problems that involve students in design, problem-solving, decision making, or investigate activities. It also gives students the opportunity to work relatively autonomously over extended periods of time and culminate in realistic products or presentations (Thomas, 2:2000). Doyle (in Thomas and Mergendoller in www.bie.org) describes project based learning as a teaching and learning model that uses projects to engage students and focus their learning. A more simple definition of project based learning is; it is an instructional approach that contextualizes learning by presenting learners with problems to solve or products to develop (Moss & Van Duzer, 1998:2).

According to Thomas (in www.bie.org accessed June 2014) well-designed projects ask students to tackle real problems and issues that have importance to people beyond the classroom, actively engage in their learning and make important choices during the project and demonstrate in tangible ways that they have learned key concepts and skills. Regarding to this, it is clear that project motivates students to actively involve in learning and they also learn interpersonal skills through conducting projects. Projects are referred to a long term (several weeks) activity which are part of an instructional method which promote the simultaneous acquisition of language content, and skills. In addition, a major goal of project based learning is comprehensible output (Becket, 2002: 54,

Beckett&Slater, 2005:108). The goal may occur both during the project and as the final product of the project.

Projects are different from activities, since projects require students to investigate, do research and create a product or presentation. It can be seen from the following example;

ACTIVITY	PROJECT
Students in a Spanish class study Central American nations for five weeks. Students select a country, conduct research, write a two-page report, and give a three-minute oral presentation (in Spanish) about their country to the class.	Students in a Spanish class spend five weeks collaborating with a travel destinations course to design travel briefings for members of a local service club who are considering planning a volunteer work trip somewhere in Central America. Integrated student teams provide club officials with written and oral reports outlining important considerations when traveling to various Central American countries. Students learning Spanish translate oral presentations onto audio for later critique.

Table 1. Example of Activity and Project

The table shows that activity is different from project in some ways, such as project involves investigation, researching as well as products and presentation. It is also done in a real life setting, not in a classroom setting . While activity is conducted inside classroom and create a product that doesn't involve students in a real life situation.

2.2 Stages in Project Work

According to Kriwas (1999 in Fragoulis 2009) there are 4 stages in conducting project based learning as follows.

Stage 1 is called Speculation. Speculation may refer to planning since it involves the choice of the project topic that will arise students' interest and develop a climate that will direct students to research. This stage may involve discussion among students and teacher so teacher is aware about what do the students need to improve both academic and interpersonal skills.

Stage 2 is called designing the project activities. This stage involves the formation of groups and assigning of roles. Students also decides on what methodology is going to take to finish the project, the steps in finishing the project, as well as topic selected. The better organised and more analytical the structuring of the activities, the easier and faster the research will be conducted (Fragoulis, 2008).

Stage 3 is called conducting the project activities. At this stage the groups implement what has been planned in the stage 2. The last stage is called evaluation. At this stage the final product of the project is assessed.

3. Discussion

3.1 Overview of the Writing Class and The Project Work

Writing course is given to fourth semester students of Diploma IV Electronic Engineering. This course is aimed at providing students with the ability to write topic, topic sentence, supporting sentence and concluding sentence. In addition, students are expected to be able to write paragraphs about space order, time order, order of important, giving instruction (procedural) and cause effect. The course is given in 19 weeks and the 19th week is the final exam week. The activities in first until ninth weeks is students learning the theory of writing as well as practicing. The tenth week is used for mid-term test. The project is started after the mid-term test. This is done because teacher has to provide students with knowledge about writing before students started the project.

The project given for the course is designing a wall magazine. Some requirements in conducting the project is given, thus students have a guidance in doing the project. The first requirement is students must choose one of topics given such as education, technology or campus life. The second requirement deals with the content of the wall magazine. The wall magazine must have writing about space, time, important, giving instructions and cause effect paragraph. Students may add other writing as long as it is related to selected theme. Besides content, students must design their wall magazine to make it more interesting and attracted readers. Students may use styrofoam or other material. The size of the wall magazine is 1.5 meters x 1.5 meters.

The wall magazine is assessed based on some criteria given. The criteria are content, design, cooperation and presentation. Content has the highest assesment percentage, it is 50. While design is given 20, presentation 20 and cooperation 10. The students create their wall magazine in groups, so they can learn how to work with team. A good cooperation can be observed when students report their progress and obstacles in the classroom as well as from their product. Cooperation is included in the criteria to motivate students to build good cooperation among group members.

The class of Diploma IV Electronic Engineering consists of approximately 22 students. Each class is divided into two big groups. Students are given seven weeks to finish the project. They started the project in the 11th week after the mid-term test. Every week, each group reported the progress and obstacles found during the project. They also show their writing to teacher, so teacher can give comment on their writing. This is done so students can revise their writing. Through this activity, students can also improve their writing skills.

The wall magazines are exhibited in the 18th week. Besides, students also conduct a presentation to explain about the theme choosen, each column that is

included in the wall magazine and the design of the wall magazine. Lecturers in the study program and other students can see the wall magazine as they are mounted in announcement board around AG building. The following is the schedule of the course.

WEEK	ACTIVITIES
1.	Topic, Topic Sentence, Supporting Sentence, Concluding Sentence
2.	Practice
3.	Writing Space Order
4.	Practice
5.	Writing Order of Time and Important
6.	Practice
7.	Writing Cause Effect
8.	Writing Procedural (Giving Instruction)
9.	Test
10.	Preparing the project: Wall Magazine
11.	Doing the project
12.	
13.	
14.	
15.	
16.	
17.	
18.	Exhibiting Wall Magazine
19.	Final Exam

Table 2. The Schedule of Writing Course

3.2 The Implementation of Project Based Learning in Writing Class

This chapter presents how project based learning was implemented in writing course. The project based learning is conducted through some stages as follows. These stages are based on Kriwas (1999 in Fragoulis 2009) theory about practical guide for sequencing project activities in the classroom.

3.1.1. Speculation

Speculation here refers to having a discussion with students about the option of topics for the wall magazine, as well as the size and material of the wall magazine. In addition, teaching the knowledge of writing also include in this stage. The topic in writing class consists of introduction to writing that provide students with material such as topic, topic sentence, supporting sentence, concluding sentence and paragraph. Lecturer also introduce some types of writing like space order, time order, order of important, giving instruction or procedural and cause effect. Lecturer provides opportunities for students to practice after each topic is taught.

3.1.2 Designing the project

In this stage the class is divided into two big groups. Each group consists of 10 until 11 students. Each member of the groups must be given roles. In this stage, each group must decide what topic is selected. Lecturer provides 3 topics they are; education, technology and campus life. The columns that must be in the wall magazine are also explained on this stage. The following must be included in the wall magazine; writing about space order, time order, order of important, giving instruction, and cause effect. Students may add other columns that are suitable with the topic selected. Besides, the wall magazine must also have photos, news and poem or short story and humour.

This stage also presents the schedule that has to followed by students, such as time to report the writing on space order and time order, time to report on order of important and procedural etc.

3.1.3 Conducting the project

At this stage the groups start conducting the project that has been planned in the previous stage. Students start discussing the design of the wall magazine and as well as writing columns as required to be showed in the wall magazine. Besides, students also report the progress every week. Every week a meeting is held so students can report progress and difficulties encountered during the project. In addition, writings for the columns are also reported. Teacher can comment on the writing and students revise them afterwards. Students also discuss and report changes in group composition, for example the role of the photographer, writer or editor. In the 18th week the final product, in this case the wall magazines are exhibited at the building, so other students can view the wall magazines. While each group do presentation in the classroom to explain about their products.

3.1.4 Evaluation

Evaluation here refers to assesment of the products as well as discussion whether the goal set has been reached or not. Besides assessing, teacher also gives

comment on the strength and weaknesses of each wall magazine presented. This stage gives students opportunity to learn about how to be open in accepting critics and how to defend their opinion.

4. Conclusion

The project presented in this article is making a wall magazine in writing class. It is expected that this project can provide students of State Polytechnic of Malang, especially Electronic Engineering study program with both academic and interpersonal skills that are required to compete in the job world. The implementation of project based learning gives prior knowledge about how a project should be conducted as well as difficulties and benefits of the project based learning. This article is expected to lead to other researches on project based learning to develop the use of project based learning in State Polytechnic of Malang. Finally, project based learning seems to match the need of State Polytechnic of Malang of a teaching method that can involve students in experiential learning.

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**FROM READING COGNITION TO PRACTICE:
A PHENOMENOLOGICAL EXPLORATION
TOWARD A MODEL FOR COLLEGE
READING INSTRUCTION**

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Abstract. This study explored the link between reading cognition and reading instructional practice among college instructors in order to develop a model for the teaching of reading in the tertiary level. Six college professors of English and Literature subjects were the participants of this study. The data on teacher cognition were gathered through the Theoretical Perspectives on Reading Inventory (TPRI), the preliminary interview, and the recall interview. On the other hand, the data on teachers' instructional practice were generated from the observation of classes. It was found out that the teachers generally considered their practice as reflective of their beliefs. Most of the teachers claimed that they applied their reading-related knowledge to their classroom practice and that they gained relevant experiences from classroom dynamics. The teachers' reading instructional practice depended on the lesson, subject, their own cognition, their students' prior knowledge, needs, and level, the text, the curriculum, and classroom context. Additionally, there are episodes in teachers' professional and instructional lives when what they believe in is congruent with what they actually practice in class. In contrast, there are instances when what teachers conceive to be their practice is not essentially transparent in their actual practices and vice versa.

Keywords: *reading cognition, reading instructional model, reading instructional practice*

1 Introduction

Teachers, like learners, are not blank slates (Richard-Amato, 2010) because at the core of what teachers do lies their cognition, the hidden feature of their professional lives (Woods, 1996). This is also true among teachers of reading- that is, they gain access to their reading beliefs and knowledge in deciding what to teach. Therefore, the question is no longer on what teachers do but on what teachers think, what decisions they make, and what prompts them to decide on things (Borg, 2009).

Although research on teacher cognition began as early as the 1970s, the field of reading has received less attention from a teacher cognition perspective and thus very little is known about teachers' beliefs and knowledge in relation to the teaching of reading (Graden, 1996). Less attention has been accorded to studies of teachers of reading, their perspectives, knowledge, beliefs, and the link between their beliefs and their instructional practice (Elliot-Johns, 2004).

Further, Borg (2009) claims that only few studies have been done on in-service teachers' beliefs and practice in a university setting which spurred the researcher to delve into the hidden aspect of college teachers' professional lives and explore this aspect's link into teachers' practice in relation to reading and reading instruction.

The general purpose of this study was to explore the link between teacher reading cognition and reading instructional practice among six selected instructors of English and Literature subjects with reading component from six selected universities in the National Capital Region of the Philippines. Specifically, it sought to explore the teachers' reading cognition according to the teachers' theoretical perspectives, decisions, and knowledge. Also, it aimed to examine the actual reading instructional practice of teachers, investigate the link between the teachers' reading cognition and their reading instructional practice, and develop a model for the reading instruction in the tertiary level based on the results of this study.

2 Literature Review

In recent years, there have been more and more studies on teacher reading cognition which give teachers the opportunities to describe and talk about their work, beliefs, and practices (Borg, 2001). In the context of this study, this is needed to support the fundamental purpose of this study- to develop a reading model for the teaching of reading in college. Harste and Burke (1977) claim that teachers make decisions about classroom instruction based on theoretical beliefs they have about teaching and learning.

It has become an accepted idea that reading teachers' ways of thinking and understanding are vital components of their practice. This has spurred a considerable amount of research on teacher decision making and information processing on reading. However, in spite of arguments that people's beliefs are important influences on the way they conceptualize tasks and learn from experiences, relatively little attention has been accorded to the structures and functions of teachers' beliefs about their roles, their students, the subject matter areas they teach, and the school they work in. The present paper is a preliminary attempt to provide a model for the teaching of reading in college vis-a-vis teachers' reading cognition.

Woods (1996) conducted a study which concentrated on teachers' beliefs, knowledge, instructional planning and decision making. His aim was likewise one general aim of this present study. On the other hand, the instrument developed by

De Ford (1985) known as the De Ford Theoretical Orientation to Reading Profile (TORP) centers on the beliefs of teachers toward the teaching of reading- phonics, skills, and whole language orientations. Similarly, Vacca et al., (2006) classify teachers' reading cognition into three belief systems: bottom-up, top-down, and interactive belief systems. These views were adapted by this study using the terms behaviorism, cognitivism, and constructivism.

Behaviorism holds that reading is directly measured through observable behavior; reading and behavior do not come from within the individual but are shaped by the environment. This reading perspective claims that reward and punishment greatly shape the learning process (Merriam & Caffarella, 1991). However, as a result of the discontentment of people on the sufficiency of behaviorism as the sole theory for the teaching and learning of the reading process, cognitivism was given birth. Merriam and Caffarella (1991) define cognitive reading perspective as centered on the processes occurring inside the brain and nervous system during the person's information learning. Internal mental processes which include inputting, organizing, storing, retrieving, and finding relationships between information are applied by a person as he or she actively processes information. As he or she processes reading, new information is linked to old knowledge, schema, and scripts.

On the other hand, theorists and psychologists had differing ideas about what really worked best for learners even when cognitivism was already widely used. Thus, cognitivism branched out into different idealisms. One of them was constructivism. As a theory, constructivism is defined as a reading instructional perspective based on observation to judge how people learn. Likewise, it is a paradigm that hypothesizes learning as an active, contextualized, or constructive process. Under this theory, learners act as information constructor using their personal experiences and hypotheses (Khalid & Azeem, 2012).

As for the instructional practices, Vacca, et al., (2006) cited the statement of the International Reading Association (IRA): "There is no single combination of methods that can successfully teach all children to read. Therefore, teachers must have a strong knowledge of multiple methods for teaching reading and a strong knowledge of the children in their care so they can create the appropriate balance of methods needed for the children they teach."

3 Methodology

This study employed the qualitative-descriptive design. This research specifically employed the phenomenological design to examine teachers' mental processes, knowledge, and beliefs regarding the teaching of reading and compare them to the actual practice they use in the classroom or the teachers' *lived experience* (Van Manen, 1990)."

Purposive sampling design was utilized to to develop an in-depth exploration of a central phenomenon (Creswell, 2005). This research had six selected participants because a qualitative research requires only few individuals to study in an in-depth manner (Creswell, 2005). The participants were the six (6) university professors who taught English and Literature subjects with reading component from different universities in the National Capital Region (NCR) of the Philippines during the school year 2012-2013. There were three (3) professors from private universities and three (3) from state or public universities. The researcher set the criteria for the selection of the respondents and of the evaluators who checked the validity and reliability of the instruments.

This study utilized three instruments- a two-part inventory, an interview schedule, and an observation checklist. The two-part inventory given before the lesson observation was designed to determine the beliefs and knowledge of the participants about reading and reading instruction. The first part of the inventory elicited knowledge of the participants concerning reading and reading instruction. The second part of the inventory, the Theoretical Perspectives on Reading Inventory (TPRI), aimed at categorizing the participants' theoretical perspectives as behaviorist, cognitivist, or constructivist. The themes of the different items in the TORP which were adapted and generally modified for the TPRI. The semi-structured interview, before and after the class observation, aimed to elicit clearer data regarding teachers' decision-making processes in a more objective manner. The purpose of the observation, on the other hand, was to determine whether the reading cognition of teachers was in congruence with their actual reading practices. All the data gathered were consolidated for transcription, coding, analysis, and interpretation.

4 Findings and Discussion

Code names in capital letters A to F have been used throughout the study in order to identify the teacher participants while maintaining their anonymity. Furthermore, the verbal protocol demonstrating the reading cognition and the reading instructional practice of the teacher participants was neither edited nor modified to capture the teachers' authentic and original statements.

4.1 Purpose 1: Explore the teachers' reading cognition as determined by the inventory and the interview results

Table 1
The Teachers' General Theoretical Perspectives on Reading
Based on the Theoretical Perspectives on Reading Inventory (TPRI)

General Theoretical Perspective Categories	Specific Theoretical Perspective Categories	Theoretical Perspective Description
Behaviorist	Text-Based	(1) Highlighting the details and grammatical functions; (2) Unlocking vocabulary; (3) Emphasizing uniformity of answers in the text; (4) Utilizing a readability formula
	Product-Based	(1) Utilizing reading diagnosis/remediation/test; (2) Referring to standardized reading test scores; (3) Emphasizing the objectives of the lesson/curriculum
	Practice-Based	(1) Recognizing the importance of software for reading drills; (2) Providing bonus points; (3) Utilizing book reports./worksheets
Cognitivist	Information-Sequencing	(1) Encouraging the use of advance organizers; (2) Organizing details from simple to complex; (3) Encouraging the use of mnemonics; (4) Chunking ideas into categories/groups
	Comprehension-Processing	(1) Providing extensive reading opportunities ; (2) Emphasizing the use of reading strategies; (3) Adjusting beliefs for new information
	Information-Inference	(1) Valuing readers' prior knowledge; (2) Emphasizing the use of context clues; (3) Utilizing "thinking aloud" during class
Constructivist	Knowledge-Construction	(1) Linking reading to real contexts/milieu/struggles; (2) Emphasizing that meanings are contested;
	Collaboration-Negotiation	Utilizing group discussions/collaboration/decision negotiation
	Process-Based	Encouraging the use of portfolios and the use of Internet sources
Based on the Interview Results		
Dimension	General Reading Perspective Categories	Specific Reading Perspective Categories
On reading instruction	MonRI Perspective	Highlighting teachers' strategies
	BiRI Perspective	(1) Underscoring students' level and needs; (2) Valuing students' prior knowledge/experience
	MulRI Perspective	(1) Considering reading as multifaceted/dynamic; (2) Bringing the text to real-life situations
On cognition-practice relationship	MulRI Perspective	(1) Considering reading practice as reflective of reading beliefs; (2) Believing that beliefs sustain reading motivation
On reading instruction in college	MonRI Perspective	(1) Choosing appropriate teaching strategies, materials, and environment; (2) Highlighting text details and grammatical functions; (3) Emphasizing the objectives of the lesson, of the curriculum, and of the institution; (4) Emphasizing comprehension
	BiRI Perspective	Teaching students the use of reading strategies
	MulRI Perspective	(1) Valuing student reading motivation; (2) Encouraging text application to real life; (3) Linking reading to research writing

The TPRI classified the teachers' perspectives as behaviorist, cognitivist, or constructivist. To describe and cluster the perspectives of the teacher participants which were not found in the TPRI belief statements and which were intricately woven between and/or among the three views- behaviorist, cognitivist, and constructivist, this research used the categories called the Mono-Dimensional Reading Instruction (MonRI), the Bi-Dimensional Reading Instruction (BiRI), and the Multi-Dimensional Reading Instruction (MulRI) perspectives.

MonRI refers to the single direction of the process, from the teacher to the students. BiRI, as a perspective and practice puts the emphasis on what students can bring to the reading or learning process. MulRI, on the other hand, considers both the teachers' role as a guide, facilitator, and adviser and the students' role as meaning-maker.

Table 1 shows that teachers generally believe that their knowledge in relation to reading is applied to their daily reading instruction, be it direct or indirect incorporation. Some of them also believe that they also learn something from their class interaction and dynamics which they likewise apply to their subsequent planning and decision making as to what and how to teach. However, two of the teachers believed that their family was not influential to their reading instruction. All of these results verify the claim of Vacca, et al (2000) that people such as the family, teachers, siblings, and friends and things such as literacy artifacts and texts with whom the teacher encounters along the way contribute to the teacher's personal knowledge about reading and learning.

4.2 Purpose 2: Examine the actual reading instructional practice of teachers as determined by the class observation results which were audio-video recorded, transcribed, analyzed, and interpreted.

Table 2
The Teachers' General Instructional Practice

TPRI-Based		Beyond the TPRI	
General Reading Practice	Reading Practice Description	General Reading Practice	Reading Practice Description
Behaviorist	(1) Highlighting the details and grammatical functions; (2) Unlocking vocabulary; (3) Emphasizing uniformity of answers in the text; (4) Emphasizing readability formula/ standardized reading test scores; (5) Utilizing reading diagnosis/remediation/retesting; (6) Emphasizing the objectives of the lesson/curriculum/ institution; (7) Utilizing rewards/penalty; (8) Utilizing book reports/worksheets; (9) Recognizing the importance of software for reading drills	MonRI Instructional Practice	(1) Structuring and managing class activities; (2) Reviewing past lessons; (3) Using "read aloud" strategy; (4) Emphasizing the use of textbooks
Cognitivist	(1) Chunking details for comprehension; (2) Emphasizing advance organizers and mnemonics; (3) Emphasizing the use of general reading strategies, "thinking aloud", context clues; (4) Providing extensive reading opportunities; (5) Adjusting beliefs for new information; (6) Valuing readers' prior knowledge;	BiRI Instructional Practice	Emphasizing reading beyond text
Constructivist	(1) Linking reading to real milieu/struggles; (2) Emphasizing that meanings are contested; (3) Utilizing group discussions or decision negotiations; (4) Encouraging the use of Internet sources or portfolios with self-reflection	MulRI Instructional Practice	(1) Questioning; (2) Encouraging autonomous learning/reading; (3) Employing retelling, summarizing, intertextuality, simulation, performance assessments, and author/title analysis; (4) Considering the author; (5)

		Linking reading to research writing; (6) Inviting a guest lecturer to class
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The researcher interpreted this phenomenon as a subsequent result of the dominance of the lecture method across the six teachers seen during the class observation. Therefore, the prevalence of highlighting text details and grammatical functions was very evident. However, there were also TPRI practices which were not seen among the participants during the class observation sessions. Some are the *emphasizing uniformity of answers found in the text, encouraging the use of mnemonics, and encouraging the use of portfolio with self-reflection*. Then, similar to the analysis of the perspectives not found in the TPRI protocol, the MonRI, BiRI, and MulRI practice categories were used.

4.3 Purpose 3: Investigate the link between the teachers’ cognition toward reading instruction and their reading instructional practice

The results of the Theoretical Perspectives on Reading Inventory (TPRI) and the practices observed using the same TPRI protocol were consolidated to investigate the link between the teachers’ beliefs and their actual reading instructional practice. Among the behaviorist perspectives and practice, *highlighting the main idea, details, and grammatical functions of words, unlocking difficult vocabulary before reading a text, utilizing reading diagnosis, remediation, retesting, emphasizing the objectives of the lesson, providing bonus points and rewards, and utilizing book reports, worksheets, and writing exercises* were generally congruent.

The participants' cognitivist perspectives and practice were congruent in *encouraging the use of advance organizers, organizing details from simple to complex for comprehension, valuing readers’ prior knowledge and related experience, and utilizing “thinking aloud” during class*. Interestingly, not a single construct among the constructivist reading perspectives and practice showed signs of congruence in the context of this study. All of the participants did not strongly agree with the constructivist perspectives but they generally practiced them in their class.

Whether teachers utilize behaviorist, cognitivist, or constructivist seems not to matter at all, as observed in the actual classes of the six teachers. What matters most is the output seen among the students and the perceived effect their learning brings into the real world. This is an authentic validation of the statement of Cabrera (2000) that, “Good teaching can promote student development.”

Borg (2003) emphasizes that it is difficult to separate the cognitive constructs of teacher cognition (knowledge, attitudes, and beliefs) from each other because of their complexity and their overlapping nature. However, there are some factors that affect the relationship between the cognitive and practical dimensions such as the curricular requirements, student aptitude, and instructional

time. These factors occasionally cause some discrepancies between teachers' practices and their cognitive dimension.

Similarly, for the cognition and practices which could not be classified under the TPRI protocol, there were constructs which were congruent and incongruent. For the purpose of describing these reading cognition and reading instructional practice beyond the TPRI protocol, this research used the categories called the Mono-Dimensional Reading Instruction (MonRI), the Bi-Dimensional Reading Instruction (BiRI), and the Multi-Dimensional Reading Instruction (MulRI). The results in Table 3 showed that there were MonRI, BiRI, and MulRI reading cognition and practice that were congruent, that is they were declared by the participants as their beliefs, decisions, and knowledge and they were also the participants' observed practice.

Table 3
The Link between the Teachers' Cognition and the Instructional Practice
under the Non-TPRI and Triangulated Analysis

Link	MonRI Specific Categories	BiRI Specific Categories	MulRI Specific Categories
Congruent (cognition and practice of teachers)	(1) Highlighting text details and grammatical functions; (2) Emphasizing the objectives of the lesson, curriculum, and institution; (3) Administering diagnostic tests, remediation, and retesting; (4) Utilizing "read-aloud" strategy; (5) Structuring and managing class activities; (6) Unlocking vocabulary; (7) Utilizing book reports and worksheets; (8) Providing bonus points or imposing punishment	(1) Organizing details from simple to complex; (2) Valuing students' prior knowledge; (3) Inferring/Formulating ideas beyond the text; (4) Applying "think-aloud" strategy; (5) Utilizing advance/graphic organizers; (6) Providing extensive/intensive reading or practice opportunities; (7) Emphasizing the use of reading strategies; (8) Adjusting beliefs when a new information is introduced	(1) Utilizing group discussion; (2) Linking reading to research writing; (3) Highlighting autonomous learning; (4) Questioning; (5) Narrating/Criticizing a story; (6) Inviting a guest lecturer to class; (7) Utilizing performance assessment; (8) Summarizing
Incongruent (cognition of teachers but not their practice)	(1) Highlighting teachers' strategies; (2) Choosing appropriate teaching strategies, materials, and environment; (3) Teaching students the use of reading strategies; (4) Emphasizing/Assessing comprehension; (5) Using motivational activities; (6) Using suggestopedia; (7) Referring to standardized reading test scores; (8) Emphasizing the uniformity of answers found in the text; (9) Utilizing a readability formula	(1) Underscoring students' level and needs; (2) Emphasizing the use of context clues; (3) Utilizing KWL; (4) Drawing/Illustrating text information; (5) Encouraging comprehension monitoring; (6) Encouraging the use of mnemonics; (7) Chunking ideas into categories/groups	(1) Considering reading as multifaceted and dynamic; (2) Bringing the text to real-life situations; (3) Considering practices as reflective of teacher beliefs/knowledge; (4) Believing that beliefs sustain students' reading motivation; (5) Valuing reading motivation among college students; (6) Assigning pleasure/required reading; (7) Asking for students' reflection/realization

Incongruent (practice of teachers but not their cognition)	(1) Reviewing past lessons; (2) Emphasizing the use of textbooks; (3) Recognizing the importance of software for drills and exercises	**none**	(1) Giving personal insights/interpretation; (2) Applying intertextuality; (3) Considering the author/title; (4) Encouraging students to read; (5) Utilizing simulation /role play; (6) Emphasizing that meanings are contested; (7) Encouraging the use of the Internet/ Web; (8) Collaborating/Negotiating with students in interpreting a selection; (9) Linking reading to actual contexts/struggles/milieu; (10) Encouraging students to formulate ideas
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The table further reveals that there were MonRI, BiRI, and MulRI reading cognition that were not seen in the classes of the participants during the class observation, thus signifying incongruence between reading cognition and practice among teachers. In the same manner, Table 3 also demonstrates that there were MonRI, BiRI, and MulRI reading practice which the participants did not declare in the inventory and interviews as part of their perspectives, decisions, and knowledge.

4.4 Purpose 4: Develop a model for the reading instruction in the tertiary level

The ultimate goal of this study was to provide a guiding model on reading instruction in the tertiary level using all the facts and phenomena discovered through this study. This study hoped to establish a clear blueprint on what really transpires and what is supposed to transpire in college reading or reading-related classes. This is because according to Borg (1998), research on teacher cognition and instructional practices can provide more ideas about the process of teacher education.

The College Reading Instructional Model

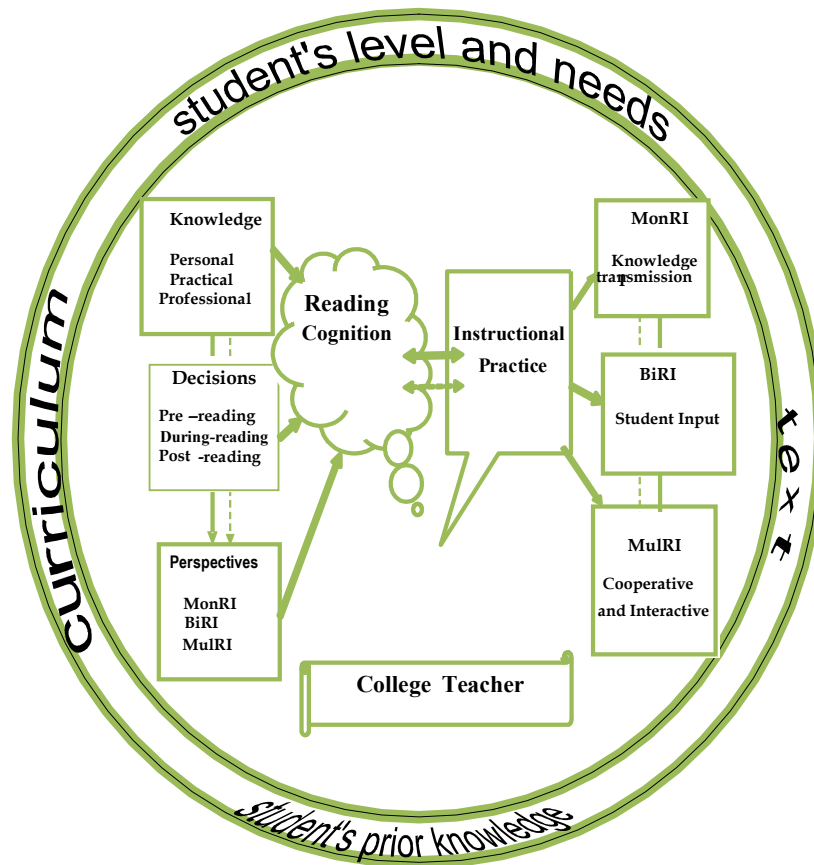


Figure 1. The college reading instructional model guided by the results of the study.

This model has distinct and discrete features when placed next to other reading instruction models for several reasons: (1.) It is the pioneering model for college reading instruction vis-a-vis college teachers' reading in the Philippines; (2.) It is developed upon the lived experiences of professors teaching reading and not upon pre-existing theories and models; (3.) It introduces description and classification of reading teachers and reading instruction in college as MonRI, BiRI, and MulRI; (4.) It is highly reliable, cross-referenced, and valid through the triangulated data gathering, analysis, and interpretation; and (5.) It is a guide to reading teachers' decision making in terms of reading instruction regardless of grade or year level of learners.

This study generalizes that teachers of reading do not use only one approach or perspective throughout the course of the lesson. They may access their MonRI, BiRI, or MulRI beliefs, knowledge, and practices depending on many factors such as students' level and needs, students' prior knowledge, the text, the curriculum, institutional policy, and even time and facility constraints.

5 Conclusion

The following conclusions were drawn from the results of this study: (1.) There are episodes in teachers' professional and instructional lives when what they believe in is congruent with what they actually practice in class; and (2.) There are instances when what teachers conceive to be their practice is not essentially transparent in their actual practices and vice versa.

Based on the findings and conclusions, the researcher presents some recommendations. (1.) Pre-service and in-service teachers have to maintain a rich reservoir of instructional strategies and constantly revisit it in order to match their instructional practice with their targeted objectives for students to reach their potential skills and capabilities. (2.) School administrators, reading experts, and teacher educators need to review curricular objectives to specify the knowledge constructs, skills, and values the students are supposed to master. (3.) Finally, further researchers have to investigate the relationship between teacher cognition in reading and instructional practice further to give a clearer perspective on the congruence and incongruence of the relationship.

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**Subconscious Learning of English via Chess Games: A Breaking Technique
in SLA (A Case Study)**

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Abstract. The sheer ability to communicate in English is what every young learner dreams of. To communicate properly in a specific language environment, language input to the learner is truly necessary. This is required for L2 acquisition to take place. In a defined theory of SLA, acquisition is an implicit, subconscious process and is reflected in the natural order of acquisition. This paper addresses this issue by looking at how chess games can be manipulated in such a way that acquisition does occur. Interaction in the chess games can facilitate acquisition by assisting learners' L2 production. Engaging in interpersonal oral interaction in which communication problems may often arise and are negotiated facilitates the L2 acquisition. In the chess games, two players (adult speaker and a young learner) need lexicons to develop the learner's communicative competence. Hence, the young learner is most likely to need frequency words, daily words or words related to the chess games. For that reason, this paper is inclined to one linguistic approach to SLA, *Functionalism*, commonly used to account for speaking phenomenon., which considers the development of L2 to be motivated and furthered by interactive language use. This explains that speaking proficiency largely as degree of automaticity in processing. This also further indicates how contextual dimensions influence quality of L2 production. Fluency in speech activities may be attributed to how much attention the speaker is paying to linguistic expressions, setting of interaction, and relationship of speaker addressee, and linguistic contexts. This paper is finally aimed to test the meaningfulness of the breaking technique, Chess games, as a tool of facilitating an interpersonal interaction and communication by which strongly influence the success of SLA.

Keywords: *Subconscious Learning, Chess Games, Breaking Technique, SLA*

Introduction

Without doubt we have been relentlessly trying very hard to figure out an effective teaching learning method for language learning in particular English learning. Differing kinds of methods come and go with their strengths and

weaknesses, with their supporters and opponents. One teacher or lecturer may favor a certain method whereas another teacher or lecturer might idolize another method. Even some teachers or lecturers prefer a blend of some methods. All these choices are fundamentally stemmed from the intention to create an effective teaching learning process. The chosen method should be the one that facilitate the reciprocal communication, rich input and productive feedback in their interactive and interpersonal engagement.

Most educationists hold a belief that there is nothing in education so-called 'one-fit-all formula' which simply means that there is no one good teaching method for all learning atmospheres and states. Therefore, the invention of this breaking through method is not intended to fix and repair all those teaching and learning blind spots. It is solely designed to ease and enable teachers and lecturers to run their teaching and learning English more engagingly and profitably in order that their students can improve their English communicative competence starkly better. Learning and acquiring English subconsciously via chess games are believed to be enticing and alluring so that students will enjoy their learning without feeling inhibited by such aspects as low-self-confidence, self-inferiority, lack of understanding, and teacher's frightening faces. Via this chess games learners are given total freedom to express their emotions, feelings, pride, and enthusiasm in English.

Theoretical Framework

L2 Acquisition

The term subconscious learning is very identical with that of second language (L2) acquisition which normally happens beyond a classroom setting so-called natural environment. This L2 acquisition is also closely related to the notion of Functionalism which tries to see the external focus on language learning. Principally, this functional approach of language learning emphasizes the information content of utterances and considers the language, in this respect English, primarily as a system of communication rather than a set of rules (Saville-Troike 2006).

The term function has several meanings in linguistics and one of which used here is pragmatic function, that is what the use of language can accomplish, such as convey information, control others' behavior, or express emotion (Saville-Troike 2006). Thus, the main focus in this subconscious learning model is on the use of language in real situations (performance) owing to the assumption that the purpose of language is nothing more than communication, and the development of linguistic knowledge (in this regard L2) accordingly requires communicative use.

In tandem with this, Halliday (1975 in Saville-Troike 2006: 53) describes the pragmatic functions that he then calls them "functions of language as a whole" which are universal for children. For the sake of this paper, three most related out of seven functions are utilized here. They are: 1) *instrumental* -- language used as a means of getting things done: the "I want" function; 2) *interactional* -- use of

language in interaction between self and others: the "me and you" function; 3) *heuristic* -- language as a way of learning about things: the "tell me why" function.

Subconscious English Learning

Outside the context of any classroom, all children who are repeatedly exposed to a language will in normal circumstances learn it. According to Harmer (1998), the children do this learning unconsciously--rather than as a form of study. Children who do acquire language successfully outside the classroom seem to be exposed to language which they more or less understand even if they cannot produce the same language spontaneously themselves. Besides, they are motivated to learn the language in order to be able to communicate. They have opportunities to use the language they are learning, thus giving themselves chances to flex their linguistic muscles and check their own progress and abilities (White 2003).

All these features of natural language acquisition can be difficult to replicate in the classroom, yet there are elements that can be tried out. As learnt classroom students do not usually get the same sort of exposure or encouragement as those who are picking up the language. They, however, can still learn if the right conditions apply. They just need to be motivated, be exposed to language, and given chances to use it. Hence, to be effective classroom learning, they need all elements that exist in non-classroom learning like engagement and activation.

Speaking

Speaking is a very crucial area of activity for L2 learners if they will be using the language for interpersonal purposes. Indeed, there is a need for speaking in virtually all situations where L2 learners participate in the L2 speech community (in this case the chess game). Speaking tasks can be classified on a continuum from reciprocal to non-reciprocal communication. Participation in face-to-face interpersonal interaction is at the reciprocal end of this continuum. Reciprocal communication requires learners to listen as well as to speak, and to collaborate in the negotiation of meaning (Saville-Troike 2006: 166). As elaborated elsewhere a linguistic approach to SLA that is commonly used to account for speaking phenomena is Functionalism, which considers the development of learner language to be motivated and furthered by interactive use of language. This indicates that speaking proficiency (L2 acquisition) largely as degree of automaticity in processing exploring how contextual dimensions influence quality of learner language production.

Why Chess Games?

There is a simple reason why chess games are chosen and blindly referred to as a breaking through technique. Children, by nature, like playing especially playing games that can arouse their interest and curiosity on one hand, but does not make them tired physically. Chess game is just one kind of this category and

coincidentally it is the game that the writer and the child, the learners, love to play. This game is interactive and reciprocal especially when it is played for fun and for practice. It turns out totally different when played in a serious tournament or competition. And such is certainly not intended for the medium of language learning. In this paper, Chess games can be tailored to be an effective teaching learning method. What is a method? According to Antony (1963) in Richards and Renandya (2002: 9), method is an overall plan for systematic presentation of language based on a selected approach. This indicates that English teaching and learning should be run in a good order of language exposition and presentation.

Chess game has been a famous game for centuries and nobody knows exactly when people started playing it. How long it has been played is not a big deal in this paper. What is so vital is how it should be played interactively by which the players can be exposed to a language acquisition and use communicatively. Normally, two players will invite each other to play the game. Once the offer is accepted, they will start display their chessboard and make another offer on which side (color) to play either to play as white or as black. When this is decided, each player will position their chess attributes like king, queen, bishops, knights, rooks, and pawns altogether. After this session, the English interaction commences when one of them says "Are you ready?", Yes, of course, what is your first move or what is your opening?, that's good move, my counter is this move, that's dangerous move, not really, I am ready for any move, etc. This typical language interaction will endure up to the end of the game sometimes with ridiculous fun.

Research Method

A Case Study

The case study is a way of organizing social data for the purpose of viewing social reality (Best and Kahn 2006: 259). It examines a social unit as a whole. The unit may be a person, a family, a social group, a social institution, or a community. The purpose is to understand the life cycle or an important part of the life cycle of the unit. The case study probes deeply and analyzes interactions between the factors that explain present status or that influence change or growth. It is a longitudinal approach, showing development over a period of time. A case study is not only about a 'person' but also about that 'kind of person.' The selection of the subject of the case study needs to be done carefully to assure that he or she is typical of those to whom we wish to generalize. Even a single case study can enable a researcher to generalize to other cases that represent similar theoretical conditions" (Yin 1998: 239 in Best and Kahn 2006: 259). This is an analytical generalization that generalizes to a theory from which other similar cases may be better understood.

The case study is the study of an instance in action of a bounded system, for example a child, a clique, a class, a school, a community (Adelman et al. 1980 in Cohen, Manion and Morrison 2007: 253). Case studies opt for analytical points that is they develop a theory which can help researchers to understand other

similar cases, phenomena or situations (Robson 2002 in Cohen, Manion and Morrison 2007: 253). Case studies can establish cause and effect, that is they observe effects in real contexts, recognizing the context is a powerful determinant of both causes and effects.

Hitchcock and Hughes (1995) in Cohen, Manion and Morrison 2007: 253) suggest that the case study approach is particularly valuable when the researcher has little control over events. They consider that a case study has several hallmarks entailing: 1) it is concerned with rich and vivid description of events relevant to the case, 2) it provides a chronological narrative of events relevant to the case, 3) it blends a description of events with the analysis of them, 4) it focuses on individual actors or groups of actors, and seeks to understand their perceptions of events, 5) it highlights specific events that are relevant to the case, 6) the researcher is integrally involved in the case, and 7) an attempt is made to portray the richness of the case in writing up the report.

Data collection

The data in this research is collected through so-called 'participant observation' in which the researcher did the observation of a setting, in this case a young learner learning English via chess games, and became an involved participant in the learning situation being observed. This technique yielded rich and important data in how a young learner learned English through interesting chess games.

Finding and Discussion

The finding of this paper came from a mini case study which had been conducted for a quite while for the last one year. The idea to realize that research was initiated by the fact that both the writer and subject of the research share the same passion in both that sport and language learning. The problem for the research subject is that he was easily bored with the conventional teaching learning methods that he had had in his school and his extra-curricular activities. The worst thing happened whenever he was asked to review what he has learnt at school. Apparently, he found a little interest to reopen his school books irrespective of the lessons he had got at school including English.

I was just surprised to learn that he eagerly responded my offer to play chess in few games in his broken English. Knowing that signal, I tried to insert some short expressions like "Good opening", "good move", "good attack", "dangerous attack", "nice position", "good defense". In the beginning of those few games, he just reacted boldly by saying "Yes, I am right", "of course I am good", "I am strong", "I will win", and the like. On the ground of these unstructured dialogues, I made some more trials to lead him learn English subconsciously through the chess games without mentioning a single word of classroom English. I just left it flow like the game itself in which it has a starting point and an ending point.

When I saw a real progress in both his chess games and communicative competence, I started to upgrade both the levels of the games and English lexicons

and expressions. For instance, "counter attack", "double attack", "blunder", "promotion", "king side", "queen side", "draw", "stale-mate", "pawn exchange", "times out", "very good move", "excellent move", "middle game", "end game", "winner", "loser", "champion", "crusades", "check mate", "your turn now", "slowly please", "slow down", "calm down", "fight again", "don't give up", "think again", "take breath", "look at your position", "hold on", "great, you did it", "amazing, you made it", "congratulations", "we'll play again", and so forth.

It was true that the research subject could not directly acquire the whole words and expressions in just one or two games. But soon after several games were played, he became used to those technical terms used in the games. What was intriguing was that he could spontaneously reply back the researcher's questions or statements. He even questioned back the researcher with some similar expressions. Many times the mood of the talk rests very much on the positions of the games being played. Typically, he would often react more enthusiastically when he was in a winning position and his English seemed to be very functional. He had subconsciously learnt how to perform a interactive, interpersonal, and heuristic communication with the researcher both when we were playing the chess games and doing other activities. He found and I learnt that learning English can be a very enjoyable activity when it is mediated through an appealing method, in this regard, the chess games, the newly breaking teaching learning method of English with a primary concern on subconscious learning.

Conclusion

To sum up, English teaching and learning should be driven in such joyful ways so that both teacher or lecturer and the learners especially the young learners have the positive feelings about language learning, and therefore they could acquire, internalize, and put the language in use more productively and proficiently. Chess games can be one alternative method for teachers or lecturers in their both classroom and outside classroom teaching learning activities. One last point to bear in mind is that children like something fun, something entertaining and challenging. Hence, chess games can fulfill the slot of this effective language learning for young learners.

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The Students' Perceptions of Video-based Task in the English Speaking Classroom: a case study at the low English proficiency of English study tertiary students program

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Abstract. This study aimed to explore the students' perception of the use of Video-based task in the speaking classroom. The students were the first year one (year 2013/2014) who took "*speaking II*" course consisting of 35 students which 47% of them were claimed as the low proficiency English users as indicated by their previous "*speaking I*" class test achievement. This study qualitatively described the students' opinion of the use of video-based task who participated in a two-cycle classroom action research project in their class. The design of research was a qualitative case study. To know the students' perception, data were collected through semi-structure interview and analyzed it qualitatively using Miles and Huberman (1994) model by reducing, presenting, drawing conclusion and verifying data. The result of study revealed that the students expressed their positive response to the use of video-based task both in the classroom and outside classroom. The tasks developed their vocabulary possession, pronunciation skill, grammar knowledge, improving their listening comprehension as well as developing their speaking fluency. Other advantages of the tasks were motivating them to speak and to learn English, reducing anxiety, developing learner autonomy, promoting collaboration. In spite of its advantages, the use of video-based task also provided any challenges or problems to the students which the teacher needed to address. The implication of the study finding toward the teaching of English and to material development is also discussed.

Keywords: students' perception, video-based activity, speaking classroom

Introduction

The teaching of English in Indonesia requires English learners to be able to use English for communication for related purposes when they finish their study in the formal schools. Those who master English are able to compete in prestigious field of works, to continue further study abroad or use English for social interaction among their international peers. Hence, the English instruction in school in Indonesia must facilitate students to be proficient orally in English. Richard and Renandya (2002) state that the genuine purpose of learners to learn

English is to be able to speak English fluently. Moreover, ESL/EFL learners can be regarded as successful English learners if they can use English for communication (Rigenback & Lazaraton, 1991 cited in Widiati & Cahyono, 2011).

Referring to the importance of mastering English in Indonesia, the English instruction curriculum focuses on adopting the communicative language teaching approach in facilitating students to be proficient in English (Widiati & Cahyono, 2011). However, experts (e.g. Nur 2004; Renandya, 2004, cited in Widiati & Cahyono, 2011) claim that the teaching of English at school is far from success. Some studies indicates that some problems caused the students get difficulties to speak English such as making mistakes in pronunciation, grammar, vocabulary choices, and lack of fluent compounded with psychology factor such as reticence to speak, anxiety, stay quiet when asked to speak (Eviyuliwati, 1997; Ikhsan, 1999; Mukminatien; 1999 Padmadevi, 1998; Tutyandari, 2005, cited in Widiati & Cahyono, 2011). Priyono (2005, cited in Cahyono & Widiati, 2008) contends that the main problem of Indonesia EFL learners is the poor possession of vocabulary which supports them to be able to speak well.

Being able to speak English is affected by several factors such as having adequate stock of vocabulary (Nation, 2006), good pronunciation (Kelly, 2000) and grammar knowledge (Richard & Renandya, 2002). Shumin (2002, in Widiati & Cahyono, 2011) proposes four competences that influence the speaking proficiency: grammatical competence – ability to form accurate utterances in speaking activity, sociolinguistic competence – ability to pick the appropriate expressions for effective speaking purpose, discourse competence – the ability to use discourse markers to express ideas, and strategic competence – ability to make the conversation going on.

Another discussion on factors that affecting English learners ability to use English is the role of language input. Language input “refers to oral or written language that a learner receive” (Renandya, 2013, p. 25). Input theory from Krashen (1985), despites its critiques, has been claimed as paramount important source and condition for learning language (Krashen, 1985, cited from Nation & Newton, 2009; Renandya, 2013). Nation and Newton (2009) propose that meaning-focused input learning activity centre on listening and reading through these activities: “extensive reading, shared reading , listening to stories, watching TV or films, and being listener in a conversation” (p. 3). For language input can be beneficial for students language development, Renandya (in press) proposes that it should be comprehensible, meaningful, easily accessed both in the classroom and outside classroom as well as interesting which can attract students’ attention.

Many studies have proved that the language learners’ exposure to comprehensible reading and listening activities can develop their English proficiency. Dupuy (1999, in Nation & Newton, 2009) reported the students’ involvement in frequent listening of their choice of aural text topic for 1-2 minute

can increase their listening comprehension, fluency, and vocabulary possession and increased in confidence in speaking France. Other studies of the importance of language input stated that a language learner who involve in reading activity extensively experiences the development of vocabulary and grammar knowledge as well as being proficient in the four language skills: listening, speaking, reading and writing (Day & Bamford, 1998; Jacobs, David & Renandya, 1997, cited in Renandya, in press). Likewise, for extensive listening, a study of Zang (2005, in Farrel & Renandya, 2011) revealed that students got extensive listening through story demonstrated the proficient use of English besides the improvement of listening ability.

Considering the important of comprehensible input in language learning, particularly developing oral skill, Nation and Newton (2010) suggest that one of the factors that a successful language learner, particularly English) should do is involving in reading and listening activity for long time intensively and repeatedly. Renandya (2013) called this as the input-based practice. By doing this, a learner will be able to acquire sufficient vocabulary, good pronunciation skill and grammar knowledge as well as having rich ideas to engage in English conversation (Nation & Newton, 2009). In the classroom, Nation and Newton (2009) suggest that teacher should apply a balance input and output-based exercises for students.

Some studies have been conducted to integrate input-output based practice in the classroom through the use of media. Karana (2005, cited in Cahyono & Widiati, 2011) integrated listening and speaking activity through “talk show – like Oprah Winfrey Show” and suggests that “talk show” can be applied to facilitate students to communicate in English. Other researcher (e.g. Priajana, 2011; Pinandhita, undated; Rachmajanti, 1994, cited in Cahyono & Widiati, 2011) used video as input for developing speaking skill. All of those studies revealed that the use of video can improve the students’ speaking skill. The use of Youtube video both inside and outside of classroom can develop the students’ oral skill (Watkins & Wilkins, 2011).

Incorporating technology such as video in EFL classroom is beneficial for students. Priajana (2011, p. 49) defines video used in EFL “as a recording of moving pictures embedded with sounds which contain some situational or topical dialogs for language learning purpose”. Harmer (2007) points out that the use of video in language learning gives these aspects to learners: seeing language in-use - learners can see how language is used via gestures and expressions to facilitate comprehension, cross-cultural awareness - watching video enable students to see how the language used beyond the classroom, motivation – watching video increase students’ motivation to see how language is used. Ur (1996, cited in Priajana, 2011) states that video provides authentic and motivating source of authentic material. Kelly (1985, in Priajana, 2011) proposes that video can be a model tool for students in learning language, a good input for fostering listening

and speaking skill, a good stimulus for language activities and source of information.

With the advance of technology, nowadays video can be in digital form and is easily accessed such as video podcast. Video podcast commonly is updated regularly on the web and produced by a big broadcast company e.g. BBC, and an independent organization (Widiastuti, 2013).

In improving students' speaking skill, viewing video may serve as a good input for learning sample of target language. Kelly (1985, cited in Priajana, 2011) states that video provides ample opportunities for students to view the authentic material used in spoken language. Through this language input from video, the students have chance to practice useful words, expressions, or certain structures which enable them to speak related to specific topic from video too (Priajana, 2011). A study of Potosi, Loaiza, & Garcia (2009) concludes that using video in EFL classroom not only benefits for students' listening comprehension but also provides advantages for developing vocabularies, learning good pronunciation, and improving speaking proficiency.

Despite the fact that video has profound benefits, it has many limitation too; hence teachers need to be careful in designing activities to meet the objective of instruction. Cahyono (1997, cited in Prijana, 2011) states that using video in the classroom needs considerable preparation from teachers; many schools do not have supporting facilities for video activity, and video activity might also cause passive activity just like watching TV if not planned well. Wong, Noronha, & Chaplin (undated, p.75) proposed there are some factors need to be taken into account when choosing appropriate videos for using in the classroom. They are as follows:

1. Degree of visual support

If a film or video clip has many scenes that have a high degree of visual support or graphic illustrations, it would enable the students to understand what is being said. Documentaries produced by the National Geographic and Discovery Channels are very good examples.

2. Clarity of picture and sound

It is mandatory that the audio and visual quality must not impede the students' learning process. If a TV program or news broadcast has been recorded for teaching purposes, then it is important to make sure both the picture and sound qualities are clear.

3. Linguistic Content

An important factor to consider is the linguistic components, and how they can be integrated as part of the course curriculum, or as a whole.

4. Linguistic Level

The language level of the video should be appropriate for the level of the class without the instructor having to place too much emphasis on over-explaining.

Furthermore, McGill (2003) suggests that teachers need to select interesting, authentic in which depicting relevant English is used, aesthetically pleasing; it also present useful information, deal with pertinent social topics, have engaging characters, and are short in duration.

Using tasks in language learning provides more opportunities to use language in the classroom; hence it is preferred applying it in speaking classroom to improve their English. Task based learning gains its popularity by requiring learner to use what they have learnt through fluency activity than practice of form of language (Ellis, 2003; Nunan, 2006 cited in Rohani, 2013). In relation to the use of video, McGill (2003) proposes that it is important to select the video given to students that enable them to engage with the tasks. He further states that the task should be done in pairs, or small groups to maximize students' talk time.

This present study aimed to explore the students' perception of the use of video-based task in the speaking classroom. The researcher attempted to describe what did the students perceived the benefits and weaknesses of engaging with video-based task both in the classroom and outside classroom. It is expected the output of research can provide beneficial input for teachers/lecturers to integrate input activity – listening and viewing video, and output activity – speaking activity. It also benefits teachers/lecturers to select and design video-based task material that suit best students' problems, needs, and interest in improving their speaking ability.

Context of the Study

This study attempts to explore the students' perception after experiencing video-based task in the classroom action research conducted by the researchers. Reflecting on the students' problems that they had difficulties in speaking due to the shortage of vocabulary possession and lack of practicing English inside and outside classroom when they took “speaking I” subject, classroom action research (CAR) project of using video-based activity was designed to overcome their problems in “speaking II) subject. The CAR project speaking provided more chances for students to receive more language inputs from English video materials and integrated with practicing and using English in the classroom and outside classroom.

In the classroom, the students were provided with video-based activities (watching/viewing, analyzing/learning vocabularies, practicing English, sharing and discussing the content of videos). Various video podcasts presented in the classroom ranged from authentic source such as: videos from www.elllo.org and downloaded non-authentic source (videos designed for language learning) like *Extra English* drama, *English conversation*, *Real Life elementary*, *BBC Podcast (Speakout)*, *New Headway elementary* (all downloaded from youtube.com and other sites). Outside classroom-task, each week the student (individual, or in pairs) were assigned to download a video (from elllo.org, ted.com, youtube.com,

or vimeo.com), then they had to study English from the video downloaded (words, expressions, pronunciation or language structure) and retell and record the content of it, and submitted their tasks to the researcher which then they shared and discussed in the classroom in the following weeks in pairs or groups. This activity took place for 6 six weeks or 6 meetings, plus 2 meetings for speaking test. In the last project, they were assigned to talk about one free topic which must be videotaped and submitted to the researchers.

Methodology

This present study uses a qualitative approach for collecting and analyzing the data. The study employed a case study research design in order to conduct “research that provides a detailed account and analysis of one or more cases” (Johnson & Christensen, 2008, p. 406) and that “examines a specific phenomenon such as a program, an event, a process, an institution or a social group” (Merriam, 1988, p. 9). This design is appropriate for this study as the researchers explored the case of students’ experience in speaking classroom who involved in video-based activity of a CAR project conducted by the researchers (Merriam, 1988).

In this research, the writer employed purposive sampling technique in selecting the research participants. The participants are tertiary students registered in academic year 2013/2014 who major English Department of Tadulako University, Palu, Central Sulawesi who took “speaking II” subject in the researcher class. The 2013/2014 generation has four classes (A-D). The researcher taught in the class D that consisted of 35 students which most of the students were identified as the poor English speakers as shown by their scores when took “speaking I” subject (47.83% got C/D marks)

To obtain the data needed, the researchers used semi-structure interview by asking the students’ based on the questions prepared followed by some probing questions. The interview was conducted in Bahasa Indonesia. Data were also triangulated with the observation and the result of speaking tests. Data recorded then was analyzed qualitatively using Miles and Huberman (1994) model by reducing, presenting, drawing conclusion and verifying data. Coding was used to find the same pattern or theme of the students’ responses. In this case, thematic analysis was used as it was considered the most suitable method for analysis of the data as it dealt with naturally occurring events and it provided thick descriptions and information that lead to answers (Miles & Huberman, 1994).

Findings and Discussion

This section discusses the students’ response toward their perception of engaging with the use of video-based task both in the classroom and outside classroom. The responses cover with their positive opinion toward the teaching of speaking through integrating input activity (video-based activity) and output activity (using the language outside and inside classroom), the advantages of

video-based activity both linguistic and non-linguistic aspect, and the challenges faced by the students dealing with this activity.

Positive attitude toward video-based activity/task

The result of study revealed that all students expressed their positive response to the use of video-based task both in the classroom and outside classroom. In relation to the use of video-based activity in the classroom, they argued that learning speaking through video was good, interesting and entertaining. They expressed some reasons about that. The first reason why they said it was good because they enjoy the video and they could not only learn about speaking but also listening and pronunciation by imitating what the speakers said. Some of them stated that they could easily imitate it by seeing the speakers' mouths. The second reason was some of them said that they were not bored with the video. It was because the videos given were interesting. In those videos, there were many familiar words found. They were not difficult to follow the plot of videos. Consequently, they could obtain what the speakers talked about. The third reason was because of funny videos presented in the classroom. Some funny videos given attracted their attention as well. Many students also argued that they liked the activity because it can increase their vocabulary, and giving confidence to use English in the classroom. Some of students' excerpts are presented below:

...the activity was good because it could increase our vocabulary and improve our listening skill by listening what the speakers say...

...The video can increase the vocabulary because we are asked to retell it ...

...I was happy with the video activity because I could catch many things from the video...

...I enjoy it, because the videos are funny...

...It was good because it improved my speaking skill ...

Similarly, most of the students had positive responses to the video-based task outside the classroom, although few of them get challenges doing the task. Most of them said this task based video given as homework was good because they could practice speaking not only in the classroom but also out of classroom. They could trigger themselves to speak up in retelling process by using English while recording it. Also, they had much time to do their homework at home. In addition, they enjoyed many educational videos which had been downloaded and they could try to retell those videos whenever they wanted. Therefore, they could remember it again. They were interested in the homework because they were given some different kinds of homework, like retelling the video while recording it, recording their conversation with their pairs, and making a video about their experiences individually. Furthermore, they said it was interesting and funny because they just talk to themselves when they recording their voices at home. The students' statements can be seen from the following excerpts:

...Good, it is good to train us to speak...

...It was good because it could trigger me to speak up without text especially in retelling process...

...It was good because it triggered me to speak up not only in the classroom but also outside of the classroom...

...Funny and interesting, because it seems like we don't have burden while doing the task...

The positive reaction or responses from students involved in video-based activity were not only encountered in this present study, previous study of Pinandhita (undated) revealed that student who did retelling technique using video were active in asked questions and gave responses to each other indicating that they liked or were motivated with the activity. It is also related with Rammal's (2005) statement that video material is a beneficial source for language teaching as it provides both fun and pedagogic source of learning that rich of authentic interaction. Another study of Yumarnamto and Wibowo (2008, cited in Cahyono & Widiati, 2011) reported that the use of podcast video motivates the students in learning listening as they found it interesting to learn with video.

Advantageous of Video-based activity

Most of students responded that engaging with video-based activity can increase their vocabulary possession, improve pronunciation skill and grammar knowledge, and develop their listening skill ability as well as speaking fluency. In addition to linguistic aspect, they also stated that the tasks or activities motivate them to speak, reduce anxiety, develop learner autonomy, and promote collaboration.

Benefits from linguistic aspects

a. Vocabulary

All students responded that the video-based task/activity increased their vocabulary possession. They told that even though they could not understand all speakers said, they could get many unfamiliar words in every meeting. The captioned video helped them to acquire new words. They also searched those new words in dictionary or *google* translation to make them more understand about the video. They stated that by doing the task every week from video, they got new words/ expressions. Some students stated they enjoyed learning vocabularies form video than from books. Here are some students' excerpts:

...we can find and learn from some new unfamiliar words found from many videos...

...My vocabulary is improved...Also, those new words are useful because I can use them when I speak to my friends.

...I got new vocabulary, especially, expressions using in the video in every meeting.

...some words were repeated, so we could familiar with those words...

...In order to understand new words/expressions, I tried to translate the transcript through Google translate before going to read and to retell it....

b. Pronunciation

All students responded that the video-based activity improved their pronunciation skill. They revealed that video provides them good example of how to pronounce words and expressions, and the intonations of those words. They imitated what they listened from videos. As most videos have transcripts, they really were helpful for the students to match them with what the speakers said in the video. They responded as follows:

...through listening the speakers' statements, I could imitate what they said...

... through the video we can learn the correct pronunciation especially when the word is different from the pronunciation...

...as all videos the speakers are native it helps me to know the correct pronunciation...

...I know the correct pronunciation by following what I listen with the transcripts....

c. Grammar

There was a mixture of responses from the students in relation to benefit of video-based activity to their grammar knowledge. Yet, most of the students agreed that learning speaking by using video could improve their grammar knowledge. It was because the use of grammar in speaking like retelling a story was explained after doing the assignment. Consequently, they could correct their incorrect grammar. In addition, they could imitate the grammatical sentences were expressed by the speakers in the videos because some videos given with its transcript. They said they often constructed a sentence in a paper before saying it in order to rearrange the grammar. The students stated below:

...My grammar knowledge was improved as I tried to imitate the structure through video transcript...

...my grammar was improved because I learnt video with transcript...

...I followed the grammatical sentences that the speakers said...

The result of these research support benefit of others' study about the use of video in English instruction. In terms of vocabulary, Wong, Noronha, and Chaplin (undated) found that the use of video program in the language classroom increased the students English vocabulary, indicated by 51% of respondents said so. According to this study, the increase was affected that most videos had the captions or subtitles. Potosi, Loaiza, & Garcia (2009) revealed that using video in EFL classroom developed students' vocabularies and their pronunciation that support their oral skill too.

d. The benefit of video-based task/activity toward listening comprehension and speaking fluency

The students in this research responded that engaging in video-based activity/task improved their listening skill as well as developed their speaking fluency. In terms of listening skill improvement, the students revealed that exposing to the video intensively and frequently can improve their listening skill indicated by their ability to comprehend conversation easily. Some responses of students are reflected to the following excerpts:

...it helped me to develop my skill in speaking especially in retelling process and listening especially in comprehending a conversation...

...through video exposure I could deepen my speaking and listening skill at home.

...the video-task improved my listening ability, I can now listen clearly as a result of intensive listening with video...

...the task given improved my listening skill as we're frequently exposed to listening to native speaker when watching videos...

The result of present study is in line with the other studies that reporting that being exposure to the video material can improve the students' listening comprehension. Potosi, Loaiza, & Garcia (2009) revealed that due to the continuous exposure to the video, the students' listening skill increased. In the context of Indonesia, study of of Yumarnamto and Wibowo (2008, cited in Cahyono & Widiati, 2011) reported that the use of podcast video increased the students' listening comprehension. The increase may be associated with the ability to grasp information faster when students learn with multimedia as found by Rajuni (2008, cited in Cahyono & Widiati, 2011).

Students in the present study revealed that having video-based activity developed their speaking fluency. They said their speaking became more fluent than before. Some reasons made their speaking ability improved were from the task they got many new unfamiliar vocabularies. In addition, through retelling what they got from the video, they could talk about the topic and got some new vocabularies from their friends when sharing their topic. Moreover, they felt free to speak up to their friend in English when they discussed it. In conclusion, the task/activity triggered the students to speak up confidently not only inside but also outside the classroom because they did task based video in both areas. The excerpts of their responses are presented below:

...it helped me to develop my skill in speaking especially in retelling process...

...watching and retelling to my friend made my speaking became more fluent...

... retelling the content of video trained my brain to recall what I've watched.

Then, I like sharing the video to my partner of conversation...

...My speaking becomes fluent. Also, I could speak up in English bravely to my friend...

...I could improve the fluency of my speaking by imitating what the speakers said...

...I could use the expression gotten from this video in the other class....

Some studies have found that video as input for developing speaking skill. All of those studies revealed that the use of video can improve the students' speaking skill. (e.g. Priajana, 2011; Pinandhita, undated; Rachmajanti, 1994, cited in Cahyono & Widiati, 2011) The use of Youtube video both inside and outside of classroom can develop the students' oral skill (Watkins & Wilkins, 2011). Similarly, Potosi, Loaiza, & Garcia (2009) reported that using video in EFL classroom for teaching listening not only develop students' comprehension but also improve their oral proficiency. The link between video and speaking skill rests on the bunch of inputs received by English learners during the process of watching it. Being exposure to language input, particularly video, learners will be able to acquire sufficient vocabulary, good pronunciation skill and grammar knowledge as well as having rich ideas to engage in English conversation (Nation & Newton, 2009). This present study investigated students' experience of involving in integration of the listening activity – input-based activity, and speaking activity – output-based activity of watching video. To gain optimum result of the use of video, Nation and Newton (2009) suggest that teacher should apply a balance input activity (listening/viewing) and output-based exercises (speaking) for students.

Benefits of non-linguistic aspect

In addition to linguistic aspect, the students also responded that having exposed to the video-based tasks or activities motivate them to speak or learn English, reduce anxiety, develop learner autonomy, and promote collaboration. The details of the aspects are presented below.

a. Motivation

Students responded that video-based activity motivated them to learn English as well as to speak English. The students felt that activity assigned encourage them to speak. Having watched the video, they needed to share to their friends by retelling in the classroom or recording their voice and submitted to the researchers. The students' excerpt responses are presented below:

...It was very interesting. I could watch and retelling what we watched.

Therefore, it made us enjoy our learning...

...I like retelling because by retelling to my friend, I could decrease my nervous. I felt enjoy when I spoke to my friends...

...I just felt enjoy with the teaching technique because I could not only learn the theory but also directly practice to my friends...

This present study supports another study which conducted by Cahyono (1997, cited in Cahyono & Widiati, 2011) that revealed the use of video in the classroom can be a potent motivating tool for learning English if it is used competently. A study of Ismaili (2013) reported that incorporating video in teaching English attracted students' attention to learn English. Video can be motivating as it provides visual and text in which students are able to see how language is used (Harmer, 2007). Moreover, Renandya (2013) states that the use of task putting students in comfort zone motivate students to learn.

b. Reduce anxiety

The students also revealed that the activity assigned or done in both inside and outside classroom reduce their anxiety to speak. They were given large opportunities to work at their ease without getting considerable intervention from the lecturer both inside or outside classroom' activities. It made them freely to speak as well as to engage actively with the tasks given. Their responses to this are reflected in the following excerpts:

...My speaking becomes fluent. Also, I could speak up in English bravely to my friend...

...I always record my voice, I am not afraid of speaking in English to my friends...

...I just felt enjoy with the teaching technique ... we could decrease our fear to speak up in front of others...

... I like it because I feel convenience when I do my task at home...

...Funny and interesting, because it seems like we don't have burden while doing the task...

Marwan (2008) found that three factors that contribute to learners' foreign language anxiety in Indonesian FL classroom: lack of preparation, lack of confidence and fear of failing. Students in this study revealed that the tasks boosted their confidence to speak and reduce the feeling of anxiety.

Learner autonomy

The students felt that the video-based task assigned encourage them to be active to speak outside classroom and work with their tasks at home. The tasks encouraged them to solve their problem by their own ways. Indeed, the tasks boosted the learner's autonomy. Some of their responses are below:

...It was good because I could repeat at home the material given in the classroom. So, I can remember it again...

...It was good because it triggered me to speak up not only in the classroom but also outside of the classroom...

...I like watching and asking about the video to my friend. Eventually, I can accustom myself to give response in English to what I see...

...I tried to retell the video even though sometimes I didn't understand what the speakers said. In order to understand it, I tried to translate the transcript through Google translate before going to read and to retell it.

Learner autonomy is defined as “the ability to take charge of one’s own learning” (Holec, 1981, cited in Myartawan, Latief & Suharmanto, 2013, p.64). The use of multimedia such as video is believed to help students active in learning and promote autonomous learning and allow them to learn language based on their abilities, needs, and preferences Lu and Liu (2011, cited in Moqbel & Rao, 2013).

c. Promote collaboration

Students in this study finally responded that being exposure to video-based activity promote collaboration among them. They said that tend to share the story of their videos, learn vocabularies from their friends’ video, ask the meaning of unknown words or expressions. Their idea of collaboration can be seen in the following excerpts:

*... I could share some new vocabulary to my friends each other...
...I like watching and asking about the video to my friend. Eventually, I can accustom myself to give response in English to what I see....
...I like watching and retelling to my friend because it made my speaking became more fluent...
...I like retelling because I could get some new vocabulary from my friends...
...I could collect the unfamiliar words in a notebook and I can ask to my friends when I didn't know the meaning...*

Challenges in video-based tasks

In spite of its advantages, the use of video-based task also provided any challenges or problems to the students which the teacher needed to address. First, they found difficulty in understanding the fast speech of speakers in video without transcript. Then, they did not understand the meaning of some unfamiliar words found even for the words which has almost same pronunciation. Other problems were about the process to download the video even some of them did not have any laptop. To overcome this problem, they asked their friends to do that. A few of them who still have lack vocabulary said it was really difficult to speak. Also, some of them said that it was troublesome to have same group with people who could not cooperate well with them. In addition, they felt difficult to do retelling because they should change the tense like from present tense into past tense. It meant that they were still difficult to construct grammatical sentence.

Regarding to the above students’ challenges, literatures and studies provide some hints of how to effectively use video in the language classroom to

achieve the goal of instruction. Using captioned videos can be very helpful for students (particularly low proficient learners) to improve their listening (Potosi, Loaiza, & Garcia, 2009). Nation and Newton (2009) suggest that it is imperative to provide any listening material with its transcripts or video with its subtitle (captioned) when delivered to beginning English learners. In addition, the language level of the video should be appropriate for the level of the class without the instructor having to place too much emphasis on over-explaining (Wong, Noronha, & Chaplin, undated). For all the students' problems, Cahyono (1997, cited in Cahyono & Widiati, 2011) points out that teachers need to well manage the instruction to get optimum benefit of video used in EFL classroom.

Conclusion and Implication

This study found that having exposure to video-based activity the students revealed that they gained benefits as well as the challenges. However, the benefit outweighed the challenge. The students expressed their positive response to the use of video-based task both in the classroom and outside classroom – it was interesting, fun, entertaining and helpful. The tasks also developed their vocabulary possession, pronunciation skill, grammar knowledge, improving listening comprehension as well as developing their speaking fluency. Other advantages of the tasks were motivating them to speak and to learn English, reducing anxiety, developing learner autonomy, and promoting collaboration. Despite its benefits, the video-based task also gave problems to them such as: non-captioned video, less vocabulary possession for performing task, grammar knowledge, and less cooperating pair.

The result of the study implicates for teachers of English in using instruction media that not only providing language input but also integrate it with output activity such as speaking and writing. Video as a good input source for teachers as they it provides authenticity in terms of its use and is equipped with images, text, and language used. To gain optimal benefits, particularly to the low English proficient students, teachers need to select interesting, fun, equipped with its transcription or captioned video materials that facilitate best learning for students. In speaking classroom, the input-based activity of viewing video can be integrated with output-based activity such as retelling the story of video, discussing the content of video, or do role playing.

Tomlinson (2012) points out that in terms of material selection some studies have revealed the use of video that published materials such text book in EFL classroom. However, he suggest teachers need to consider some points to obtain the potential benefits of using any electronic materials such as it should be easy access, easy sharing, cost efficiency, authentic, empowering to students; it gives interaction in simulated environments such as modeling and feedback pronunciation, recourses intensive and extensive viewing at the learner's convenience.

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DEVELOPING MEDIA FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE FOR A SPECIAL NEEDS STUDENT INCLUDED IN A REGULAR CLASSROOM AT NORTH BALI BILINGUAL SCHOOL

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Abstract. North Bali Bilingual School Singaraja is the only bilingual school in North Bali which includes an autistic student as a student of special needs in the regular classroom. However the materials needed for giving the appropriate and optimal treatment for the student is not sufficiently provided yet. For that reason, research was conducted on how materials could be produced in order to suit the needs of the student. The system of teaching the student is done using an Individual Education Plan (IEP) which must be developed using special research in order to match the objective of the IEP. As the student is an autistic student, the IEP needs some media which must be created based on the condition of the student and also the goal of the IEP. The media were developed using the paradigm of R&D research. This article therefore aims to describe the kinds of media produced in the research, kinds of techniques used to implement the media, and types of assessment used to see the improvement of the student after the media is used.

Keyword: *media, autistic, the student of special needs*

1. Introduction

It cannot be denied that education plays an important role in the life of every individual, therefore equality and equity in education needs to be strengthened and supported to confirm the need of giving care and attention to all including the students of special needs. The treatment toward special needs children which has been commonly carried out in Bali and generally in Indonesia is by segregating them from other students who are in a normal classroom, and different from the mainstream students.

The segregation of the special needs students in North Bali and also other places in Bali has been conducted by the government in a special government school of special needs children called “Sekolah Luar Biasa (SLB”), and this type of treatment has been well accepted in society and so far been considered as the best treatment for the students. SLB is the specialist school for students who have learning difficulties which includes the students who are physically disabled and behaviorally and emotionally disturbed. However there have been an increasing number of parents who prefer to enroll their children at a regular school and they want their children to be educated in a regular classroom like the mainstream students. In spite of the preference of the parents, it cannot be denied that the

segregation of the special needs children may provide beneficial condition for teachers and give less burden on the side of the teacher because pedagogically the teacher might find it easier to handle the students having similar conditions in a classroom. However experts and researchers who work in special education question the benefits of segregated special education and consider integrating them in a regular classroom may bring better results. Rutte (2014) stated that integrating special need students in a regular classroom is rooted from several reasons. The special need teachers and students feel that they have been excluded and hidden away in their schools, even the best equipped school cannot replace the normal environment. Integrating students is also considered to be more attractive to parents. The development of character values like tolerance, empathy, and helpfulness is often not a priority in mainstream schools and a policy of integration could help improve this.

Realizing the benefits of integrating special need students in the normal mainstream students like mentioned above, North Bali Bilingual School (NBBS) has taken a policy of having an autistic student included in the second/third grade classroom. This paper then aims at describing kinds of visual media utilized to help the student in inclusive classroom.

2. Literature Review

Autism is stated as having impairments in reciprocal social communication and social interaction, and the presence of restricted and repetitive behaviors, interests, or activities (American Psychiatric Association, 2013 in Tuononen, Laitila, Kärnä, 2014). The student with Autism Spectrum Disorder (ASD) is less likely than his normal peers to initiate conversations, respond appropriately to the conversational turns and be able to understand the intention and the illocutionary force of utterances. He also shows poor understanding towards the emotional states of others and struggle in particular to use facial expressions to show his emotions (Cummings, 2014).

The inclusion of the autistic child in the school is in accordance with the policy of inclusive education in Indonesia which was started by a declaration in a national conference in Bandung on August 2004 and the special needs students are recommended to be included in a normal classroom the same as how the mainstream students are (Nugrahei in Padmadewi, 2013). This declaration, even though not well known yet in Indonesia, brings about a new and innovative educational system in NBBS where teaching practices respond to individual differences of the students.

Inclusion can be described as including students of different conditions, backgrounds and abilities to be in the same classroom. *Theoretically, inclusion is a philosophy that emphasizes the importance of bringing together diverse students, families, educators and community members, in order to create schools and other social institutions that are based on respect, acceptance and belonging.*

Inclusive education recognizes that all students are learners who benefit from a challenging, meaningful, appropriate curriculum (Meynert, 2014). The concept of inclusion held in NBBS is not only pertaining to the notions of integration which entails the concerns of students with special education needs in order to help them establish their independency, but also implies the respects for the students' social, civil, and educational rights.

However blending normal, mildly and severely challenged students in the same class is not an easy job because the students who are severely challenged could experience a sense of failure if they are expected to follow the curriculum for normal children because they are unable to cope. That is why the differentiated instruction must be utilized and the student with special needs must be treated based on his needs.

Despite students' differences being taken into consideration, NBBS is not a fully inclusive school by design in certain cases. In practice, the implementation of inclusive education involves the inclusion of an ASD student and other students with mild special needs. The system of inclusion is adapted based on the condition of the students in particular the ASD student. Being low functioning in his social awareness and having deficits in interactions makes it hardly possible for the ASD student to be fully included in the classroom.

Realizing the benefit and importance of including the ASD student in a regular classroom, the best effort has been carried out in NBBS in spite of the fact that it needs special commitment from the school and also requires seriousness and skills of the teachers over lack of experienced teachers for ASD students in NBBS. One of the commitments is to design a special Individual Education Plan (IEP) for the autistic child and provide a special shadow teacher in the classroom. In order to suit the needs of the autistic student who tends to be a visual learner and match with the situation of the accommodating classroom, the IEP needs visual media developed to suit the goal of the IEP and adapted based on the condition of the student.

3. Method of Research

The study described in this paper is a part of a bigger project carried out in NBBS which was designed in the form of R&D following Logan's model. The study took place mostly in the grade 2/3 mixed grade classroom, and in other rooms where the ASD student studies. In NBBS the ASD student is accompanied by his shadow teacher and formally stayed in NBBS from 7.50 am up to 12 a clock every day, but sometimes asked for a day or several days off for occupational therapy in other cities.

4. Findings and Discussion

4.1 Types of Media used for Helping the Autistic Child, and How they are Implemented

There is one student with Autism Spectrum Disorder (ASD) to be included in the second/third mixed graders of regular mainstream classroom in North Bali Bilingual School (NBBS) Singaraja. As an ASD student, he frequently shows indicators like: having very little eye contact, busy with himself, does not smile, no prompt response if his name is being called and cannot socialize and make social interactions with others. He has his own world, and therefore needs special treatment and understanding from his surroundings.

The characteristic of the ASD child is found unique and special. Physically, he does not show any impairment, but socially he has difficulties. The ASD student often shows difficulties in seeking or maintaining eye contact. *Children with ASD differ from children with typical development in various areas related to the use of eye-gaze: they rarely look at another person for social information or to get an assurance regarding something (i.e., referential looking* (Noris, Nadel, Barker, Hadjikhani, & Billard, 2012 in Tuononen, Laitila, and Kärnä, 2014).

The ASD student is also exposed to the bilingual system of the school. In terms of its bilingualism, NBBS does not provide any specialty to the ASD student. The condition of having bilingual exposure in the school is also benefited by the fact that NBBS has a native speaker who always speaks in English to the ASD student. The natural exposure to the bilingual interactions and environment provide sufficient advantages for the ASD student to acquire English naturally.

Along with the process and the commitment of providing serious and professional help for the student, research was carried out on how the special IEP should be developed in order to link and match with the needs and condition of the ASD student. Based on the observation conducted during the process of the treatment since 2012, it was identified that the ASD student tends to be a visual learner. He shows a quick understanding for things presented visually and amazingly has an ability to copy, perfectly, things he sees visually, such as websites or commercial drawings.

There are two reasons why students with autism function better visually. First, they experience difficulty shifting and reestablishing attention. Students with autism face problems in smoothly and accurately controlling the shifting and reestablishing of attention. Because of cerebellar deficiencies their ability to modulate sensory input is affected. The nervous system of autism students does not have the capacity to perform the function of social interaction which requires very rapid selection, prioritizing, and processing, of information. The resulting inability produces in part the early aloof and non-engaged behaviors and the auditory inconsistencies. Secondly, autistic students face difficulty attending to foreground sounds (communication message) and blocking out background noises (door closing, paper shuffling and other sounds from the environment). The normal listener is able to focus his attention selectively on the communication message while blocking out the background noise (Hodgdon, 2006).

Researchers mention that the normal communication message can be described as 55% visual (gestures, facial expressions, body movements, objects in the environment), 37% vocal (vocal intonation, rate and intensity or volume) and 7% verbal message (the actual words spoken) (Hodgdon, 2006). If the autistic students understand auditory information even less than normal listeners, it can be considered that only a small part of verbal language may actually be in their comprehension of communication.

To respond to the need of the student toward visual stimulus, some media have been designed and developed in accordance with the types of elements provided in the IEP. The term 'visual' includes anything the student sees which can be objects, printed matter of any kind, body language and behavior of others which become visual supports for communications. The kinds of visual media produced and utilized can be listed as follows.

a) Media for Discrete Trial Training (DTT)

Discrete Trial Training (DTT) is one of the main techniques of the ABA method which becomes the main strategy used in handling the special needs student in the school. DTT was done in several cycles each of which consists of giving instruction, prompting and ended with giving a reward.



This type of media consists of a series of rules applied in the school. The teacher starts by giving the instruction, prompting using the card and if the student can follow the instruction, a reward is then provided which can be verbal or by using a small reward. The use of the picture is also a kind of tool for the student to focus by having something to look at especially when there is a noisy environment.

b) Media for discrimination training

Besides DTT, other techniques were also implemented, such as: discrimination training. This technique was used in object identifications including identifying different color, different shapes or different places and people.



This type of media is used as sorting task. The student is asked to sort blocks and must be able to differentiate which size for which slots, and which colors must be chosen and put in the hole when the teacher

gives instructions. This is also considered as fine motor practice of eye-hand coordination and also improves the student's understanding towards certain concepts. If the student can perform the activity correctly, the task can be extended by asking the student to do the activity and at the same time as verbalizing.

c) Media for matching

Matching is a technique for extending the identification training which is also intended to train students' precision in activities. This training is aimed at building the student's ability to identify the match shapes or to match things which have similar aspects.



The first media on the left side is intended to establish the targeted skills in matching identical simple pictures by attaching adhesive identical pictures on top. The next media is more complex. The student needs to cut certain shapes before attaching them to their similar forms. This task requires more than one skill: motoric, recognizing certain shapes and matching skill. At the beginning, it is not an easy task for the student but with the help and training by his shadow teacher, the student can do it. The last media is more demanding linguistically because the student is expected to understand the colors, choose the clothespins and match them based on the color, and start to read and internalize the meaning of the words.

d) Media for fading technique

This media is utilized as a technique of slowly decreasing the dependency of the student and train the independency. The shadow teacher utilizes the media as shown below as a means to visually show the concept and the student is then expected to internalize it through visual learning he is exposed to. The use of the media and its exposure is slowly decreased as soon as the understanding has been formed and built into a habit.

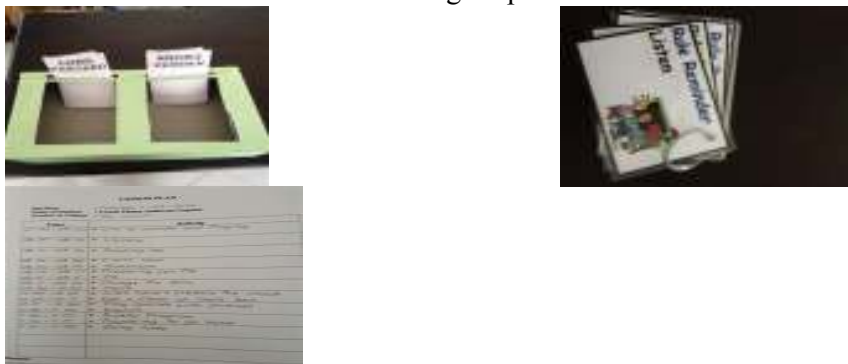


These visual aids are tools whose primary function is to give information in a logical and structured form. This kind of information can help the student to handle many happenings which might cause frustration.

In this case, a combination of words and pictures is frequently the best decision. The words labeled on the pictures can be used to refer to the activities, which represent what people say when communicating with the autistic student. Labeling the items also increases their effectiveness because everyone will use consistent terminology when referring to activities which results in more rapid recognition for most students. Beside that it also helps many students learn to read the words that accompany the pictures.

e) Media for shaping

This kind of media is used for training verbal expression given through a kind of drill. The purpose is to shape an understanding in the brain of the student and make it formed through repetitions.



These media are used when the students are able to read. The first photo on the left side is used to train the student to differentiate the concept of 'short' and 'long' by separating things/objects based on their sizes. After that, the student is trained to say something about the objects. The photo in the middle is initially used for discrete trial training but the task can be extended by asking the student to talk

about rules. The last photo on the right side is about a schedule of the activities done by the student in a day. This is shown to him in order to know his responsibility in a day. The teacher can extend the task by asking the student to communicate about his activities. The daily schedule is a terrific and potential recourse to help the student improve his ability to communicate about his life to other people, improve his vocabulary and language skills, can assist in developing time concepts, and can teach sequence, before and after. The schedule also provides an excellent structure to teach independent work habits.

f) Realia/real objects and modeling by the teacher

The media in the form of real objects are also very useful and beneficial to be used to introduce concepts to the ASD student. They are even better in the sense of being able to provide correct concepts to the student without being afraid that deviation occurs because of wrong interpretation if the media used are not appropriate. The concepts can also be introduced through modeling by the teacher for possible topics like those of action verbs or for describing feelings.

g) Photos about the activities done by the student

This type of media can be the student's own photos or other photos he knows which are used as a kind of stimulation for training expressive language. The student can be prompted to give information about what happened by showing the photos about the activities where he is involved. When the student sees the photos, he is expected that he can retrieve his memory about the events, and is trained to express about them. Visually seeing the photos can help the student to go back to his memory about what happened with him previously.



The decision of using the media described above is flexible and very adaptive and depends on the daily performance of the student. The IEP prepared is therefore subject to change following the progress achieved by the student. The achievement of the student towards the concepts and the topics introduced also depends on the power of repeated stimulus exposed to him.

Media in the form of self photos are also used in the IEP of the ASD student. The self photo media are usually used after some concepts on the receptive language have been understood by the student. The photo media are functioned as a scaffold for stimulating the student's memory about the events which can act as a stimulus for creating responses. After certain memory has been retrieved from the brain and the student is able to create responses, the treatment is then extended to have basic and simple natural communication using the

shadow teacher herself as the media. However, if confusion happens, the shadow teacher can go back using the media to stimulate communications until he is able to establish competencies of expressing ideas orally.

The use of the media mentioned above is principally to remediate or eliminate the student's area of difficulty. The treatment provided is not intended to 'cure' the student. The goal of the IEP is to maximize the student's individual ability.

4.2 The Techniques of the Implementation and the Assessment used for Identifying the Improvement.

In accordance with the vision of NBBS to respect diversity, giving access for the ASD student to register and have equal opportunities to have education in the school is one of the NBBS missions. Being a special student in the school needs special treatment from NBBS, and also requires a big commitment from the teacher. The teacher should understand how the treatment must best suit the student's need but not neglecting the needs of the rest of the class members.

According to Hodgdon (2006) there are three goals which are appropriate and realistic for the student of special need. The first one is to teach skills. The teacher needs to help the student to learn strategies to make their communication interactions as effective, as efficient, as universal and socially acceptable as possible. The second one is to teach compensatory strategies. The student who learns to use visual supports to help him accomplish his goals will benefit from increased participation and greater independence which is certainly a long term educational goal. The third one is to modify environment for maximum learning. The teacher can utilize the knowledge he has about how the student learns, modify the environment and create teaching strategy so the student has an opportunity to learn more efficiently which will maximize his learning time.

In order to establish the goals mentioned, NBBS uses the IEP and inclusion in a regular classroom but 'adapted' based on needs. Having a 'different' student in a mainstream regular classroom requires special skill and experienced classroom management. The individual needs of the ASD student must be fulfilled but the conducive atmosphere of the classroom can still be maintained, and every student has the same chance to develop his or her potential. This condition will be extremely difficult to be handled if the management of the classroom is regular and traditional. However, it becomes feasible to be managed if it is designed using Differentiated Instruction which has been applied as the key philosophy of teaching in NBBS and found to be mostly effective in teaching special needs students in an inclusive classroom (Padmadewi, 2013).

Differentiated instruction is defined as a teaching strategy which is intended to help students to have optimum progress based on their individual needs which *include a wide spectrum of learning abilities, styles, and needs, including students who demonstrate above-average intelligence, students who are considered "at risk of school failure, students with cultural/ language differences,*

students who are educationally disadvantaged, students who have a slow learning rate, and students who qualify for special education services (Choate 1993 in Nordlund, 2003). The implementation of differentiated instruction can certainly help students from different background to develop their full potential in the same classroom.

In line with those definitions, the techniques and strategies of integrating special needs student in NBBS is therefore conducted by implementing the IEP based on the combined concepts of differentiated instruction which has been carried out using two systems such as: ‘pull out’ and integrated system, with the *Applied Behavior Analysis of Handoyo’s Lovaas Method* (Handoyo, 2009). The pull-out and integrated system are utilized for best access of learning and to develop his maximum potential yet still enjoy the comfort zone created by the teacher. The shadow teacher provided in the classroom can also be an assistant for the main teacher. With this system of management, the main teacher as well as the shadow teacher are challenged to provide enough assistance for the ASD student and also for other students and recognize him as a unique individual, regardless of the levels he is assigned in the classroom teaching learning process.

The pull-out system is carried out if the ASD student requires ‘his time’. The system can be done spontaneously to response to the student’s need and condition. He sometimes shows symptoms and indicates his need of being taken out by showing restless movement. This is usually done in a situation where it is not favorable for his condition either stimulated by external noisy environments or because of the impulsive force from his inner self. The shadow teacher should sensitively understand his situation, and therefore should pull him out for a while as needed by the student’s condition.

However, the pull-out system can be designed on purpose and based on an arranged schedule as a part of the IEP. This pull-out system is usually administered based on the topics taught and activities planned for the student. In this session, the ASD student is pulled out, and he studies in a special room different from the regular mainstream for which the media discussed above are utilized. The types of media used depend on the topics and the material being taught. The media for shaping for example can be in the forms of pictures or even the real objects to tell about kinds of nouns in English. By showing the media and saying it out, the shadow teacher is transferring the information which is understood through the visual image formed in the brain of the student. In order to make the understanding firm, the concept stored in the brain needs to be repeated, and the stimulus using the media can be then slowly decreased and eliminated if the understanding has been permanently stored in the student’s brain.

The chosen strategies of implementing the media are directed and inspired by the S-R r learning theory. That behaviorist learning theory is appropriate with the ASD student who needs to be stimulated most of the time in order to promote responses. *To the behaviorist, the human being is an organism capable of a wide repertoire of behaviors. The occurrence of these behaviors is dependent on three*

crucial elements in learning: stimulus, which serves to elicit behavior; a response triggered by a stimulus; and reinforcement, which serves to mark the response as being appropriate (or inappropriate) and encourage the repetition (or suppression) of response in the future (Richards and Rodgers, 2001). This S-R conditioning theory has been utilized in enhancing the student's ability to acquire expressive language.

The implementation of the theory in practice seems to be successful as it is in line with the features of the ASD student who has deficits in social interactions and therefore frequently needs to be stimulated. The understanding is still mechanical. To shape the student's understanding about action verbs for example, the teacher uses his own behavior as a model. The teacher speaks out an activity and eventually performs the activity and lets the student see it. Visually seeing the process allows the student to internalize the concept about the action stored in his brain.

Observing and analyzing the ASD behaviors, some possible predictions and explanations can be drawn. The more frequent the image formed in his brain, the stronger the concepts formed. Therefore if it needs to be retrieved as stimulated by others for the social interaction purposes, the student might find it easier to retrieve the information which has been stored in his brain, because he just needs to retrieve it from his 'repertoire' memory in the brain. If the correct responses are performed, a reward is provided in order to give the chances that the good responses will be repeated again. However if there is no memory about certain behavior in his repertoire, it is less likely that he is able to retrieve certain memory. Therefore, environments around the student should be able provide context which promotes incidental learning as well as intentional learning to take place.

Even though the media are designed for the IEP purposes, it does not mean that the media cannot be used during the spontaneous pull-out system. The teacher can always try to use them and see the impact and can progress on if needed. However, asking the student to follow what the teacher said is not always easy especially if what is intended by the student is not matched with what is provided by the teacher. If this happens, the teacher usually fulfills the need of the student to make him comfortable first before other activities are carried out.

With differentiated instruction, both systems of pulling out and integrating the student in the classroom can be conducted any time based on the situation. However, NBBS always prepares a schedule in order that the shadow teacher can manage and implement the IEP in the best way possible and when to pull out and integrate the students for which topics.

The types of media as mentioned above are mostly used at the beginning stage of the inclusion, and as the time passes by and the processes have moved forward and the student's progress can be noted, the media are flexibly utilized based on the conditions of the student at the time of teaching and learning process. Media for matching and discrimination training for example have been well

understood by the student and the competencies about certain topics have been established so the students can understand basic communications using English. But, it cannot be denied that the condition of the student frequently fluctuates and his understanding of certain basic concepts is sometimes still contemporary. However, once he is able to establish permanent understanding, the concepts have been stored in his brain. It means that competencies of the topics have been formed and interactions with him about those topics would be sufficiently done. However, in term of more complicated social interactions, the student still shows difficulties in making triadic communications and still indicates low joint attention. Whenever the understanding can be formed and independency is slowly established, the use of media can be slowly decreased.

In order to measure the effectiveness of the media, assessments were conducted to the student. The assessment utilized to assess the progress of the student can be varied. Principally the assessment is in the form of authentic assessment. Authentic assessment can be described as *the multiple forms of assessment that reflect student learning, achievement, motivation and attitude on instructionally-relevant classroom activities. Example of authentic assessment include performance assessment, portfolios, and student self assessment* (O'Malley and Pierce, 1996). Most of the time the shadow teacher uses the performance assessment and asks the student to perform an activity based on the IEP and the shadow teacher can identify his understanding by observing the behavior. This behavioral assessment is usually done as a kind of on-going process of evaluation and the assessment can be done naturally by observing the student's behavior. On certain topics when the shadow teacher is interested in checking the student's understanding about certain knowledge, the shadow teacher can use comprehension tests to check his understanding and competencies towards certain concepts.

The results of the tests show that the student has been able to do tasks about identifying certain objects and write them down in English. He is also able to calculate basic mathematical questions like adding the number of objects. The amazing improvement was indicated when the shadow teacher asked him to read an English text, and surprisingly he can read the text very well. However, when interactions was conducted by the shadow teacher to identify his understanding towards what has been read, it was not always evident yet that he understood the text. But if the same English reading material was used again the next day and the student was asked to answer the same questions, he showed his progress and could answer the questions. This phenomenon indicates that his understanding is rather mechanical and could be formed in the brain after the stimulus was repeatedly exposed to him. From those indications, it seems that the student's cognition about English reading text is still questionable and the social awareness is still low functioning, even though mechanically he is capable of reading it out in English.

5 Conclusion

Visual media has important and beneficial impact for the autistic student. Presenting the message through visual supports or media can help the student establish and maintain attention. It also gives information in a form that the student can quickly and easily understand. The visual media can also clarify verbal information and provide a concrete way of internalizing concepts like time concept, sequence or cause/effect. The stability of the visual information allows the element of time necessary for the student to disengage, shift and re-engage attention. As a result, the student seems to understand better what he sees than what he hears and has visual interpretation skill that appear far superior to his auditory performance.

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A Multi-dimensional Approach to Developing and Using Authentic Reading Materials

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Abstract. This workshop aims to show how Indonesian learners of English can be helped to read an authentic text better and have fun in a reading class. Six principles of Multidimensional Approach are applied in the development of an authentic reading text and presented in the workshop. The approach, also called visual-audio-kinesthetic-tactile approach, stimulates the learners to understand better than they are taught through traditional pedagogy. With the aim to achieve multi-dimensional mental representation, the learners are guided through a set of activities to process the meaning of the text successfully. They gain their understanding by experiencing rather than learning the reading material.

The Multi-dimensional approach can help the Indonesian learners of English understand more fully because it provides them with opportunities to affectively engage with meaning, activate the visual – audio – kinesthetic – tactile areas of their brain, gain comprehensible input, and have time to make adjustments in connecting verbal codes with non – verbal mental representation. The learners are engaged in the affect which is the prime concern, a motivation to read on. The linguistic demand is decreased if they are first involved in listening before reading. Reading is now viewed as derived skill than builds on spoken language and the reading process is now thought to be grafted on the listening process. Reading comprehension means achieving multi-dimensional mental representation or visual – audio – kinesthetic – tactile areas of the brain. Therefore, a reading material should help learners to experience the text before they draw their attention to its language.

A brief review of four approaches to teaching reading is presented to create awareness in the audience. Emphasis is given to show how each approach is related to the development of reading materials and how these materials are used in the classroom. First, Reading Comprehension – Based Approach emphasizes comprehension in the form of presentation of a text followed by post-reading questions on the text. This approach neglects the controversy about whether, depending on the reader, a text has one meaning or multiple meanings. Many reading materials based on this approach do not state explicitly the aim of

comprehension questions. We, therefore, might ask ourselves in what way comprehension questions help the learners understand better.

Second, Language-Based Approach believes that once learners acquired the habit of language use through learning grammar and lexis, they would be able to read competently. Many course books have a two-page reading section with a text and activities. Pre-reading vocabulary activities seem popular and short texts are mainly used for teaching grammar.

Third, Skill/Strategy-Based Approach is based on an assumption that the conscious, explicit and direct teaching of strategies will develop the ability of the learners to read well. A variety of reading strategies is presented in the text and these strategies are expected to develop through practice. Skill/Strategy-based reading materials seem to view that, in order to read effectively, learners/readers need a range of skills and strategies. The learners / readers apply their skills and strategies when they read a text

Fourth, Schema-Based Approach is based on the schema theory; it emphasizes how contents of a reading material are processed in the mind. In other words, it deals with the way knowledge is organized and how the mind works in processing new information. The approach focuses on the organization of a reading text or how the contents are presented in the text. EFL reading materials applying the approach include typical pre-reading activities which ask the learners to discuss in pairs or in groups, their personal experience related to the topic of the lesson, and consider statements, text title etc.

Unlike the four approaches, Multi-dimensional Approach (Masuhara, 2005; Tomlinson, 2007) argues that experiencing rather than learning experience provides the learners to understand more fully because the learning experience provides the learners into opportunities to:

- cognitively and affectively engage with the meaning
- activate sensory, motor, emotional, cognitive areas of their brain during the process of reading
- self – project and self – invest in the activities which lead to deep processing and fuller engagement
- be exposed to comprehensible input of language repeatedly for a certain amount of time
- have time to make errors and adjustments in connecting verbal codes with nonverbal representation

Think about an English word you like very much or imagine a picture you can never forget. Try to think about tofu and discuss with a friend

What you have talked about is the result of your brain creating mental representation. According to neuroscientists, the world we see is reality manufactured in the brain; an integration of all the internal and external information gather through sensory systems (Masuhara, 2005). They tell us that we are not like cameras projecting what we see in our brains. We integrate

internal information as well as external information in creating a mental representation. For example, our mental representation of tofu is influenced by our past memories. Most of us many have had direct experience, our liking and knowledge about tofu and each of us creates an individual, dynamic and variable representation of this tofu. In reading, we have images induced by a text, and therefore we have different mental representations.

During their reading activities, learners of English are required to connect the linguistic codes with the no-verbal multi-dimensional memories in the brain. In real life, the incoming input is multi-sensory processing; we see, hear, feel, taste, and smell. In a reading text, the initial channel for incoming information is uni-dimensional, linguistic processing of code. In other words, we look at the same printed reading text and it is left to us the reader (or listener when listening) to actively involve multi-dimensional mental representations like those of proficient native speaker readers, we need greater and extensive neural network connections between the linguistic codes and multi-dimensional memories in our brains.

Masuhara (2003) proposes an alternative approach to teaching reading which embodies the following principles:

- engaging affect should be the prime concern of reading materials. Good text work on learners' affect, which is vital for deep processing and creates reasons and motivation to keep reading. Neuroscience provides evidence that emotion has longer evolutionary history than human cognition and casts a fundamental and powerful influence on cognition, learning and memory.
- listening to text before reading it helps decrease linguistic demand and encourages learners to focus on meaning, Masuhara (2005) claims that reading is now generally considered as a derived skill that builds on spoken language: the reading process is thought to be grafted on the listening process. The process of writing language is sound-based and accords with neuro-scientific findings (Bloom and Lazerson, 1998, see Masuhara 2005)
- reading comprehension means achieving multi-dimensional mental representation in the reader's mind. Meaning construction in a reader's/listener's mind should be achieved in a multi-dimensional way, driving from the integrated neural interaction of the various parts of the brain (i.e. The sensory, motor, cognitive and emotional systems)
- materials should help learners experience the text before they draw their attention to its language. A reading material should offer activities that help learners with the content of the text and achieve personal experience of it through multi-dimensional representation. By experiencing the text the learners are able to activate their brain, have time to develop inner speech before publicly speaking out or writing.

To summarize, the workshop is an attempt to apply some principle of Multidimensional Approach to develop and use an authentic text when teaching reading and show how a set of reading procedures/activities are designed to achieve multi-dimensional mental representation. Optimal learning experience psychology on how human beings best learn new things. Once the participants have experienced the demonstration, they are suggested to develop a reading material based on Multi-dimensional Approach. One authentic text is distributed for them to create their own and exchange of ideas follows.

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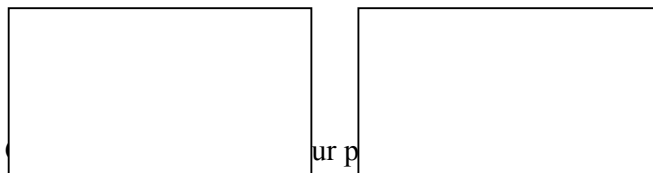
ATTACHMENT 1: AUTHENTIC TEXT AND TEACHING PROCEDURES USING MULTI – DIMENSIONAL APPROACH

1. MIME The teacher is going to mime something which depicts art of an article. Watch the mime and then in group of four give your answer to the following questions.

Who do you think she is?
a. Where do you think she is
b. Why is she there
2. INTAKE RESPOSE The teacher is going to read the first sentence.

As you listen, try to imagine the scene in
your
mind.

Draw two pictures of things you imagined
after you heard the first sentence



ur p

3. GUESSING

You are going to read an article about a
mother who was accused of killing her two
children. Write 5 words or phrases that you
think might appear in the article.



Compare your notes. Tell your partner why
you think these words or phrases might
appear in the text.

4. READING

Read the article carefully, and when
necessary look up unfamiliar words in your
dictionary

MURDER – OR WAS IT COT DEATH?

Donna Anthony is known as ‘the baby-killing bitch’ in the jail where she is serving life for the murder two of her children. Her case is thought to be one of the 54 under review after the Court of Ruling yesterday. The 31-year-old, from Yeovil, was sentenced in November 1998 at Bristol Crown Court after Prof. Meadow gave evidence against her. Her 11-month-old-daughter, Jordan, died in February, 1996, and doctor decided it was a cot death. Anthony did not come under suspicion until a second child, four-month-old baby Michael, died in March 1997, hours after leaving hospital. She protests her innocence, saying the children meant everything to her.

Her lawyer, George Hawk, said: Dona has always struck me as very vulnerable. It would never have crossed her mind that anyone would think she had done anything to harm her children.

Answer these questions.

- a. What does ‘baby killing bitch’ mean?
- b. What did Dona’s first child die?
- c. What happened to Michael?
- d. Who was George Hawk?

Discuss your answer with a partner.

5. ASKING QUESTIONS

Read the article again and write three questions.

a.

b.

c.

Compare and discuss your questions.

6. IDENTIFYING THE

Find the synonym of each word whose answer is given

MEANING are given on the right side

1. Murder a. Killing b. Kissing
 c. Saving
2. Sentenced a. Jailed b. Stated
 c. Explained
3. Evidence a. Influence b. Proof
 c. Prison
4. Innocence a. Not guilty of wrong doing
 b. Appeal c Error
5. Vulnerable a. Terrible b. Easily
 Harmed c. Humble

7. NOTE TAKING AND/

Select some words or phrases from the article you think are useful for you and then write some sentences.

Write the words or phrases here.

write your sentences here.

8. REPHRASING

Complete the phrases provided to rewrite the ideas in the article

1. is known as.....
2. is thought to be.....
3. was said to.....
4. was believed to.....

9. SUMMARIZING
in

In three to five sentences, rewrite the news
your own words

10. ROLE PLAY

Work in groups of three. Choose each role,
act out and explain your case

- a. Donna Anthony
- b. Prof. Meadow
- c. George Hawk

11. WRITING

Imagine you are a prisoner. Write three
entries in your diary about life in the prison

ATTACHMENT 2: YOUR TURN TO DEVELOP AND USE THIS TEXT FOR
TEACHING READING

Shipman widow sees killer's body

HAROLD SHIPMAN'S widow yesterday went to view her husband's body-on what would have been the serial killer's 58th birthday.

Primrose Shipman was accompanied by police as she visited the Mexico-Legal Centre in Sheffield where postmortem tests were carried out. It came as the independent inquiry into the former GP's prison death got under way. The prime Minister said the Government was poised to 'fully implement' its findings. Mrs. Shipman, 55, hid her face as left her ramshackle cottage in Walshford, North Yorkshire, with eldest son Christopher, 32.

Britain's most prolific serial killer was discovered hanged from a noose made of bedding at Wakefield prison on Tuesday. He targeted mainly middle – aged and elderly women patients, murdering many with diamorphine injections. Shipman was jailed for life at Preston Crown Court in 2000 murdering 15 patients, although an inquiry by Dame Janet Smith in 2002 concluded his death toll as 215. But even hours before his apparent suicide, Shipman was telling a fellow inmate he was innocent.

Prison ombudsman Stephen Shaw arrived at Wakefield prison yesterday to begin the inquiry. He is to focus on whether there were any missed signs that Shipman might try to kill himself.

ENGLISH LANGUAGE TEACHERS' ATTITUDE TOWARDS SOCIAL MEDIA IN HIGHER EDUCATION: INDONESIAN PERSPECTIVE

Nina Inayati

Abstract. Social media is a ubiquitous phenomenon affecting many areas of life, including education. Countless educators from various disciplines have used some forms of social media in their personal as well as professional lives, the English Language Teaching (ELT) educators are no exception. Many studies on the area have been conducted such as those reviewed by Inayati (2013), and Tess (2013). However, despite the fact that Indonesia is among the highest users of a number of social media platforms (Mediabistro 2013), such study in Indonesia is still scarcely found in International journals. Therefore, this paper addresses the issue by studying how Indonesian ELT practitioners perceive social media in relation to their teaching as well as their general attitudes towards this type of media. A number of ELT practitioners in a private university in East Java were surveyed with regards to their attitude and perception of social media use in teaching English. Analysis of the survey results showed that generally, the participants indicated positive attitude towards the employment of social media in ELT. In addition, most participants also showed high awareness of the educative potentials offered by social media in ELT practices, and several factors which could potentially hinder the actual use of social media were also identified. Some implications were drawn based on the findings of the study, some of which are related to the aspect of education management.

Keywords: *English Language Teaching, Social Media*

1. INTRODUCTION

Social media is one of the current phenomena in the technology advancement that touches many aspects of life, including education. It has served educators globally in various manners; some use it to attract more students by social media campaign, some use it to create and maintain professional networking, and others also use it to aid the teaching and learning process. The use of social media in teaching has gained increasing attention over the past decade, which is evidenced by the growing number of research in the area found in the International peer reviewed journals. Inayati (2013, p. 194) has noted that studies on social media has almost tripled in numbers through the course of 2000 until 2013. Social media has been found employed in the instruction process of various disciplines, one of which is the English Language Teaching (ELT).

ELT educators has always been actively incorporating technology into their teaching and learning, starting from the simple recording commonly used during the era of audio-lingual method in the 60's to the 80's, up until the booming of the

Internet and its subsequent by-products, such as social media. Social media is a ubiquitous phenomenon that affects a huge number of teachers and students, including those students and teachers of ELT. Social media has been largely used by ELT educators, which is reflected in the review studies conducted by Inayati (2013), Tess (2013) and Sim and Hew (2010). According to Inayati (2013, p. 197) social media has been employed in various ways, some use it for teaching skill courses such as writing and speaking skills, while others use it for teaching content courses such as English for Specific Purposes (ESP) and for teaching cultural aspect in English language learning.

Indonesian netizens (internet users) has been renowned as one of the biggest users of social media globally, with over 95% penetration rate (Saleh 2013). In other words, almost all internet users in Indonesia use social media in some ways. A search on Google searching engine about social media use in ELT in Indonesian contexts shows a considerable number of entries about the employment of social media in English language teaching and learning and its positive potential in the process. However, empirical research on the use of social media in ELT is still very limited, especially in the International journal. This becomes the underlying basis of the current study, which covers the Indonesian ELT educators' attitude towards the use of social media in their classes.

The discussion of this research paper is structured systematically, with the second section outlining the literature review, followed by the methods of the study in the third section, the presentation of findings in the fourth section, and the discussion of the findings in the fifth section. Finally, the last section covers the conclusion and implication of the study.

2. LITERATURE REVIEW

2.1. Social Media in English Language Teaching (ELT)

The use of Social Media for teaching and learning has been connected to several popular theories in education. Selwyn (2011, p.3) proposed the theory of connectivism as the basis of its implementation, suggesting that the ability to access information when needed has become the main feature of learning in this information era. He further explains that the emphasis of learning has shifted from the accumulation of knowledge to the capacity to know more through an individual's connection to a particular source of knowledge. In addition, Shih (2011) pinpoints that the theory of constructivism could also serve as the basis for social media use in education, as its application allows pedagogy designs with meaningful social interaction and community sharing. In ELT contexts, socio-cultural theory has also been related to the use of social media in the instruction process, for example by Hsu (2013). In his explanation, Hsu maintains that this theory prescribes learners to be well exposed to the speakers of English and their

community of practice, and that meaningful interaction with them is an essential factor in language learning. With regard to this theory, Hsu believes that social media could provide such exposure and facilitate the intended interaction in the classroom.

Various forms of popular social media have been integrated into ELT, for example, blogs, wikis, Facebook and Skype. These are employed in various ELT contexts such as teaching courses in English skills and English content. An example of the study was reported by Hung (2011) who studied the use of blogs for teaching English for Specific Purposes (ESP) in a Taiwanese university. In this study, the students in a Business Oral Communication course were required to practise their professional speaking skills in English by video recording themselves and posting the video in the designated blogs for other students to view and offer constructive criticism. By using surveys, interviews and content analysis, the study found that students were generally in favour of using blogs because in addition to its archival feature, blogs enabled them to reflect on their weaknesses in speaking and helped to improve these weaknesses. In addition, Sun and Chang (2012) conducted a study on blog employment to improve the writing skills of English as a foreign language (EFL) students in which they conclude generally positive findings. Using a qualitative approach inquiry design, their study shows that blogs could be employed naturally and independently by advanced-level students to improve their academic English writing skills. In this study, the blog posts of four graduate programme students with advanced English skills were analysed for improvement in their academic writing skills and their authorship identity building. In this study, blogs were found to be an effective platform for actively generating and sharing knowledge and reflection on experiences, and at the same time enhancing the students' sense of authorship.

Another study on social media use in ELT contexts was conducted by Chik and Breidbach (2011) who used the combination of wikis, Facebook and Skype in their study of the Language Learning History of two student cohorts from Hong Kong and Germany. Students involved in this study were required to write a reflection of their language-learning experiences on a wiki page. The students were then asked to discuss their experience through a shared Facebook page to follow up specific questions based on their wiki entries. A Skype conference was also conducted to allow synchronous live discussion among the two cohorts. Based on the analysis of content and interview data, the findings of the study suggest that the social media employed in this study effectively served as a platform to allow both cohorts to compose multimodal texts. In addition, the findings were believed to provide evidence that all young people are equally capable of using social media and that social media may serve as an effective platform for intercultural sharing.

The social media phenomenon in Indonesia is one of the biggest in the world. As mentioned in the Introduction, over 95% of Indonesian netizens use social media (Saleh 2013). Globalwebindex (2013) states that several popular social media such as Twitter, Facebook, Youtube, and Google+ are found to be highly popular in Indonesia. Saleh (2013) also states that SemioCast, a global social media agency based in Paris, has rated Jakarta, Indonesian capital, as the number one users of Twitter. Besides Twitter, Facebook has also enjoyed a considerably high popularity in Indonesia, which is ranked as the highest three Facebook user country by a leading media industry provider in New York, Mediabistro (2013). However, although the penetration of rate of social media in Indonesia is considerably high, research on social media use in English Language Teaching (ELT) in Indonesia is still relatively low. Therefore, this study aims to fill in the gap by conducting a study focusing on the Indonesian ELT educators' attitudes of the use of social media in their classroom.

2.2. Teachers' Attitudes towards Social Media

This study focuses on teachers' attitudes as several theories have shown the manner in which attitude is closely related to practice, in this case, the practice of English Language Teaching (ELT). Despite originating from the discipline of psychology, the following theories have been employed by many researchers to explain teachers' use of the Internet and Computer Technology (ICT). First, the Theory of Planned Behaviour stipulates that an individual's behaviour is determined by an intention which, in turn, is influenced by three governing aspects: attitude, subjective norm and perceived behavioural control (Ajzen 1991). When this theory is applied to teachers' use of ICT or social media, the attitude aspect may include how teachers view the value of the technology, and the manner in which it affects their role in the classroom, students' learning and motivation, teachers' influence in the school, and other teachers (Cox 2003). Another theory entitled the Technology Acceptance Model proposed by Davis, Bagozzi and Warshaw (1989) suggests that an individual's attitude in using ICT is governed by two aspects: perceived usefulness and perceived ease of use of the technology. Both aspects are believed to be influenced by external variables such as local education policies in ICT, teacher ICT training received, pressure from parents and students, and opinions of colleagues (Cox 2003).

Empirical studies have provided evidence on the manner in which teachers' attitudes play a significant role in influencing their tendency to be in favour of or against using any form of technology in class, with a positive attitude correlating positively to integration (Cavas et al. 2002; Kreijn et al. 2012). Using the Theory of Planned Behaviour as the basis of their study, Kreijn et al. (2012) conducted a survey on 1,209 Dutch teachers to observe their usage of digital learning materials (DLM). They found that attitude was the one variable with the strongest predicting factor for the teachers' intention to use DLM. Further, regression

analysis showed that attitude positively correlated with teachers' self-efficacy, previous usage of ICT, and to some extent, colleagues' usage of ICT. They also argued that teacher observation of colleagues with successful experiences in technology integration positively influenced their attitude and ultimately their real usage of the technology.

A closer look at teachers' attitudes towards social media was presented in a study by Ajjan and Hartshorne (2008). Again, using the Theory of Planned Behaviour as the framework of the study, they surveyed 136 university faculty members in a large south-eastern university in the United States to determine their awareness of social media benefits and their intention of use. They found that the perceived benefits are that social media improves student learning, increases student-faculty interaction and improves student writing. A path analysis of the data showed that attitude was the only factor with a strong significance in affecting the faculty's behavioural intention for use of social media in teaching. The other two factors believed to affect the intention of use, perceived behavioural control and subjective norm, respectively showed a significant but weak effect and no significant effect towards the faculty's intention to use social media. The attitude variable was measured against the faculty's perceived usefulness, perceived ease of use, and the compatibility of web-based social media. As such, the study suggested that training in integrating social media could be offered to influence faculty's decision to use social media in class.

Within the context of Indonesian education, studies about educators' attitudes towards ICT in general, and social media in particular, are still scarcely found in international journals. In fact, the Indonesian government, through its strategic plan in education, has stipulated that ICT expertise should be one of the focuses of education to prepare an internationally competitive future generation (Departemen Pendidikan Nasional 2009). The document also states that some national schemes focusing on ICT integration in education have been made to support national e-learning initiatives. However, to the author's knowledge, the availability of empirical studies on this area of research is still relatively low. As such, this study aims to fill in the literature gap by exploring the Indonesian ELT educators' attitude towards the use of social media in teaching.

The present study focuses on teachers, whose influence over student learning is evident. Teachers are active, thinking decision makers who play a critical role in shaping classroom events. As such, an understanding of their mental state is of central importance to gain insight into the nature of their instructional practices and professional development, as well as to assist policy makers to be more sensitive to the key roles that teachers play in educational innovation (Borg 2006). In this project, teachers' familiarity with various types of social media is explored as a basis for further analysis of their attitudes toward social media. The present study focuses on teachers' attitudes to perceived usefulness of social media,

ranging from specific to the more general aspects of social media: perceived social media usefulness in teaching English and the aspects of wider professional development area, and finally to the more general area of educational use of social media for higher education. In addition, the correlations between the attitude towards social media and some demographic details of the respondents such as gender, employment status, education level, age, and tenure, were also probed in order to observe the potential relationships.

3. METHODS

The present study was conducted in a language center of a renowned private university located in Malang, East Java, Indonesia. The language center in this university is responsible to organize the teaching of English for Specific Purposes (ESP) for first year undergraduate students of various disciplines in the university. There were 67 faculty members teaching in this center, all of whom were Indonesian speakers with advanced English skills. They constitute both full and part-time faculty members. This study targeted all of the center's faculty members, whose attitude towards social media use in their ELT contexts were probed through a survey.

Survey is a procedure in quantitative research that involves the use of a questionnaire to explore a population's characteristics, attitudes, behaviours, and opinions (Creswell 2012). This instrument was considered appropriate with the objective of the study, which is observing the attitude of ELT educators towards the use of social media in their teaching contexts. The survey items were developed through a rigorous process which includes extensive literature study on the area of research to create good and relevant items in the questionnaire, consultation to five ELT and education experts for content and face validity, a pilot test to nine ELT educators, and an analysis of the questionnaire's internal consistency using Cronbach Alpha coefficient (which resulted in 0.775 = good internal consistency). The survey consists of three sections: the first section is about the respondents' profile such as the gender, age, educational background, and tenure; the second section probes about the respondents' familiarity to and frequency of use of popular social media platforms; and the last section is about the respondents' attitude towards social media use in their ELT contexts. The last section consists of 24 items, which probes into the respondents' attitudes towards social media use from specific to the more general contexts, starting from the ELT classroom contexts, in the ELT professional development contexts, and in the general education contexts.

The data collection was conducted from 20 September to 4 October 2013. 90% of the targeted respondents returned the survey; however, due to incompleteness, only 78% of the returned survey were analysed in this study, which is considered

sufficient and representative. After the data was obtained, they were analysed using the descriptive statistics with the help of SPSS 20 software. To analyse the respondents' profile, familiarity and use of social media, simple description of numbers and percentage is used. In addition, weighted mean is used to analyse the attitude items as it is considered appropriate to understand the overall trend of the respondents' attitudes.

4. FINDINGS

The profile of the respondents was dominated by female, part time, younger than 30 years old and with a bachelor degree qualification. The percentage of the female respondents was 68% while the male respondents were 32%. In addition, 60% of the respondents were part-time faculty members, while the rest was full time. Next, 81% of them were younger than 30 years of age, and held the bachelor degree qualification. As for the length of teaching, 32% of the respondents reported that they were new teachers with less than two years experience, 45% reported to have been teaching for 2-5 years, while the rest 23% had taught for more than 6 years.

Following the profile were the questions about the respondents' familiarity with social media and their frequency of use. The questionnaire listed ten popular social media according to literature to see if the respondents know about them and/ or use them. For the familiarity, the respondents were to indicate if they were not familiar, familiar and very familiar with the listed social media. For this question, all respondents reported familiarity with at least two social media, namely Facebook and YouTube. Other social media in the list that the respondents showed a considerable level of familiarity with were Twitter, wikis, blogs, and Google+; while the least familiarity were found for social media such as SlideShare, MySpace, LinkedIn and Podcast. In addition to familiarity, a question on the frequency of use of these social media was also probed into. For this, the respondents were asked to indicate how frequently they visit and/ or use the listed social media into never, rarely, sometimes, often, and very often. In line with the familiarity, the survey results showed that the most frequently visited and used social media were Facebook and YouTube. Then, the results also showed that Twitter, wikis, blogs and Google+ are occasionally visited, while SlideShare, Podcast, LinkedIn and MySpace are seldom visited. Table 1 presents the detail of the mean score for the familiarity and frequency of use.

Table 1. The mean score of the familiarity and frequency of use of social media

Social Media	Familiarity (\bar{x})	Frequency of use (\bar{x})
Facebook	2.87	4.57
YouTube	2.70	4.15
Twitter	2.23	3.38
Wiki	2.21	3.04
Blog	2.19	2.94
Google+	2.00	2.74
SlideShare	1.68	2.09
Podcast	1.45	1.72
LinkedIn	1.45	1.68
MySpace	1.47	1.53

Note
The values indicate:
for familiarity: (1) not familiar, (2) familiar, (3) very familiar
for frequency of use: (1) never, (2) seldom, (3) sometimes, (4) often, (5) very often

Faculty's Attitude towards Social Media

The attitude aspects addressed in this study focused primarily on respondents' perceived usefulness of social media for professional educational purposes. There are 24 items in this section of the survey; each measured using the five-point Likert scale of agreement: (1) strongly disagree, (2) disagree, (3) undecided, (4) agree and (5) strongly agree. The items were arranged from specific attitudes towards social media usefulness in English teaching, then moved to social media usefulness for broader higher educational purposes. Analysis of the results showed that generally, faculty members of the Language Center have a positive attitude towards social media for both teaching English and other educational purposes. This is indicated by the grand weighted mean of $\bar{x} = 3.98$, which shows that overall, faculty members of the Language Center agreed with the statements related to perceived usefulness listed in the survey. Detailed account of the respondents' attitude towards social media use in ELT and education in general is presented in Table 2.

Table 2. Respondents' Attitudes towards Social Media

Attitude variable statements	Mean
Social media integration makes English teaching and learning more enjoyable	4.09
Using social media offers real advantages in English teaching and learning	4.06
Social media enhances student English Language learning	4.04
Social media is an effective English learning tool	3.96
Social media improves student–student communication	3.91
Social media helps me organize my teaching	3.89
Social media improves teacher–student communication	3.85
Social media creates stronger learning communities in class	3.66
The technical challenges posed by social media integration in teaching outweigh the benefits	3.38
I would like to learn more about using social media in teaching	4.28
I like using social media in teaching	3.77
I would suggest my colleagues to use social media in their teaching	3.77
Social media allows for effective communication among educators in general	4.09
Social media is an effective tool for building stronger campus community	4.04
Social media allows for effective communication among faculty members and staff	3.91
Social media allows effective communication among faculty members	3.83
Social media is a valuable tool for enhancing student academic retention	3.79
The university should provide better supporting facilities for social media integration	4.62
The university should use social media to connect current students and alumni	4.17
The university should provide training for social media integration in teaching	4.17
The university should better embrace social media integration	4.13
The Language Center should support social media use in teaching	4.13
The university should use social media to attract potential students	4.00
The university should use social media to better connect all students	3.89
Grand mean	3.98

A closer look at the results suggests a similar picture in almost all items with means ranging between 3.51 and 4.49. This shows that the majority of respondents agreed with the statements. However, it is worth noting that there are two items that lay under and above the range, which implies a different conclusion. A low mean value of $\bar{x} = 3.38$ was found for the item ‘the technical challenges posed by social media integration in teaching outweigh the benefits’, which demonstrates that the respondents were uncertain about whether the

statement was true or not. Another item ranking at the highest mean value of $\bar{x} = 4.62$ was ‘the university should provide better support facilities for social media integration’. This demonstrated that the majority of respondents strongly agreed with the statement. Finally, it is also worth highlighting that none of the respondents had a negative attitude towards social media use in education, which indicates a strong agreement that Language Center faculty members perceived social media as useful for ELT and other educational purposes.

In addition, potential differences and the correlation between attitude and the demographic variables were also measured to observe whether different groups had different attitudes towards social media or whether there is relationship between certain qualities the respondents have and their attitudes towards social media. Again, no significant results were found for these tests, indicating that all faculty members of the Language Center possessed similar attitudes towards social media use in ELT and in education generally. Next, the Mann-Whitney test was conducted to observe the difference of attitudes between males and females, and between full-time and part-time faculty members. Both tests showed no significant results (gender: $U = 209.5$, $z = -0.697$, $p > 0.05$; employment status: $U = 259.5$, $z = -0.206$, $p > 0.05$). Similarly, the Spearman Rho test indicated no significant correlation for each variable pair of age and attitude ($r = -0.189$, $p > 0.05$), education level and attitude ($r = 0.078$, $p > 0.05$), and tenure and attitude ($r = 0.078$, $p > 0.05$). This finding showed that all faculty members of the center were equal in their attitudes towards social media.

5. DISCUSSION

Overall, it was found that the respondents in the present study were in favour of social media use in education. The Likert scale analysis indicates a generally positive attitude towards social media use in education. A more detailed discussion of the analysis results of the attitude variable is presented below.

5.1. Attitude towards social media Usefulness in ELT

In line with the attitude of social media use for general education purposes, a detailed observation of the faculty members’ attitude towards social media use specifically for ELT contexts revealed that the respondents generally demonstrated a moderately positive attitude. First, they demonstrated a moderately high agreement that social media integration into ELT offers real advantages as it is believed to improve the enjoyment levels of the class and enhance the students’ language learning. Further, many faculty members also reported agreement that social media could serve as an effective English learning media that helps organise their teaching and improves communication among

students and between teachers and students. In addition, the respondents believed that social media could create stronger learning communities.

However, the Language Center faculty members showed a relatively high concern about the potential technical challenges that may outweigh the benefits during the implementation process. This concern is not baseless, as several empirical studies on social media use in ELT have found that technical problems constituted a prevalent theme during the implementation process (Hung 2011; Ozkan 2011; Zorko 2009). Conversely, further analysis of the respondents' attitude towards social media in ELT revealed that they showed a relatively high willingness to learn more about how to better integrate social media into their teaching contexts, were in favour of teaching using social media, and would likely suggest to their colleagues to use social media in their ELT contexts. This indicates that they have a positive attitude towards using social media in their teaching contexts. With such a positive attitude towards the integration of social media into ELT, the awareness of the potential problems in ELT indicates that they not only saw the positive sides of the issue, but also had foreseen the potential problems. Thus, if given the opportunity, they could apply their plans more confidently.

5.2. Attitude towards Social Media Usefulness in Higher Education

In general, the language center faculty members showed a moderate agreement to the potential benefits of social media for the broader education community in the university, indicating their positive attitude to this. The analysis showed that respondents reported quite a strong belief that social media use enables effective communication among educators in general and allows the creation of a stronger campus community through effective communication among faculty members and staff. In addition, the respondents believed that it could improve students' retention, for example, by making available online and shared support, as well as by creating an online-learning community. The results of this section demonstrated that the faculty members were generally aware of the potential benefits of social media integration into the wider academic community of the university.

The language center faculty members also indicated that they had high expectations that the university should provide more support for the integration of social media into the teaching and learning process, as well as into the academic community of the university. They also expressed that they were looking forward to the university providing training for social media integration into their teaching. Overall, respondents suggested the university should better embrace social media in their environment, and provide better support facilities for social-media integration such as improving the networks among the current students as well as the alumni, and for attracting future students.

6. CONCLUSION AND IMPLICATION

The goal of this study was to explore the Language Center's faculty members' attitude towards social media. The results of the study suggest that regardless of gender, employment status, age, education level, and tenure, all faculty members were familiar with social media and have used at least one type of social media. It was found that the respondents generally held a positive attitude towards the use of social media in education, especially in ELT. Based on these findings, some implication could be dawned. First, the ELT educators' positive attitude towards social media could be best employed by the education institution to promote blended learning, or learning using both face-to-face and on-line platforms, thus also promoting the better integration of technology in education. Second, the respondents indicated positive attitude towards the use of social media for continuous professional development, and a considerably high interest in obtaining further trainings in using social media in teaching. This particular attitude should be best employed by the education institution management by including more aspects of social media use in teaching and learning in their professional development programs. In addition to trainings, to ensure the sustainability of the initiative, the management could also introduce a new policy that promote experimental atmosphere among the faculty members to integrate social media in their teaching.

Finally, future research could be conducted to complement the limitation of this study. For example, as the present study used only a survey to obtain the data, future research could consider doing a triangulation study such as via interview and/ or observation to generate more in-depth data about the issue. Furthermore, the present study merely focus on the ELT educators' attitude towards social media, thus future research could probe further about the issue, for example by studying the actual use of social media in education, or by widening the scope of the study to cover more relevant educational institutions. In addition, to support the smooth integration of social media into ELT, future studies could consider some effective practices in making the best use of social media in the different contexts of ELT. Finally, as the current study focused only on the teachers' perspectives, future research could consider shifting the focus to the students' perception of social media use for educational purposes. Studies in the area of Indonesian educational contexts are currently still very limited in the literature and thus, many areas remain open for research.

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Exploring Teachers Understanding on the issue of plagiarism

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Abstract. As the plagiarism exercises are considerably thought as a current problem and has been quite phenomenal within Indonesia, we believe this academic misconduct need to be diminished and banned within the academic life circumstances. This paper in particular discuss the teachers' understanding on the issue of plagiarism across four departments; Indonesia, English, Performing arts, drama and music, and Tourism Department in Gorontalo Province, Indonesia. As a part of qualitativave study, in depth interviews data was obtained from a 11 lecturers across departments. The discussion contributes to portray the lecturers' understanding on the issue and discovers what ways can be offered to face with the challenges and difficulties in diminishing the plagiarism exercise within academic environment.

Introduction

The ability to write academically and ethically appropriate is something considered as 'a must' than only an expectation, and this is an obligatory either for students or even for lecturers as intellectuals within their academic life circumstances. However, the current phenomenon showed that the results are not promising. In western educational context, the practice of plagiarism is highly recognized and labeled as academic crime with its consequences whereas in Indonesia appears to be neglected, and to some extent is more likely to be ignored. It may be true that to some extends some of the big universities in Indonesia might have been considered and implemented this issue seriously as where the plagiator being punished academically or publicly reported. Yet the practice seems still obviously takes place in many institutions and multiple contexts in Indonesia(see also Basalama's and Dama's 2011 study for this discussion).

The conception of plagiarism itself defined by Leonhard (2002) as " a form of cheating that involves borrowing or paraphrasing ideas from another person without acknowledging the source" (P 222). In Gorontalo educational context in particular, Basalama and Dewi (2011) have started the study of students' perception on plagiarism issue. The study found that some of the critical causes which significantly influence the students do plagiarize are 'the minimal feedback' the students got from their lecturers, the lack of recognition' from lecturers towards their students' efforts in providing a good and ethically acceptable of their written work, lack of resources, and less of confidence, including less knowledge in plagiarism conception and how they are able to write their work academically appropriate. These factors are considered critical and

extremely important to be taken into account to further level of interest, and therefore have become the basis of the current research conducted. Whilst the bigger study covers on developing and instigating more the issues with the students and lecturers across departments in the faculty of letter and culture of the State University of Gorontalo, this paper more particularly discuss about the lecturers' understanding on plagiarism issues across several departments in the faculty regarding the lecturers' view on the plagiarism and its practice in their academic context. The discussion contributes to portray the lecturers' understanding on the issue and discovers what ways can be offered to face with the challenges and difficulties in diminishing the plagiarism exercise within academic environment.

Theoretical perspectives

Several theoretical perspectives have helped us to understand more about the study and some conceptions such as the notion of academic writing, and the perspective of plagiarism and its practice in several context. Writing is important tool to facilitate the expression of one's idea and feeling, which is defined by Manohar (2008, p.1) as a communication in written form by using words. There are various forms of writing in the way how people would like to communicate their ideas and insights such as by letters/numbers, recording, drafting, computing, sketching, texting, marking paper with symbols, composing, typing and printing (Fowler, (1967); Manser, (1995); Tardif, (2003); Weber, (2003); Wehmeier, (2000) cited in Arsyad, 2012).

Narrowing to write academically, it is important to note that for one to being able to write is not an easy skill as for one to communicate in oral expression. In addition, academically write our ideas is also could reflect our standing point effectively as long as we always often practice our skill and pay attention of what steps need to be followed and applied to achieve our writing goal.

An academic writing is formed differently in terms of its organisation, content quality and the various kinds of writing involving the academic matter itself. According to Pecorari (2008) academic writing is a scientific writing that has special discipline to explore idea about the experts' theories based on their critical thinking without change what the experts mean in their words. This so clear to be understood that there are rules need to be logically accepted and fulfilled by an intellectual in the process of building up the piece of their work which otherwise one would be trapped in plagiarism exercise. Academic writing consists of various forms including essays, writing a research proposal and research report, a thesis and dissertasion. Some other scientific piece of works such as students' written assignment, articles and journals can also be included as academic writing.

The other theoretical perspective which has been useful in understanding our research is regarding the conception of what is plagiarism, its origin and the types

of plagiarism itself. The term of plagiarism is rooted from Latin and Roman definition. Gibaldi (1966) in *MLA Handbook for Writers of Research Papers* (2003) explained that plagiarism comes from Latin *plagiaries* which defining the meaning of the word as a “form of cheating” which according to Marsh, 2007 as taking other’s idea and claiming as ours. Plagiarism is a case that happened when someone took abruptly other’s idea and claim as his or her without acknowledged that. Neville (2010) highlighted the plagiarism exercise takes place when we take the other’s thought or ideas and claimed as ours. Neville would like to tell that plagiarism is like cheating. This theory also supported by Leonhard (2002, p.222) who said that “plagiarism is a form of cheating that involves borrowing or paraphrasing ideas from another person without acknowledging the source.” Further Leonhard added that that the form could come from people’s academic writing, such as essays, speeches, paragraphs, and other published or unpublished outlines that although one may have paraphrased the explanation of others but if there is no the clear identification where the idea come from, hence the exercise of plagiarism is taking place in that context.

Moreover, several previous studies have contributed to provide better understanding of plagiarism exercise and why this practice takes place for some cultures. The discussion in literature shows that the practice of plagiarism is dominantly taken place in Asian context. Introna (2003 cited in Yusof 2007) has studied about the Asian students who were dealing with plagiarism. Introna has discovered Asian students are categorised as one of the largest numbers of students who always do plagiarism. However, both Yusof (2007) and Introna (2003 cited in Yusof 2007) have similar results that the causes are not a simply as an issue about cheating or stealing other’s idea and work, but the different conception in understanding of the issue has become one of the underlying factor discovered. For the chinese culture for example. The students always rewrite some authors’ words without page or year when the words stated so long as the authors are the respected and famous person; they also think that a way to respect a theory is to show the originality of the statement yet in western culture this considered as plagiarism.

Adiningrum and Kutieleh (2011) similarly explored the practice of plagiarism between East and West cultures. This study found that some people who belong to eastern culture do plagiarize due to the different ways of their understanding about what is learning and how people learn.

Furthermore, Gunawan (2005) and Ubaya (2008) have argued that the collectivism culture which usually work in a group, and this can influence students to be involved in plagiarism exercise without the students themselves realised that problem. For example, in the running on discussion, it will be possible that a group will discuss the topics, finding the answer, giving what they

think and their ideas to each other. Later then they shape their discussions as their word, and write the answers together. One might say that there is nothing wrong with those all as that is the way how a discussion is running. Whilst the argument might be true, it is critical to be highlighted that the situation and the claim the students have made can become influential factors for shaping their understanding that explaining all the things including the ideas and concepts from experts as their own without making proper acknowledgement are certainly appropriate.

Narrowing down to the context of Gorontalo as one province in Indonesia, Basalama and Dama (2011) in their preliminary study on exploring students' perceptions on the issue of plagiarism at English department of UNG (briefly discussed in earlier section), found that students exercised the academic misconduct because of many factors such as 'the dateline pressures' of the assignments, 'the minimal feedback' the students got from their lecturers on their written assignment and 'the lack of recognition' from some lecturers towards their students' efforts for being independently and confidently write by their own of their written work. These might create the dissatisfaction to the good students and hence will stop to continue their hardwork of writing ethically right.

- 1.1 Organising your ideas, paraphrasing others and citing the sources are also extremely important for one to being able to write well and ethically right. Meyers (2005, p. 3) highlights that there is a series of activities that writers generally do in writing such as exploring ideas, pre-writing, organizing, writing first draft, revising, and producing the final draft. Meanwhile, Oshima and Hogue in their book *Introduction to Academic Writing* (1997) more specifically discuss about the importance of paragraph organising and building in an essay which they termed as 'outlining'. They briefly state: "*The outline is a helpful guide for you to use as you write your paragraph. In an outline you list the main points in the order in which you will write about them. This will help you to organize thoughts. To help you to stay with the topic, look at your outline as you write your paragraph* (Oshima and Hogue 1997, p 67)".

Moreover, during the process of writing up, a student also should be knowledgeable for the importance of 'paraphrasing point' and 'citing the sources' well. The ability to paraphrase an expert's idea or notion in appropriate way is extremely important and more likely to be classified as an 'obligatory' than only as an 'expectation', for one who deals with academic writing which otherwise one can be trapped into plagiarism exercise without the person realized that. However, to be able to paraphrase it can be as daunting task as one needs to carefully follow some rules involved. In relation to this, Leonhard (2002) has explained that paraphrasing is reformulating people's words with ours but we

have to be careful because it has some rules and strategies to rewrite that statement without change its meaning. Further, Leonhard (2002) offers six ways in paraphrasing process whereas the grammar aspects and sentence accuracy are also need to be seriously taken into account by the writer. The six ways or strategies of paraphrasing meant by Leonhard(2002) are changing the sentence/s by using synonyms, changing word forms, changing direct quotation to indirect quotation, changing voice, changing clauses and phrases and changing the word order. In addition, Oshima and Hogue (2006, p. 129) suggested three key points to create a good paraphrase which is using your own words and your own sentence structure, making your paraphrase approximately the same length as the original, and being careful to keep maintaining the meaning of the original.

Another aspect which considered critical and important for the students to learn and to be taught is how to appropriately citing their sources so that not being accused as a plagiarist. To be able to cite their sources well, one needs to know about the various kinds of referencing style such as APA style, HARVARD style, MLA style and CHICAGO (or also called as TURABIAN) style (Lipson 2010). Each referencing style has its own characteristic and form and needs to be consistency followed in its usage, which otherwise, a writer can be accused exercise plagiarism in their written work.

Methodology

As a part of larger qualitative study, the data were collected in two phases including the in- depth interview data obtained from 11 lecturers of four departments in the Faculty of letters and Culture of the state University of Gorontalo (also known as UNG). There are approximately the total of 85 lecturers across the four department but only 11 lecturers being able to be interviewed due to their time availability and willingness to become participants in this study. The lecturers are varied across gender and departments in the faculty, and in order to preserve the harmony values among the staffs in relation to data analysis and interpretation, we would not reveal the department belong to each lecturer.

Data analysis systematically followed steps suggested by Seidman (1998). The interview material was marked and tagged, and in the discussion the teachers' recollections are presented in narratives. In addition it is critical that the identities of the lecturers are remain anonymous in order facilitate the comfortable feeling for the participants to freely express their thoughts in order to enrich data gained. Therefore pseudonyms were used to describe the lecturers' narratives on the issue.

Research Finding and Discussion

This section in particular highlights to understand the lecturers' perspectives on the issue of plagiarism in their academic life context. Through all the data classification and analysis , some key points are highlighted as follows.

The recollections of the lecturers' understanding on what it counts as plagiarism are varied. While some lecturers (Naima, Davis, Amrin, Hilman and Kasma) seemed to be understood that to take other's work without acknowledgement is inappropriate and should not be allowed in the first place, others (Nadia, Maya, Mufina) are still blurred in the way of how they perceive one has plagiarized or not. For example Maya said that if someone has paraphrased the work she or he cannot be categorized exercising plagiarism even though the source would not be clearly stated in their writing. Moreover, In Nadia's point of view the theory which is originated from the text book [means primarily] resources or secondary resources is acceptable to be adopted by one in their skripsi or other scientific writing as long as the theory is also suit and useful to be used in the research. However, the person would not allow to cite the discussion and analysis parts of the other's skripsi (or research report) as she strongly perceives those parts contain the other's thought (the writer's thoughts, and it is inappropriate wrong to copy that).

Without making any judgment of the lecturers' view on the issue, we would like to highlight that their understanding representing their lack of knowledge on the issue discussed. Perhaps it might show that the lecturers have less reading knowledge on what is plagiarism and what it counts as plagiarism exercise. Subsequently, the lack of knowledge of each lecturer on what is appropriate and inappropriate to be acknowledges in a piece of writing can become extremely crucial influencing their own writing practice as well as their students' written work.

The next important point discovered in the interview is also regarding some influential reasons and factors of why students do plagiarizing others' work. Some lecturers believe that the students do not have enough ideas to write, minimal readings resources, and the time restriction for the datelines of written assignment (Maya and Nadia), the negative impact of the unlimited internet access (Naima, Kasman, Mufina, Maya and Armin) while others point for the lack of academic writing skill, the different standard and view of their colleagues who are holding powerful position in their workplace regarding the indicator of successful learning (Inayah, Yasmin, Kasman, Davis and Hilman), as well as the absency of the standard needed and required as one way to stop the spreading of plagiarism exercises within their context (all the interviewees).

Among several factors raised by the interviewees above, we would like to further discuss about different standard of the successful of learning and teaching indicator holding by others colleagues in the power position as described above. The recollections of the five lecturers (Inayah, Yasmin, Kasman, Davis and Hilman)

showed that they have different versions of the story. We highlight the recollections of Kasman and Hilman below:

Translated literally into English

...I got experienced to be out by my team teaching because I did not pass many students whom I strongly believed exercising plagiarism in their written assignments. It was apparent they took from internet just copy paste as it was so I failed them. I remembered I taught about three classes which each class consist of 40 to 50 students, and it was only about 10 students passed in each class. Therefore the faculty to where I taught the class had got rid of me from their team teaching so I have no longer teach the subject in the Faculty (Kasman, Interview October 2012).

Translated literally into English

...I always checked the students' assignments even in the midnight...If I found they plagiarized of course they would fail the subject! But it is difficult here if we want to be discipline and teach our students to be honest and can be independently write their work well and is ethically right. I meant there would be interference we experienced from the top people in our study program because they are holding different belief of successful class. I experienced that so at the time I had to change my decision ...it is so disappointing because they are the ones who supposed to support us in doing the right thing! [the interviewee mentioned a name who was in power and in position that for the person was possible to call and impose the power he has to achieve his goal for the failed students to be passed]...akhirnya ya apa boleh buat mereka di luluskan! kami benar benar kecewa!(Hilman, Interview October 2012).

The case of Kasman and Hilman are absolutely a sad story for the value of future education and the national mission of building up the strong and competitive character for both as social and intellectual identity. We argue that it is such a cultural belief influencing certain people including some educators and practitioners. For those people the indicator of successful learning is shown by the amount of students to be passed regardless of what is the underlying reason for one to be able to pass a course. Therefore when they found out there were certain number of students did not pass a course (the case of Kasman and Hilman above), they were being affraid to be evaluated or judged by the other party/ies who are in higher position, or by people who were in charge for assesing the learning and teaching success running by a department or a faculty. What have been happening to the lecturers above is an irony, where people responding akwardly towards learning. Instead of being grateful and highly appreciated such consequences given by the lecturers as educators who have been working hard and being such committed persons in providing a fair treatment for their students, they are in fact

facing the reactions that what they have done is an indicator of failure rather than a success. the beliefs of the more students passed, the better the reputation they performed is certainly inappropriate of the case above.

We would like to stress that if this attitude derived from the beliefs of such people would not be changed, the character damaged and the character killing for our students would be inevitably happened, and would gradually developed across time. This subsequently also has become one of the constraints took place, and hence become a big problem and barrier to diminish and bann the practice of plagiarism in the first place. 'For the students, they would never come to the understanding of whatthey did as cheating and stealing other's work from other sources including from the internet, is wrong and thus fail to meet the expectation of great learning for being great learners, and the process is vital, facilitated and encouraged rather than a product or a score.

The other disadvantage the students faced is they would never being experienced to become a skillful writer and being proud of their piece of work because there is no opportunity to do so. By getting rid of lecturer Kasman due to the majority of their students did not pass the subjects, and imposing the change of score lecturer Hilman gave to the failed students so that they could pass, are strongly inappropriate and unethical.

In the case of lecturer Kasman, probably it is true that the people who were getting rid of Kasman from team teaching, did not go further and discover reasons of why there were majority of the students failed, but the decision to get rid of Kasman was extraordinary a shocking and discouraging response among educators and teaching practitioners. Again we would like to send a message for any parties who are responsible for providing and facilitating better future education for the youth. It is our responsibility to educate people, and it is in our hand to facilitate and motivate the learning process despite various limitations we are facing for, so that students will learn from the mistakes they made, and thus later enabling to elevate themselves in developing a strong identity to face with challenges put upon them.

The unavailability of the clear guideliness has also become influential point to be brought into discussion. All the eleven interviewees have raised this issue. Here are some examples of the lecturers' views.

Literally translated into English:

That's why...it is hard to only blame the students because there is no guideliness which has a clear lines which ones are categorized as plagiarism, which are not . Therefore students keep doing this practice, and also some students take the advantage of this context in the datelines pressure for the big events. For example the final skripsi examination where there is a dateline pressure both for the students to finish and also

for the department to fulfill the expectation from the university level in relation to graduation...(Rahul, Interview October 2012).

There is no certain format to rule the plagiarism matters so confusing and also among our colleagues we are different in the way of assessing the students work which ones are involving and which ones are not(Mufina, Interview October 2012).

Overall the eleven lecturers in this study highlight similar case of the absence of the standard available. It seems to be the most critical factor should be taken into action by the policy makers in various level of the university. There is no clear parameter established which can be used and followed if someone involved in plagiarism practice. Consequently this can negatively contribute to the spreading of plagiarism exercise within the environment.

Meanwhile, all the interviewees point out their awareness of plagiarism exercised by their students. They explained that it is easy for students doing the 'copy paste' for their written assignment. However, the interviewees are seemingly holding optimistic attitudes and beliefs that the amount of the practice will be diminished significantly in the future. They pointed out some actions which they believe are the positive movements to ban the practice.

Some of the recollections we highlight below:

There is no law or regulation covering about the plagiarism but there have been some activities or movements which were not existing in the past time. In various meetings, the issue of anti-plagiarism has been touched and spread which I think they are all good. This is because there is a term or an expression saying that the importance there is a sound or a propaganda first...so even only just to spread the knowledge(Mufina, Interview October 2012).

Alhamdulillah I feel grateful because nowadays there have been a lot of movements and voices raised against the plagiarism exercise. In the past time...say about two three years ago this hardly being touched. Then I think starting from last year perhaps there were one or two lecturers have started to raise their voices regarding plagiarism [he mentioned the names]...also the English department has started to do the 'Anti Plagiarism' campaign and talk more about the issue though the clear format I mean guidelines about the punishment and reward for example from the faculty or our study program are not available yet(Armin, Interview October 2012).

The lecturers' perspectives indicated that there has been a new movement begun in their academic circumstances manifesting through various activities. It appears consequently these all have created and developed their awareness and concerns on the issue. Having illustrated these, our discussion and analysis will further

highlight some strategies and ways offered by the participants in a way to diminish the practice across department and faculty, and thus later can be broadly extended to the University level.

Some of the interviewees believe that the unclear lines of this plagiarism characteristics within their academic surroundings have caused adversely effects for the spreading of plagiarism practice. Here are the examples of the lecturers' thoughts:

Literally translated into English:

First, It needs to be clear what it counts as plagiarism practice and how one is identified has applied this practice. I meant something like the characteristic of plagiarism itself in our environment. It should be clear. Why I said these because if we are not clear about that, probably what we meant by plagiarism, would not be the same as the other lecturers do. Here in our environmet is still unclear. There are still alot of variety of this distinction. I believe it would be difficult if we do not firstly distinguish it. I meant it is like the academic ethic comittee(Hilman Interview October 2012).

I mean if lecturers are confused and do not have the same understanding of what is plagiarism and what it counts as plagiarism, it will be difficult to provoke the anti plagiarism exercise ...I believe there should a clear standar of the the term in terms of its understanding, and how one is classified as exercising the plagirism... (Armin, Interview October 2012).

That's why...it is hard to only blame the students because there is no guideliness which has a clear lines which ones are categorized as plagiarism, which are not . Therefore students keep doing this practice, and also some students take the advantage of this context in the datelines pressure for the big events. For example the final skripsi examination where there is a dateline pressure both for the students to finish and also for the department to fulfill the expectation from the university level in relation to graduation..therefore there should be a clear standar which otherwise when checking the student'swork, lecturers would be confused which ones contains the practice of that crime and which ones are not (Rahul, Interview October 2012).

Drawing on the insight from the analysis of lecturers' perspectives of what factor needs to be firstly established and thus will limit the practice of plagiarism, we argue that there should be a certain standard which can be used as a parameter for students and academic staffs including other scholars in this regional context. This should be brought up into attention and some depthly discussion among the policy makers in multiple level of the university so that the parameter needed would be succeded.

The other point suggested derived among the participants is the university must have plagiarism software detection after formulating and establishing the standard needed. The software would be useful because of many different languages used. They believe that the university needs to facilitate this through the center of technology and communication board of the university (known as Pusdikom) so that every lecturer in the university will get the benefit to be able to use this software in the process of assessing their students' assignment, and or even their own writing before sending for publication.

Other strategy offered by the participants is the clear regulation that covers about punishment and reward given. Some of the interviewees believe that it is crucial to establish regulation capturing what kind and level of punishment given to students or anyone including lecturers who being caught do plagiarized. As emphasized in Rahul's collection: *"the consequences should be clear which in consequence the punishment given will also clear"* (Rahul, Interview October 2012).

In accordance with the views, we would like to stress that it is true that there has no clear distinction made by the university regarding the regulation and policy of the plagiarism exercise. Whilst It is true that there is a central government regulation ministry of education and culture regulation number (which is known as PP) no 17 year of 2010 which capturing the distinction of plagiarism and some details of that issue including the punishment involved if one being caught exercising the practice, we strongly suggested that it is necessary for the university to elaborate and develop more of its regulation in the field.

In addition, the majority of the participants have pinpointed and come with the suggestion that the parameter and implementation of the standard needed should be initiated and built up from the small unit first, which is department. The example of Armin's recollection is highlighted below:

I meant if the lecturers themselves are still confused and do not the same understanding on what plagiarism and its matters, the students also would end up with confusion. I believe there should a certain standard in explaining the issue and its distinction ... and I think it should be firstly initiated by the department because it would be easy in controlling the standard used and the building up the motivation to approaching, embracing the change and implementing the change...(Armin, Interview October 2012).

Conclusion

To sum up, sustainable efforts should be conducted in order to avoid and banned plagiarism practice. First of all, lecturers should be facilitated and encouraged to

add more knowledge about plagiarism, so that they will be able to conduct some valuable efforts for themselves and from classroom level in a way to guide and motivate their students for being able to write well and academically ethical. Secondly, the availability of regulation and guidance against plagiarism practice is vital to be soon established in order to provide and facilitate a clear guideline for anyone. We believe that this guidelines will be extremely useful in facilitating the story of one's writing journey and its development both in and off campus. More discussion of the ways and strategies needed are necessary to be further developed among scholars in the multiple level of universities, faculties and departments so that the practice of plagiarism can be soon diminished in the lecturers' academic environment.

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**A STUDY OF LEARNING STYLE BETWEEN MALE AND FEMALE
STUDENTS OF IAIN SURAKARTA**

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Abstract. Many students recognize that they have different leaning style from one to another. Learning style deals with common ways that the people learn. By understanding the learning stlye, it will help the students to get effective learning. Many people assumed that learning style gives influence in the students learning process and the students' achievement. It also helps the students to learn in variety of ways that they like the most to improve their learning potential. Every student may have dominant style of learning or a mix of learning styles.

The objective of the reseach is to describe the students' learning style in learning activity. This research was conducted at the faculty of Ilmu Tarbiyah dan Keguruan IAIN Surakarta on CMD class with 20 students in academic year 2013/ 2014. The data for the research was gathered using survey technique and questionnaire. The questionnaire was used to know the types of the students' learning styles. The data was analyzed by using descriptive qualitative method to describe the students' learning style. The research findings showed that the students have different learning syles during their learning acivity. It can be concluded that at least there are three types of learning styles that the students have. They are visual learners, auditory learners and kinesthetic learners. By understanding the students' learning styles, the lecturers can create and use appropriate method and media in the teaching and learning process in order to help the students to have effective learning for improving their academic achievement.

A. INTRODUCTION

There are many factors influence the students to learn. Suryabrata states that there are many factors that can influence the students in learning process. The factors influencing learning can be classified into two kinds. They are external factors and internal factors (Suryabrata, 2002: 233). External factors can be classified into two groups: social and non-social factors. Social factors can be the students themselves and non-social factors can be the place or location, the weather, and time when the learning process happens. Internal factors can also be classified into two groups. They are physiological factors and psychological factors. The physiological factors include the function of certain organs that students have. The psychological factors can be the students' motivation, interest, and their learning syle or the way how to get and process the information.

Every student processes and learns new information in different ways. Students learn or study in different ways. They have different ways by seeing, memorizing and visualizing. Carbo (1991:2) states that everyone has a learning style, but each person is different like fingerprints. Fingerprints are similar in many ways, but specialists trained to tell the different can identify which belong to whom. Learning style specialists can do even more than diagnose and match

styles, they can describe how to learn more with less effort and remember better than ever before, merely by capitalizing on each individual's unique characteristics.

Students and teachers have varying learning styles, and no single teaching style can fulfil all students' needs. A person's learning style has to do with the way he or she processes information in order to learn it and then apply it. No one approach or style is more or less effective than any other. What does matter is whether it is suited to a particular everyday task or academic situation. By understanding different 'learning styles' staff may gain insights into ways of making academic information more accessible to our diverse groups of learners. Most students learn best when the style of presentation is in agreement with their preferred learning style. Learning style is the application of a particular cognitive style to a learning activity. It is seen as relatively fixed. A learning strategy is one of many different ways of dealing with learning tasks that a student develops to facilitate performance.

(<http://www.monash.edu.au/lls/inclusivity/Strategies/2.2.html>)

If students become aware of their preferred learning styles they will then be more able to recognise their strengths and weaknesses. By doing this they can then develop strategies when or if there is a mismatch between their preferred style and their academic situation.

Students will more comfortable when they using their own style, because when they feel comfort, they will more paying attention to receptive in learning (Wood, 2000: 21). When the students are reading something and they want to remember, they will try reading aloud. Listen to their voice and changed the sound of it when the mood of what they read changes (Wood, 2000:22) it can be concluded that students will more easily to understand the materials of reading when they feel comfortable and reading aloud by using their own voice.

1. Based on the explanation above, the students' acquisition in learning process are different because the students' have their own styles in learning. Then, it will give impact to their academic achievement. The researcher interest in conducting this research to know more about the students of IAIN Surakarta especially at the Faculty of Ilmu Tarbiyah dan Keguruan IAIN Surakarta in academic year 2013/ 2014

B. Identifacion of problems

1. What types of learning sytle do the students of IAIN Surakarta have?
This problem is described in two dimensions:
 - a. The types of learning sytle do the students of IAIN Surakarta have
 - b. Reasons taken into consideration in choosing the type of learning style

C. Objectives of the reseerach

1. To describe the students' learning style in learning activity of the students at the faculty of Ilmu Tarbiyah dan Keguruan IAIN Surakarta in academic year 2013/ 2014

2. To describe the reasons taken into consideration in choosing the type of learning style of the students in the faculty of Ilmu Tarbiyah dan Keguruan IAIN Surakarta in academic year 2013/ 2014

Review On Related Literature

A. Definition of Learning Style.

A very important aspect of the differences among students is learning style (Sarasin, 1990:3). How learners learn is as important to consider as the content being taught. Learner-centered education strives to make both content and methods appropriate for the learner (Conti, 1998). Although learning is an individual event, it often occurs in a group setting (Felder, 1996). In any group, the presenter can assume that participants have a variety of learning styles. Addressing learning style issues in the delivery of instruction can maximize its effectiveness.

According to Dunn (1986:2) stated that learning style is the way that students of every age are affected by their (a) *immediate environment*, (b) *own emotionality*, (c) *sociological needs*, (d) *physical characteristics*, and (e) *psychological inclinations* when concentrating and trying to master and remember new or difficult information or skills. It means that students will learn best when they use their learning style characteristics advantageously.

“Learning style” refers to how people reactions to the learning environment. Carbo (1991:5). From the above definition, it can be concluded that learning style is characteristic of every person in response to the receipt of learning. Dunn and Griggs (1990) describe learning style as the way an individual begins to concentrate on, process, internalize, and remember new information and skills. They report that learning style is an individual's reaction to several factors that include the following: (1) The environment, such as room temperature or lighting, (b) Emotions, such as motivation and persistence, (c) Sociological factors, such as individual or group learning, and (4) Physiological factors, such as sensory preferences and variable energy levels.

In addition to the learning styles of students, it is important for presenters to be aware of their own learning preferences. An instructor's style may influence the activities chosen within the learning environment. Students will respond based on their own personal preferences.

Before digging deeper what is learning style are used to applied by the students generally, the writer thinks that it is better to explain about style itself although just in brief. According to brown in Desmita (2009: 145), a term that refers to consistent and rather enduring tendencies or preferences within an individual. Styles are those general characteristic intellectual functioning (and personality type, as well) that pertain to you as an individual, and that differentiate you from someone else.

Ternant in Desmita (2009: 145) states that cognitive style an individual characteristic and consistent approach to organizing and processing information. We can say that style refers to cognitive process that states how the information will be processed. In the other word, style is the human way in using their ability. In the term of education and many sources, explaining learning style will be related to cognitive style.

According to Ferrari and Sternberg in Desmita (2009: 145), cognitive style refers to the dominant or typical ways children use their cognitive abilities across a

wide range of situation, when the situation is complex enough to allow variety of responses.

Largely, cognitive style is called learning style. Learning styles are simply different approaches or ways of learning. Therefore, cognitive style is a part of learning style. Every student has different learning style. Learning style describes how the students accept, interact, and respond the learning process. Learning style might be thought of as cognitive, affective, and psychological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment. Or, more simply, as a general predisposition, voluntary or not, toward processing information in a particular way (Brown in Desmita, 2009: 146).

There are several experts also argue their opinions of the learning style:

a. The Kolb's model

It is based on the Experiential Learning Theory, as explained in his book *Experiential Learning: Experience as the source of learning and development* (1984). The ELT model outlines two related toward grasping experience: Concrete Experience and Abstract Conceptualization, as well as two related approaches toward transforming experience: Reflective Observation and Active Experimentation.

According to Kolb's model, in order for learning to be effective, all four of these approaches must be incorporated. As individuals attempt to use all four approaches, however, they tend to develop strengths in one experience-grasping approach and one experience-transforming approach.

There are 4 types of learners according to Kolb (1984):

- 1) Concrete experience: being involved in a new experience.
- 2) Reflective observation: watching others or developing observations about own experience.
- 3) Abstract conceptualization: creating theories to explain observations.
- 4) Active experimentation: using theories to solve problems, make decisions.

b. Honey and Mumford's model

Honey and Mumford's work was based on original ideas by Kolb's (1984). They postulated that learners sit somewhere along the lines of 4 different axes AND that the all rounded learner, namely: Activists, Reflectors, Theorists, pragmatists (Mehay, 2010)

c. Fleming's VAK model

One of the most common and widely- used categorizations of the various types of learning styles are Fleming's VAK model: (1) Visual learners, (2) Auditory learners, (3) Kinesthetic learners or tactile learners.

There are three kinds of learning style which are commonly stated by Fleming's (2001) three learning styles are:

1. Visual learning style

Visual is the kind of learning style through seeing. The students who used this style have such characteristic: (1) Learn through seeing, (2) Follow and read the instruction, (3) Do the duty neatly and regularly, (4) Speak faster, (5) Everything will be planned well and more careful, (6) Pay

attention more in appearance, (7) Remember what they see not what they listen, (8) Crowded situation does not influence the learning which commonly people will not be able to concentrate when they are disturbed, (9) They will be difficult in remembering the information, (10) They like reading by themselves not listen to the other, (11) When they talking in telephone, they like to write everything in paper although it meaningless, (12) They prefer art to music, (13) usually, in conversation or debate, they know what must they say but it is difficult to choose the word, (14) sometime, their concentrations lose when paying attention an explanation.

These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g. people's heads). They may think in picture and learn best from visual displays including: diagram, illustrated text books, overhead transparencies, video, flipcharts and hand-outs. During a lesson or classroom discussion, visual learners often prefer to take detailed notes to absorb the information.

2. Auditory learning style

Auditory in the kind of learning style through listening. The students who are used this style have such characteristic: (1) They usually talking alone when working, (2) Contrast with visual, the students with this style will not be able to concentrate in crowded situation, (3) They move their lips when reading a book of studying, (4) They prefer to read loudly, (5) Able to repeat tone or voice, (6) They feel difficult to write but have good ability to speaking, (7) Their speaking is clear and easy to be understood, (8) They prefer music to art, (9) They like to join in discussion, (10) They are not too interested in reading funny story like comic.

They learn best through verbal lectures, discussions, talking things through and listening to what other have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder.

3. Kinesthetic learning style

Learn through moving, doing and touching. The students who are used this style have such characteristic: (1) Speak slowly, (2) Touch people to get their attention, (3) They are very active, (4) Learn through practice, (5) Use fingers when reading a book, (6) Like to use gesture, (7) They cannot remember the geography, except they are ever stayed there, (8) Most of them have bad writing

B. Factors influencing Learning Style

a. Internal factor

Internal factors can be divided into two, physiology and psychology. Physiology or physical need can influence the motivation and intensities in following the learning process. Physiology factor is the factors that related to human bodily. Physical need can influence the activity of

learning. Health condition will give positive influence toward individual learning process.

In contrast, weak physical condition will give negative influence and it can be an obstacle in reaching the achievement. Therefore, it needs effort to keep the physical need be healthy. Such way can be done are paying attention for the nutritious of the food, doing exercise regularly, and having enough time for taking a rest.

Besides, physiology function especially five senses of human body also give contribution for learning process. By having the good senses, the students will be easier to follow the class. The senses that give more contribution on it are eyes and ears. While psychology factor includes the intelligence, motivation, students' interest, attitude, and aptitude.

b. External factor

Beside the students' characteristic or internal factors, external factor also influence the learning process. This factor includes social environment and non-social environment. The social environment such the staff of school and the classmate. They also give effect in students' learning process. A harmony relationship among them can be a motivation for the students to study. Besides that, the society and the surrounding influence the students. The first big contribution comes from the family.

The second external factor is non-social environment. Such factors are the condition of school, its building, the tools of learning, the condition of the students' house, the weather, etc. Even, according to research, time study which is used by the students also influences the learning process and the achievement. (<http://www.educationspace360.com/index.php/factors-influencing-learning-6681/>)

D. RESEARCH METHODOLOGY

a. Context of the Study

The subject in this research was the students at the faculty of Ilmu Tarbiyah dan Keguruan IAIN Surakarta in academic year 2013/ 2014. To get more focus in conducting this research, the researcher used one class of CMD class in semester 6 in academic year 2013/ 2014. This class consists of 20 students. There were 13 females students and 7 males students.

b. Reserch method

In this research the researcher used the qualitative descriptive method. Descriptive research describes and interprets events, condition, or situation of the present. While, qualitative research is a research method based on post-positivism and naturalist paradigm. It has some characteristics: (1) the objects observed are process and value; (2) most of the data are words; (3) when collecting data, the researcher actively

interact with the data sources; (4) the data are analyzed inductively; (5) the result of the research can not be generalized; (6) the research is subjective and related to value (Nurkamto, 2004a: 3-4).

c. Techniques of Collecting Data

The techniques of collecting the data was survey technique using questionnaire to get the data of the the students' learning style. Hornby (1995: 952) states that questionnaire is a list of (usually printed) questions to be answered by a group of people, especially to get facts or information, or for a survey According to Suharsimi (1998: 136), questionnaire is a set of questions which are given to other people in order to willing give a response based on researcher required.

The researcher used closed questionnaire that is a list of questions provided with some possible answers to be chosen by the respondents. This begins the process of preparing a questionnaire from a common model and a lot of learning styles is used Visual Auditory Kinesthetic (VAK) Fleming model. According to this model, most people have a dominant learning style or choice, but some people have a mixed and balanced mix of three styles: visual learners, auditory learners, kinesthetic learners. Then of the theory can pull in some indicators. Here is a VAK learning style indicator, which can be used questionnaire to assess preferred learning style or styles, or the VAK learning styles. Score each statement and then add the totals for each column to indicate learning style dominance and mix.

The questionnaire consists of 16 questions using the Vark questionnaire model.

Table 1: the Vark questionnaire

<p>The VARK Questionnaire</p> <p>How Do I Learn Best?</p> <p>Questionnaire version 7.1</p> <p>Choose the answer which best explains your preference and tick the box next to it. Please tick more than one if a single answer does not match your perception. Leave blank any question that does not apply.</p> <p>You want to learn a new program, skill or game on a computer. You would:</p> <p><input type="checkbox"/> follow the diagrams in the book that came with it.</p> <p><input type="checkbox"/> read the written instructions that came with the program.</p>
--

- use the controls or keyboard.
- talk with people who know about the program.

You have a problem with your heart. You would prefer that the doctor:

- showed you a diagram of what was wrong.
- gave you something to read to explain what was wrong.
- described what was wrong.
- used a plastic model to show what was wrong.

You are about to purchase a digital camera or mobile phone. Other than price, what would most influence your decision?

- Trying or testing it
- Reading the details or checking its features online.
- The salesperson telling me about its features.
- It is a modern design and looks good.

You are using a book, CD or website to learn how to take photos with your new digital camera. You would like to have:

- many examples of good and poor photos and how to improve them.
- a chance to ask questions and talk about the camera and its features.
- clear written instructions with lists and bullet points about what to do.
- diagrams showing the camera and what each part does.

Do you prefer a teacher or a presenter who uses:

- demonstrations, models or practical sessions.
- question and answer, talk, group discussion, or guest speakers.
- diagrams, charts or graphs.
- handouts, books, or readings.

You are planning a vacation for a group. You want some feedback from them about the plan. You would:

- describe some of the highlights they will experience.
- give them a copy of the printed itinerary.
- phone, text or email them.

- use a map to show them the places.

A website has a video showing how to make a special graph. There is a person speaking, some lists and words describing what to do and some diagrams. You would learn most from:

- watching the actions.
 listening.
 seeing the diagrams.
 reading the words.

Other than price, what would most influence your decision to buy a new non-fiction book?

- It has real-life stories, experiences and examples.
 The way it looks is appealing.
 Quickly reading parts of it.
 A friend talks about it and recommends it.

You are going to choose food at a restaurant or cafe. You would:

- choose something that you have had there before.
 choose from the descriptions in the menu.
 listen to the waiter or ask friends to recommend choices.
 look at what others are eating or look at pictures of each dish.

You are helping someone who wants to go to your airport, the center of town or railway station. You would:

- draw, or show her a map, or give her a map.
 go with her.
 write down the directions.
 tell her the directions.

I like websites that have:

- audio channels where I can hear music, radio programs or interviews.
 interesting written descriptions, lists and explanations.
 things I can click on, shift or try.

- interesting design and visual features.

A group of tourists wants to learn about the parks or wildlife reserves in your area. You would:

- talk about, or arrange a talk for them about parks or wildlife reserves.
- take them to a park or wildlife reserve and walk with them.
- show them maps and internet pictures.
- give them a book or pamphlets about the parks or wildlife reserves.

Remember a time when you learned how to do something new. Avoid choosing a physical skill, eg. riding a bike. You learned best by:

- written instructions – e.g. a manual or book.
- watching a demonstration.
- listening to somebody explaining it and asking questions.
- diagrams, maps, and charts - visual clues.

You are going to cook something as a special treat. You would:

- ask friends for suggestions.
- cook something you know without the need for instructions.
- use a good recipe.
- look on the Internet or in some cookbooks for ideas from the pictures.

You have finished a competition or test and would like some feedback. You would like to have feedback:

- from somebody who talks it through with you.
- using examples from what you have done.
- using a written description of your results.
- using graphs showing what you had achieved.

You have to make an important speech at a conference or special occasion. You would:

- write a few key words and practice saying your speech over and over.
- gather many examples and stories to make the talk real and practical.
- write out your speech and learn from reading it over several times.
- make diagrams or get graphs to help explain things.

<http://www.vark-learn.com/english/page.asp?p=questionnaire>

d. The Technique Of Analyzing The Data

In this research, the researcher used VARK questionnaire model to get the data from the students about their learning style. Interactive Model used to analyze the result of the questionnaire. It consists of three steps: data reduction, data display, and conclusion drawing. It is applied to analyze the result of questionnaire from the respondents.

In the data reduction, the researcher did the process selection, focused, simplified, and used raw data in the written form from the questionnaire. The data gained in this research is the result of the survey from the questionnaire.

In the data display the researcher presented the systematic form from the data that has been gotten. The researcher presented the data in the form of description and explanation.

e. Discussion

From the result of the questionnaire that has been distributed to the respondents, the result can be seen from the table below:

Table 2. Respon from Informants

1. Student 1(female)

No	Learning Style	Scores	Result
1.	Visual	10	You have a visual learning preference
2.	Auditory	3	
3.	Kinesthetic	3	

2. Student 2(female)

No	Learning Style	Scores	Result
1.	Visual	7	You have multimodal (VAK) learning preference
2.	Auditory	7	You have multimodal (VAK) learning preference
3.	Kinesthetic	2	

3. Student 3(female)

No	Learning Style	Scores	
1.	Visual	5	
2.	Auditory	9	You have an auditory learning preference
3.	Kinesthetic	2	

4. Student 4(male)

No	Learning Style	Scores	
1.	Visual	2	
2.	Auditory	4	
3.	Kinesthetic	10	You have a kinesthetic learning preference

5. Student 5(female)

No	Learning Style	Scores	
1.	Visual	7	You have multimodal (VAK) learning preference
2.	Auditory	7	You have multimodal (VAK) learning preference
3.	Kinesthetic	2	

6. Student 6(male)

No	Learning Style	Scores	
1.	Visual	5	
2.	Auditory	1	
3.	Kinesthetic	11	You have a multimodal (VAK) learning preference

7. Student 7(male)

No	Learning Style	Scores	
1.	Visual	9	You have multimodal (VAK) learning preference
2.	Auditory	6	
3.	Kinesthetic	1	

8. Student 8(female)

No	Learning Style	Scores	
1.	Visual	1	
2.	Auditory	12	You have a multimodal (auditory and Kinesthetic) learning preference
3.	Kinesthetic	3	

9. Student 9(male)

No	Learning Style	Scores	
1.	Visual	2	
2.	Auditory	6	
3.	Kinesthetic	8	You have a strong Kinesthetic Learning Preference

10. Student 10(female)

No	Learning Style	Scores	
1.	Visual	5	
2.	Auditory	10	You have a multimodal (auditory and kinesthetic) learning preference
3.	Kinesthetic	1	

11. Student 11(female)

No	Learning Style	Scores	
1.	Visual	7	You have a strong visual learning Preference
2.	Auditory	4	
3.	Kinesthetic	5	

12. Student 12(female)

No	Learning Style	Scores	
1.	Visual	1	
2.	Auditory	8	You have a multimodal (VAK) learning preference
3.	Kinesthetic	7	

13. Student 13(female)

No	Learning Style	Scores	
1.	Visual	2	
2.	Auditory	8	You have a multimodal (Auditory and Kinesthetic) Learning preference
3.	Kinesthetic	6	

14. Student 14(female)

No	Learning Style	Scores	
1.	Visual	9	You have a strong Visual Learning Preference
2.	Auditory	3	
3.	Kinesthetic	4	

15. Student 15(female)

No	Learning Style	Scores	
1.	Visual	2	
2.	Auditory	8	You have a strong Auditory learning Preference
3.	Kinesthetic	6	

16. Student 16(male)

No	Learning Style	Scores	
1.	Visual	4	
2.	Auditory	8	You have a strong Auditory learning Preference
3.	Kinesthetic	4	

17. Student 17(female)

No	Learning Style	Scores	
1.	Visual	9	You have a strong Visual Learning Preference
2.	Auditory	5	
3.	Kinesthetic	2	

18. Student 18(male)

No	Learning Style	Scores	
1.	Visual	8	You have a strong visual learning Preference
2.	Auditory	6	
3.	Kinesthetic	2	

19. Student 19(female)

No	Learning Style	Scores	
1.	Visual	3	
2.	Auditory	8	You have a strong Auditory learning Preference
3.	Kinesthetic	5	

20. Student 20(male)

No	Learning Style	Scores	
1.	Visual	8	You have a strong visual learning Preference
2.	Auditory	3	
3.	Kinesthetic	5	

From the result of the the questionnaire, it ca be cocluded that the students in CMD class have different style of learning. It can be classified as follow:

- a. Auditory learners. There are 8 students who have auditory style. They tend to learn best through verbal lectures, discussions, talking things through and listening to what other have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder.
- b. Visual learners. There are 7 students who have visual style. The students with this type of learning prefer to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g. people's heads). They may think in picture and learn best from visual displays including: diagram, illustrated text books, overhead transparencies, video, flipcharts and hand-outs.
- c. Kinesthetic learners. There are 3 students with this type of learning style. They like learn through practice. The students are often well

- coordinated and have strong sense of timing and body movement. They work well with their hands.
- d. Multimodal learners. There are two students who have multimodal preference learning. They have multi types of learning style.

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Investigating Learners' Perceptions on CLIL in Tertiary Context

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Abstract. This paper outlines part of the research conducted on the implementation of Content and Language Integrated Learning (CLIL) in Faculty of Public Health, Nusa Cendana University, Kupang, East Nusa Tenggara. This qualitative case study was a CLIL pilot project undertaken in 2013 to investigate the students' perception in learning Biology through English. The aims of the research are: 1) to find out the notion of enjoyment in learning Biology through English, 2) to investigate the clarity of the learning objectives to the students, 3) to examine the time adequacy for the lessons and 4) to discover students' motivation to participate in similar CLIL classes. The study began with two Biology lessons taught in English as sample lessons to allow the 20 participants to experience the dual-focused learning. The data were obtained by triangulation of multiple sources namely questionnaires, an in-depth focus group interview and classroom observations. Based on the findings and analysis, it can be concluded that the students had positive opinions towards CLIL implementation. This can be illustrated by the fact that they had greater enjoyment to learn both language and content in one class. In addition, the participants were confident with the clarity of the learning objective due to prior knowledge. Following this, students were motivated to participate in another science classes using CLIL method. However, recommendations for the study are given regarding time allowance and the strategy needed to achieve adequate English language competence.

Keywords: *CLIL, enjoyment, implementation, motivation*

1. Introduction

The study was conducted due to current interest of Content and Language Integrated Learning (CLIL henceforth) implementation in Indonesia in general. This is also true of the Kupang area in particular, as evidenced by the researcher who is also a teacher in Nusa Cendana University, the state university of Kupang, Indonesia. The researcher further explored CLIL pedagogy when she attended a Content-Based Teaching unit during her coursework study in the Masters of Education (TESOL International) course. As a teacher of English in a non-English speaking country, the researcher began

to explore CLIL as a method that had potential in Indonesia in the teaching and learning of content subjects simultaneously with learning a second or a foreign language. Adding to this, English as the most current popular foreign language in Indonesia also becomes the driving force in implementing a dual focus study. CLIL allows for incorporating English with the teaching and learning of content subjects.

The understanding of an integrated framework design such as the CLIL approach and the plausible success of its pilot projects in Indonesia has inspired the researcher to research CLIL implementation in Indonesia. This paper researches CLIL as a possible methodology and program in an Indonesian tertiary context.

However, since this was merely a pilot project, the researcher mainly focuses on learners' perception. Furthermore, the aims of this study are 1) to investigate students' enjoyment in learning Biology through English, 2) to observe learners' understanding of the learning objectives, 3) to examine the time needed for dual-focus learning and 4) to examine students' motivation in participating in CLIL classes.

1 Literature Review

1.1 CLIL in Higher Education

As this research investigates CLIL in a tertiary environment it is important to include this in the literature review. According to Richards (2002) as cited in (Fortanet Gomez, 2013), the teaching and learning in higher education depicts particular approaches. In addition, Ramsden (1992) proposes three approaches to this particular education level; the three processes are as follows (Fortanet-Gomez, 2013, pp. 131-132):

1. Telling or transmission process where students passively receive lectures from a lecturer
2. Student activity process which requires learners' active participation since this is a student-centered approach where teacher acts as supervisor rather than taking an authoritative role as the only source of learning
3. A making learning-possible process in which students are encouraged to construct their own understanding of content subject with the assistance of the teacher and cooperatively engaged in peer activities.

Among the three approaches, the third one is most likely to be applied in CLIL pedagogy since it entails the notion of scaffolding, synergies and social interaction (Coyle, Hood & Marsh, 2010). On top of that, allowing students to be the centre of their own learning experience and construction of their own knowledge with the assistance of teachers and peer will help students to experience what has been defined by Vygotsky (1978), a social-constructivist, as zone of proximal development (ZPD). As learners make progress, teachers need to loosen the assistance (Coyle, Hood & Marsh, 2010, p. 29)

Rasanen and Klaassen (2004) as cited in (Dafouz & Guerrini, 2009, p. 104-104) mention the main problems found among students and teachers in CLIL classrooms in university context is the level of language and skills should match the students access to the language used to deliver the content. In other words, learners need to have adequate

level of linguistic competence of the foreign language used in to construct the knowledge of the subject content.

In terms of language competence, Cummin's (1984, 1991) notion of competence is taken into account. He defines basic interactive communicative skills (BICS) and cognitive academic language proficiency (CALP). The former means informal communicative language type while the latter is defined as the more academic type of language which demands higher level of thinking and linguistic features (Dafouz & Guerrini, 2009, p. 105). Moreover, as tertiary students are expected to have acquired higher level of foreign language competences, the language features should be more specific to the content subject learned by the learners (Dafouz & Guerrini, 2009).

1.2 The Role of English Language Teaching in Higher Education

The spread of English in higher education is related to general and specific factors. Universities are part of society and are affected by the same general processes that have influenced the spread of English as a language of wider communication. These include the historical or political movements such as imperialism or colonialism or economic movements such as migration and globalization. Among the specific factors to promote the use of English at the university level, we can find the following:

- English is the main language of science and technology and the use of English at the university can improve the opportunities to have access to knowledge.
- Student mobility has increased in the last years. Universities offering courses in English can attract more students and can also prepare their own students to attend other universities
- Proficiency in English is an important asset when looking for a job. English is the main language of interaction for international business around the world and students who have English as a language of instruction at the university are certainly in a better position (Cenoz, 2009, pp. 213-214)

2 Methodology

This qualitative study includes 20 students of Public Health Faculty at Nusa Cendana University. Two Biology lessons were performed as sample lessons in the natural setting of the students for the purpose of this research only. Furthermore, the data were collected from questionnaires; focus group interview and classroom observation. The triangulation of the data sources were then analyzed by using thematic analysis (Creswell, 2013). The data from the interview were transcribed and coded as this process generates new ideas and gathers materials by topic (Richards, 2009, p.93).

3 Findings and Discussions

3.1 Enjoyment

In terms of enjoyment, all questionnaires (100%) stated that they enjoyed learning Biology through English. They found the lessons very enjoyable because they

could learn two subjects in one class. Another reason is that learning content through English as a foreign language is a new teaching style that made it more interesting. Students also found the class very fun and relaxed. Moreover, this dual learning method results in the students gaining new knowledge.

Following the results from the questionnaires, the focus group interview transcripts support the positive attitude of learning content through English. All participants agreed that these two lessons were very enjoyable due to several reasons. Firstly, learning Biology through English was an interesting new method.

“In my opinion, I really enjoyed learning Biology by using English because it is a new method and it is very effective. Also, it is very interesting because we can learn in small groups where we can help each other.” (P. 01)

Secondly, the students felt challenged to learn because they had to learn the content by using English.

“I felt more challenged to learn so I felt motivated to learn and I am also very eager to know more vocabulary related to Biology especially for health in English. I think when I have enough vocabulary then I can improve my grammar.” (P. 02)

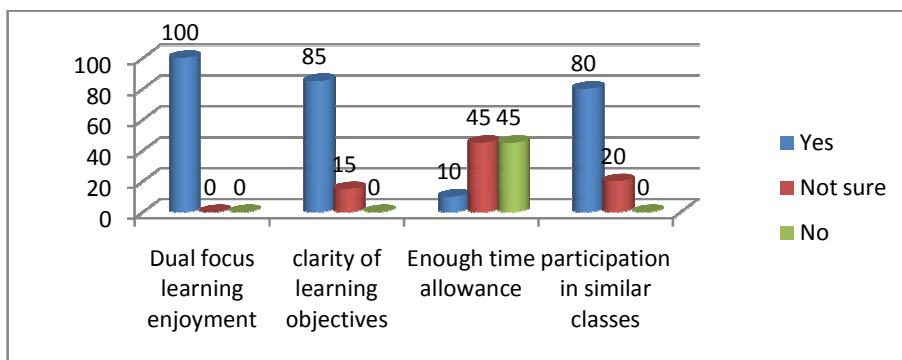
Students also gained more knowledge because they learn two subjects at the same time.

“According to me, this is the first time for me to participate in classes like these so I found it very interesting because I can learn two subjects, English and Biology at the same time.” (P. 03)

Lastly, the method used in this class was considered innovative. In addition, students also enjoyed the lessons because the method used was not monotonous.

“From my point of view, the thing I like the most is the learning method which was not monotonous because it is accompanied by games which were related to the material being studied so we can learn while playing at the same time. Therefore, it became easier for us to grasp the meaning needed to be delivered by the teacher.” (P. 04)

Figure 1 Learners' Perception on Learning Science through English



3.2 Learning objectives

Based on Figure 1, the percentage of students who understood the learning objectives is significantly much higher than those with less comprehension. There were

17 students (85 %) who said that they could understand the objectives of the two lessons. This was possible because they had acquired enough background knowledge related with the topics of the two lessons since they had studied the topic of human reproduction in secondary school and also from Biology lessons that they took in the first year of their studies. Obviously, the students admitted that this background knowledge did help them in understanding the lessons despite the fact that it was taught in English.

On the contrary, there were 3 students (15 %) who could not really comprehend the learning objectives. This resulted from the fact that the lessons were taught in English therefore for those who did not have sufficient English proficiency they needed to prepare themselves before coming to class. Students suggested that it would be better if the topics were notified to them before the lessons commenced.

3.3 Time allowance

As clearly presented in Figure 1, there was a variety of responses towards time allowance of this new method of learning. To begin with, there were only 2 students (10 %) who agreed that they had enough time to learn both Biology and English. On the other hand, there were 9 students (45 %) who partially claimed that they had relatively enough time. Adding to that, the other 9 students (45 %) admitted that they obviously did not have enough time to study the dual focus lesson. Students having problems with time allowance demanded more time given to support their learning. Additionally, they suggested extra 20 to 30 minutes in each meeting would be beneficial to students.

3.4 Participation in similar classes

There were 16 students (80 %) who wrote in their questionnaires that they would definitely apply to attend other lessons taught in English. This is due to the dual focus learning style and the fact that they can learn two subjects in one lesson.

Following the data from the questionnaires, focus group interviews also provides some explanations on this positive opinion towards learning other subjects through English. They also mentioned their favorite subjects to be taught in English. However, there were 4 students (20%) who were reluctant to participate in similar classes because they did not feel confident with their ability in the English language.

“I really want to join this kind of class especially if that is a chemistry class because I really like chemistry and I think it will be more interesting to learn Chemistry by using English because there are some words in chemistry which are adopted from English so... yes, it will surely be fun.” (P. 05)

“In my opinion, I really like English and I also like the method used in teaching Biology through English class. Therefore, if this method is implemented in other subjects learning like chemistry and physics, I will also want to participate due to my interest in English and in this method itself.” (P. 01)

“According to me, this method is worth to be implemented in other subjects teaching, don't just stop here, so students will be more motivated to learn English.” (P. 04)

Furthermore, one student related her interest in participating, with the notion of English as a global language. She believed that learning English is important to global orientation which was also the motto of the university, Nusa Cendana University.

"From my point of view, if there is another class like this, I will definitely participate because, as widely known, our university, Nusa Cendana University has the motto of a globally-oriented university, while English is currently not very common to many of us, therefore, classes like this will become the place or opportunity to introduce English in an attempt to reach the global world." (P. 03)

Moreover, one student put forward the benefit of dual-focused learning as the reason for her willingness to participate in similar classes.

"For my case, I focus on the benefit. Since we have received many benefits from the learning of Biology through English, why won't I join the similar classes which are definitely beneficial." (P. 06)

However, in regards to those who were not sure whether they wanted to participate, there was one student from the focus group interview who preferred to learn Biology because he liked Biology more than other subjects. Thus, learning other subjects through English would not be interesting to him.

"It is okay if there is another subject taught in English, but personally I don't think I will be this much interested as my interest in learning Biology through English because I like Biology more than physics and chemistry, I think learning Biology is more fun so I still prefer Biology." (P. 02)

3.5 Discussion

In general, learners' perceptions in this study cover the enjoyment in learning two subjects in one class, the clarity of learning objectives, the time spent in the lessons and the students' motivation to participate in similar classes in the future.

Based on the above-mentioned findings, students had positive opinions about the implementation of CLIL in university education. First of all, students experienced greater enjoyment when they learned content subject through English. Secondly, students managed to grasp the aims of this dual focus study. Thirdly, students claimed their willingness to be involved in similar classes to their Biology lessons. However, despite the positive views, regarding time allowance, the students suggested extra time to study as they needed to study not only content but also language which is not familiar to them. Coyle, Hood and Marsh argue that allowing more time for the students to learn in another language different from their own language was an essential issue (2010, p. 11).

To begin with, as revealed by Hunt (2011), the students' views on the lessons as being interesting, fun and not boring had contributed to their greater enjoyment. This can be illustrated by the fact that all participants of this research declared that they enjoyed being in the classes. Moreover, some students felt challenged to learn language and content at the same time because they gained more knowledge from both subjects, Biology and English. In regards to the notion of zone of proximal development suggested by Vygotsky (1978), when students are challenged to learn, they will be motivated to learn as long as there is enough scaffolding provided to support their learning to reach the maximum learning outcomes (Coyle, Hood & Marsh, 2010; Mehisto. Marsh & Frigols,

2008). Following this, the use of innovative method such as using computer software to deliver the material has made the students able to gain more knowledge.

In terms of clarity of learning objectives, the majority of the students had a good understanding of the lessons' aims. In line with the notion of scaffolding put forward by Petty (2006) as cited in Mehisto, Marsh & Frigols (2008, p. 141), the advancement in understanding the objectives are possible because the students relate their learning with their prior knowledge since they have studied Biology since secondary school. In addition, Mehisto, Marsh & Frigols (2008) agreed that existing knowledge has as its role the foundation of new learning.

Regarding time allowance, most of the students admitted that they needed more time to study during the lessons. This becomes an issue since the language used in the learning process was not the language that they commonly used. The use of English as the language of instruction has resulted in the need of more time to learn.

Concerning the motivation to participate in similar lessons, the percentage of students wanting to take part in another CLIL class is significantly higher than those who are reluctant to be involved. As pointed out by Hunt (2011, p. 375), this motivation in students was driven by the fact that they experienced greater enjoyment with the new learning style. Furthermore, the idea of sustainable CLIL classes was also brought up by the students since they perceived CLIL as the medium for improving the learning of English as the vehicular language in Indonesia. This notion is supported by Coyle, Hood and Marsh (2010, p. 9) who stated that the increasing adoption of the CLIL method was also followed by an increased number of students learning English as the second or foreign language.

The interest to participate in another dual focus learning class is related to the notion of English as a global language. As suggested by Crystal (2003) and Cenoz (2009), English has become the global language due to its position of being the main language of science and technology. Therefore as multilingual speakers of English (Graddol, 1997; MacKay, 2002), students realized the importance of learning English especially in collaboration with content learning. As a result, they wanted to participate in other similar CLIL lessons.

4 Conclusion

With regards to the perceptions of CLIL lessons, tertiary students in this study gave positive views related to learning enjoyment, clarity of the learning objectives, time allocation and participation in similar CLIL classrooms. Concerning learning enjoyment, students experienced greater enjoyment with learning science through English as this method was considered as not only interesting and fun but also beneficial in that they gained more knowledge from two subjects in one lesson. Moreover, these dual focused lessons were thought of as being interesting and fun due to the use of English as the medium of instruction and the use of ICT in the teaching and learning process.

Despite the enjoyment of using and learning English as the language in classroom interaction, the majority of students suggested that extra time should be allocated for the learning. This is caused by the fact that English is not the language of instruction in the common classes. More time spent in CLIL classes was absolutely needed to give more space for students to achieve the learning objectives.

Most students were confident with the clarity of the learning objectives. Students' ability to grasp the learning objectives was related to their prior knowledge. In other words, the students managed to fully understand the objectives because they linked their prior knowledge to the current learning.

Moving onwards, concerning future participation in another dual focus learning class, the majority of students expressed a high motivation to attend. This was caused by several reasons. Firstly, the students experienced greater enjoyment in learning because it was a new teaching method. Secondly, the students wanted to participate in another CLIL lesson because they realized how important it is to learn English as it is the language of the world and the language of science and technology, so they felt they needed to master it.

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A SEMIOTIC ANALYSIS ON TEACHING ENGLISH THROUGH *WAYANGS*

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Abstract. This article talks about a semiotic analysis on Teaching English through a play (*wayang*). The objectives of this analysis are finding symbols in *wayangs* ;, finding philosophy and Islamic views in *wayangs* . In this analysis the writer will describe the suitable dialogues in plays for teaching.

A semiotic approach by Michael Reffatere will be applied in this analysis. It contains icon, index. and symbol. Symbols will be applied in this analysis broadly, for semiotic tends to find the close meaning for objects.

In the result of the analysis, the writer will find philosophical meanings of *wayangs*. Islamic values can also be found in teaching English through *wayangs*. Characterization of *wayangs* can be described by their character.

A. Background

Teaching English through mediums will be more interesting for students rather than without them. *Wayangs* can used for teaching English to students. Teaching English through *wayangs* makes students able to memorize more than 200 characters and their characterization. Students can apply *A Role Play Tecgnique* (Barkley,2005 : 150) to perform characters in *wayangs*. They can perform the roles of good or bad characters. Students must actively **apply**

Knowledge, skills and others in this case as stated by Barkey in *Collaborative Learning Techniques* :

A Role Play is a created situation in which students deliberately act out or assume character or identities; they would not normally assume in order to accomplish learning goals. Role playing provides an action environment for students to experience the emotional and intellectual responses of an assumed identity or imagined circumstance. At its essence, Role Play is an example of” learning by doing.” The word “role indicates that students must actively apply knowledge, skills, and understanding to successfully speak and act from a different, assigned perspective. The term ”play” indicates that students use their imaginations and have fun, acting out their parts in a nonthreatening environment. Role Play thus engaged students in a creative, participatory activity that requires them to apply course concepts as they assume fictional identities or envision themselves in unfamiliar situations.(Barkley, 2005 : 150).

In learning by doing, students can play the roles of bad characters like *Sengkuni*, a prime minister of Astina Kingdom, *Durna* (priest in Astina, *Duryudana*,(the King of Astina),etc Some of them may perform the role of good characters like: *Bima*,(a knight of *Jodipati*) *Arjuna* (a knight of *Madukara*) ,*Puntadewa*,(The King of Amarta) ,*Kresna*, (The King Of *Dwarawati*) etc. Their voice, act, and behavior should perform the characters they play. For example, if they perform *Sengkuni* and *Durna*, they should behave like the cursed, wicked and cunning people. *Sengkuni* is a cursed, wicked, and cunning person, because he slanders other persons especially *Pendawa* People, like in

the event of *Pandawa kalah Dhadhu*, (*Pandawa* failed in Gambling), *Bale Si Gala-gala* (The burnt of *Pandawa*),etc. *Sengkuni* asked *Duryudana* not to return back *Astina* kingdom to *Pandawa*. *Pandawa*. should be exiled into *Kamiyaka* forest for 12 years plus one year for spying or hiding without being known by *Astina* people. If their existence is known by *Asina* people, they will be longer staying in the forest. *Sengkuni* and his people wanted to burn *Pandawa* family in the event of *Bale Si Gala-gala*. *Duryudana* , the king of *Astina*, built *Waranawata* kingdom for *Pandawa*. When *Pandawa* people styed in the palace, *Sengkuni* and his people burnt it. *Pandawa* people were saved by a white fox, the reincarnation of *Antaboga*, the god of earth. In Role Play, students should be familiar with the voice, act, and style of the characters they perform. If they perform *Rahwana* family, their action should be rough, their voice should be aloud like a thunder, and their appearance should represent *Rahwana* family.

There are many reasons for choosing the topic; they are, first: teaching English through *wayangs* (TETW) has philosophical aspects. Second, *wayangs* become one of Indonesian cultures, and some people do not know about *wayangs*. Third, TETW can increase their knowledge of religion. Some names of *wayangs* have been correlated with Arabic Islamic words for examples : *Harjuna* (*Janaka*)means *Jannah* or paradise; *Wisanggeni* (*wasi'un ngganiun*)means broader in maind,etc. Nine Islamic Guards (*Walisanga*) uses *wayangs* for teaching Islamic views to their followers. In teaching five pillars in Islam they use *Pandawa lima* (*Yudhisthira* ,*Bima*, *Harjuna*, *Nakula*, *Sadewa*).*Yudhistira* (*Puntadewa*) is the symbol of *Syahadat*; *Bima* is the symbol of *Sholat*; *Harjuna* is the symbol of fasting (*Syiam*).*Nakula* is the symbol of giving alms (*zakat*) and *Sadewa* is the symbol of Pilgrimage or *Haji* (*Ha jj*) .

B. The Problem

Wayangs become one of Indonesian famous cultures but not all Indonesian persons know much about *wayangs*, included Indonesian students . Some students do not know the stories of *Ramayana* and *Mahabharata*. They can not differ the character of *Bima* and *Duryudana*, *Hanoman* and *Subali* and others. We have Prambanan Temples with stories of *Ramayana* and *Krisna*. It becomes the problem and it will be discussed in this article. This article will talk about how to teach English through *wayangs* to students. In this case, strategies in teaching English will be needed. There are many strategies to make Indonesian students enjoy *wayangs*. First, teaching philosophical aspects of *wayangs* to students should be interesting. Second, teachers should be dramatic in telling the stories of *wayangs*. Third, semiotic moral values can be inserted after narrating the stories of *wayangs*. Fourth, teachers should be humorist, creative, and didactic in playing *wayangs*.

C. Discussion

Semiotics approach will be applied in this research. Makaryk (1993: 181) in *ENCYCLOPEDIA OF CONTEMPORARY LITERARY THEORY Approaches, Scholars, Terms* states that semiotics is the study of all the factors involveled in the production and interpretation of signs or in the process of signification. A multi disciplinary field, semiotics is concerned with issues of communication and meaning as they occur in various sign systems.

Michael Riffaterre in Bustami (2010:78-79) made a useful distinction between three types of sign. The first sign is called an icon (iconic); it looks like its real object or

its referent (for example a picture or a photo of a person). The second type of sign is called *index (or indexal sign)*. This sign has a close relationship with the real object or its referent. Smoke is regarded as a sign of fire, clouds as a sign of rain etc. The third type of sign is called *symbol* (symbolic sign); the sign has an arbitrary relation to its referent. Language is the system of symbols: words, phrases, and utterances in language are symbolic.

Wayangs are the symbols (*shadow/bayangan*) of people. They show the characterizations of the people. The cunning people for examples can be symbolized by *Sangkuni*. He is the Prime Minister of *Astina* kingdom. He influences *Duryudana/ Kurupati* , The King of *Astina* to refuse giving the kingdom back to *Pandawa* people. The wise person can be symbolized by *Prabu Kresna*, the king of *Dwarawati*. He is the reincarnation of *Wisnu*, the gods of protector. He becomes the protector of good people, especially *Pandawa* people (King *Puntadewa/Yudhistira*, *Bima /Werkudara/ Bratasena*, *Arjuna/Janaka*, and *Nakula-Sadewa*,the twin. Greedy, wick, and ugly people can be symbolized by giants like *Rahwana*, and his followers.

1. The English teachers should show the philosophical aspects of wayangs to students.

The English teachers should master the stories of wayangs, both *Ramayana* and *Mahabharata*. Examples: the story of *Dewaruci Bimasuci* and *Hanoman Obong/* the burn of Hanoman. *Dewaruci/ Bimasuci* tells about Bima who eagers to get fresh life water named *Perwita sari/* the essence of life. Priest *Durna* lets *Bima* get fresh life water because *Durna* wants to destroy *Pandawa* by killing the strongest person in *Pandawa*, *Werkudara*. Priest *Durna* orders *Bima* to go to *Reksamukka* mountain and Hindia ocean. *Durna* believes that *Bima* will be eaten by two ugly giants. If *Bima* is save from two giants, he will be eaten by wild animals in the ocean. *Durna* believes that after the death of *Bima*, *Pendawa* will be weak. Actually, *Bima* can kill two ugly giants who guard *Reksamuka* mountain. In Hindia Ocean *Bima* can kill *Amburnawa* dragon. After that *Dewaruci gods* appears for teaching *Bima* to know who creates him and to whom he will come back. Mastering *Ilmu Sangkan paraning dumadi* (the knowledge of origin of people) *Bima* becomes a priest called *Bimasuci* (The purity of *Bima*). *Durna* and *Kurawa* people feel jealous after hearing *Bimasuci* and they attack him.

Their philosophical aspects of *Dewaruci* and *Bimasuci* are : (1) people should overcome the difficulties before getting the goal. (2) people should not feel jealous watching other people's success. (3) Be a good person.

2. The English Teachers should be creative and humorist in narrating stories of wayangs.

They are expected to be the English wayangs leaders (*dhalang wayangs*) in front of their students. In narrating stories of wayangs, being humorist and creative will be needed to avoid boring. Singing and being comedians in *Goro-goro* (appearing *Semar, Gareng, Petruk, Bagong*) are expected.

3. The English teachers should be dramatic in having dialogues.

In having dialogues they should be dramatic. It means that in telling the stories they should be suitable with the character's voice. The voice of *Baladewa/ Balarama* should be

different from *Kresno's*, *Bagong's*, *Narada's*, *Durna's* voice and others. It should be suitable with the situation in the stories; like being sad, happy and others.

4. The English teachers can insert the Islamic views in wayangs.

Islamic views in wayangs are expected to be inserted in order to increase Islamic knowledge through culture. For examples : correlating five *Pandawa* with *Rukun Islam* (five pillars in Islam), *Harjuna/ Janaka / Jannah*, *Dersanala/ Darasa/Nderes Quran*, *Wisanggeni/ Wassi'un 'alimun/Maha Luas lagi Maha Mengetahui*, *Kalimasada/ kalimah syahadat*, *Kendalisada/kendalikan syahadat*, *Semar/ismir/ be quick*, *Nala Gareng/ Nala khaira/ something better*, *Petruk/ fatruk/ leaving*, *Bagong/ bagho/ bad things*, *janaka/ jannah*; (If you are quick in doing something better and leaving bad things, you will enter paradise/heaven).

D. CONCLUSION

Wayangs as Indonesian culture can be enjoyed by students if the teachers insert them in their teaching. The English teachers may serve their students by inserting wayangs in teaching. The English teachers are expected to know wayangs stories to promote tourism in Indonesia. Mastering wayangs people will know philosophical aspects of life, glorious language, wise words, and others.

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IMPROVING THE STUDENTS' LISTENING SKILL BY USING THE PRINCIPLES OF POSTMETHOD PEDAGOGY FOR TWELFTH GRADE AT SMA NEGERI 5 KOTA BIMA

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Abstract. This paper contains on the alternative way in teaching listening to senior high school students by using particular principles of teaching. The principles which is used here is post-method principles that well known as new trend in language teaching. Listening is one of the important skills that should be taught in language classroom. Nunan (2000: 175) lists listening as one of ten things that helped students most in learning English. There are many factors such as gender, race, ethnicity, religion, language, and sexual orientation that distinguish every student in Indonesia. While The implementation of method confines teacher to practice its principles in the right way allowing no chance for teachers' own personal judgment and teaching method (Richards and Rodgers, 2001: 247). Besides that, Butt (2010: 313) says several problems faced by the English learners in listening are: accent, dialect, pronunciation, listening disabilities, and grammar application. As the alternative way to teaching language in such complicated problems, Kumaravadivelu (2003) visualizes post method pedagogy as three dimensional systems consisting of pedagogic parameters of particularity, practicality, and possibility. In brief, "post-method pedagogy recognizes teachers' prior knowledge as well as their potential to know not only how to teach but also how to act autonomously within the academic and administrative constraints imposed by institutions, curricula and textbooks" (Kumaravadivelu, 2006: 178). In fact, the use of these principles is effective enough in teaching listening to senior high school students.

Keywords: *Listening skill, post-method pedagogy*

1. Introduction

Finding the best and effective method in teaching English as Foreign Language has been the important issue for practitioners of language pedagogy time by times. Every language practitioners are busy to find the most appropriate way in teaching L2 effectively. This situation finally brought many

experts to create particular methods in teaching English as L2. Some methods are good to apply in several classrooms; while some even cannot work well in other classrooms. Richards and Rodgers (2001) say that effective English teaching is thought to be about using a method correctly by applying its prescribed principles and techniques. There are many factors such as class, gender, race, ethnicity, nationality, religion, language, and sexual orientation that distinguish every student in Indonesia. While the limitation rules in using method based teaching sometimes contrast to students' needs and the real situation of the school.

Post-method pedagogy is noticed as new trend in English language teaching. The principles of post-method are suggested as the alternative to the rules and procedures of method-based teaching which usually limits teacher's creativity in teaching language. In conducting teaching learning process, the four skills such as listening, speaking, reading and writing cannot be separated from each other. Listening and reading have been known as receptive skills, while speaking and writing are productive skills. In order to master certain language, sequence of skills mastery should be learned well. Krashen's (1983: 80) input hypothesis argues that in silent period, children acquire language by listening to comprehensible input. So, this fact shows how important listening in human's life especially for the people who need this skill in particular purposes. In meaningful communication, people employ incremental language skills not in isolation but in tandem (Hinkel, 2006: 113).

The obligation of conducting a listening test in final examination (UAN) forces every student to master listening skill well. Unfortunately, the students who are expected to have good listening skill are not familiar to the English listening activity itself. Less of listening practices make them get difficulties in listening activity at final examination. Ur (2000: 111) proposes that there are six difficulties faced by the learners when they learn listening. They are trouble with sound, vocabulary mastery, the speed of native speaker, listening more than once, difficulties to keep up, and stamina problem. The writer estimates that most of problems which are mentioned above occur to the English classroom of SMA Negeri 5 Kota Bima. This research is important in order to find out the solution in teaching listening problems by using principles of post-method pedagogy in teaching learning process.

2. Literature Review

2.1 Listening

2.1.1 Definition of Listening

According to Carter and Nunan (2001: 7) the term listening is used in language teaching to refer to complex process that allow us to understand the spoken language. This theory explains that listening is not only recognizing the sound but also student must get the meaning of word. They

should also recognize the function of the sentences in an interaction and student must listen carefully. Listening skill is ranked first of all the four folds. Howatt and Dakin in Willis (2004: 2) define that listening as the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning.

As being known by people that from a very beginning of human's life, when human being is still in infant periods, the first sense known and used was ear. Krashen (1985: 80) claims that learners acquire new linguistic knowledge when they use familiar linguistic input, and they will acquire structure when they ready for it. This argument is supported by silent period theory where students acquire language by listening and understanding as opposed to learning through drills.

2.1.2 Types of Listening

Harmer (2001: 228) promotes that there are two kinds of listening they are extensive listening and intensive listening.

1) Extensive listening

Extensive listening is a listening activity where a teacher encourages students to choose for themselves what they listen to and to do so for pleasure and general language improvement.

2) Intensive listening

Intensive listening is a listening activity where a teacher uses certain materials such as taped material and he asks the students to find out detail information based on the material played.

Brown (2004: 120) identifies four common types of listening. They are as follows:

1) Intensive listening

Intensive listening requires students to listen to a text several times to understand every sentence or to build basic listening skills.

2) Extensive listening

Extensive listening encourages the students to grasp the general meaning of the passage to strengthen and enlarge the effectiveness of intensive listening in order to improve overall listening ability.

3) Responsive listening

Responsive listening is used in order to make an equally short response. They are greeting, questions, command, etc.

4) Selective listening

Selective listening is a processing stretches of discourse such as short monologues for several minutes in order to scan for certain information.

2.1.3 Problem of Teaching Listening

Students normally face and encounter listening problems especially in foreign languages. Underwood (1989: 17) in Harmer (2001: 203) states that when students who are engaged in listening encounter unknown lexis it can be like a dropped barrier causing them to stop and think about the meaning of a word and thus making them miss the next part of the speech.

Brown and Yule (1983) in Nunan (2000: 24) found that there are four clusters of factors cause the difficulties in learning listening. They are as follows:

- 1) The Speaker
It deals with the amount of the speakers in the passage, the speed of the speech, and the accent used by the speaker.
- 2) The Listener
The problems related to the listeners cope with the listeners' goal of listening, the level or response required, and the interest in the content or subject.
- 3) The Content
It deals with grammar knowledge of the listeners, vocabulary used by the speaker, information or materials presented well known and clear for the listeners, and the background knowledge of the listeners are required or not.
- 4) Support
Support means the supporting aids for the speaker in order to deliver the message easier such as pictures, diagrams or other visual aids to support the text.

2.2 Post Method Pedagogy

The criticism of limitations in conducting method was raised in 1990s. Richard (2001: 247) says by the end of the twentieth century, method based language teaching is no longer put as the key factor to determine the success or failure in language teaching. According to Kumaravadivelu (1994: 29), method is defined to consist of a single set of theoretical principles derived from feeder disciplines and a single set of classroom procedures directed at classroom teachers, post-method can be defined as the construction of classroom procedures and principles by the teacher based on his/her prior and experiential knowledge and/or certain strategies. In other words, the concept of method involves theorizers constructing "knowledge-oriented" theories of pedagogy and post-method involves practitioners constructing "classroom-oriented" theories of practice. Post-method pedagogy does not mean the end of methods but it involves an

understanding of the limitations of the concept of method and a willing to go beyond those limitations.

The principles of post-method pedagogy do not only focus on how we transfer the materials; it actually focused on the whole process of teaching-learning itself. It leads language teachers to be aware for every possibility that might be found in the classroom. Finding innovative way of effective and enjoyable teaching, constructing a good learning atmosphere and good classroom management are also included into post-method pedagogy.

Kumaravadivelu offers post method pedagogy as three-dimensional system consisting of pedagogic parameters of particularity, practicality, and possibility. He briefly outlines below the salient features of each of these parameters indicating how they interweave and interact with each other.

2.2.1 Particularity

Particularity refers to the teacher ability to be sensitive to the local educational, institutional and social contexts in which L2 learning and teaching take place. Kumaravadivelu (2006) advices that, “Any actual post-method pedagogy has to be constructed by teachers themselves by taking into consideration linguistic, social, cultural, and political particularities”. The parameter of particularity seeks to facilitate the advancement of a context-sensitive, location-specific pedagogy that is based on a true understanding of local linguistic, socio cultural and political particularities.

2.2.2 Practicality

The parameter of practicality relates much to larger issue that directly affects the practice of classroom teaching as the relationship between theory and practice. In this sense, a theory of practice involves continual reflection and action. The intellectual exercise of trying to obtain a theory of practice helps teachers to understand and identify problems, analyze and assess information, consider and evaluate alternatives, and then choose the best available alternative for further progress.

2.2.3 Possibility

The parameter of possibility is also concerned with individual identity. More than any other educational enterprise, language education provides its participants with challenges and opportunities for a continual quest for subjectivity and self-identity. The boundaries of the particular, the practical, and the possible are blended. Each one shapes and is shaped by the other. They interweave and interact with each other in a synergic relationship where the whole is greater than the sum of its parts.

In brief, “post-method pedagogy recognizes teachers’ prior knowledge as well as their potential to know not only how to teach but also how to act autonomously within the academic and administrative constraints imposed by institutions, curricula and textbooks” (Kumaravadivelu, 2006: 178).

2.3 Teaching Listening Based on Particularity, Practicality and Possibility

Primary task of the teacher wishing to promote learner autonomy is to help learners take responsibility for their learning, and bring about necessary attitudinal changes in them. Chastain (1988: 162) in Kashefian (2011: 3) states, “learning and teaching involve much more than dispensing information, directing activities, requiring students to display their knowledge, and correcting errors”. So, the main goal of language teaching is to establish a learning environment which provides all students in the class the positive attitudes, productive efforts and maximum achievement. Teaching listening gives somebody instruction to develop the ability to make a good communication. Teachers can help students understand what they, teach them the useful words for the listening task, and tell them the purpose of their listening (Brown, 2006: 6).

The boundaries of the particular, the practical, and the possible are blended. The parameter of particularity seeks to facilitate the advancement of a context-sensitive, location-specific pedagogy that is based on a true understanding of local linguistic, socio cultural and political particularities. The parameter of practicality relates to a much larger issue that directly impacts on the practice of classroom teaching such as the relationship between theory and practice. And the parameter of possibility is also concerned with individual identity of the students. So, the result of such a relationship will vary from context to context depending on what the participants bring to bear on it.

3. Research Methodology

3.1 Research Type

This research is concerned to improve students’ listening ability by using the principles of post method pedagogy. The research method utilize in this study is a classroom action research.

Carr and Kemmis (1986: 162) in Burns (1999: 30) define that action research is a form of self reflective investigation conducted by social participants in order to improve the rationality and justice of their own social or educational practices. The aim of the classroom research is to increase the quality of the learning.

3.2 Setting of the Study

This action research is conducted at SMA Negeri 5 Kota Bima. It is located on Gindi Kel.Jatiwangi, Kec.Asakota, Kota Bima, NTB. The research subject is the twelfth grade students at SMA Negeri 5 Kota Bima in Academic year 2014/2015. This research is conducted in two cycles which each cycle consist of four meetings. The overall meeting is ten times for the entire process of research where the pre-test and post-test are involved too.

3.3 Technique of Data Collecting and Data Analysis

The researcher decided to use the observation, interview, listening test and document as the instrument of collecting data. Techniques of data analysis in this research are descriptive qualitative and descriptive quantitative analysis technique.

In qualitative technique, the data is taken from any sources using triangulation. The researcher uses observations, interview, and documentation to get the same data source. While quantitative data are used to analyze the result of listening test to the students in pre-test and post-test. To know the score of students' listening ability before and after the use of post method pedagogy principles (particularity, practicality and possibility), the researcher measure it by using the average value (mean).

4. Findings and Discussions

Kumaravadivelu (2003: 32) argue that post method is not alternative method but “an alternative to method” Post-method pedagogy puts the teacher at the center of language learning and teaching and values his/her beliefs, experiences and knowledge.

In learning and teaching situation; the possibilities are endless. However, micro strategies are conditioned and constrained by the national, regional, or local language policy and planning, curricular objectives, institutional resources, and a host of other factors that shape the learning and teaching enterprise in a given contexts. Most of all, they have to be designed keeping in mind the learners' needs, wants, and lacks, as well as their current level of language knowledge/ability. The use of the principles of post-method pedagogy is available for all aspects of English language skills. So, these principles are also approved as appropriate way of language teaching in order to improve students' listening skill, especially for twelfth grade students of SMA Negeri 5 Kota Bima. The process of conducting the principles of post-method pedagogy in order to improve students' listening skill had been drawn as the following sketch

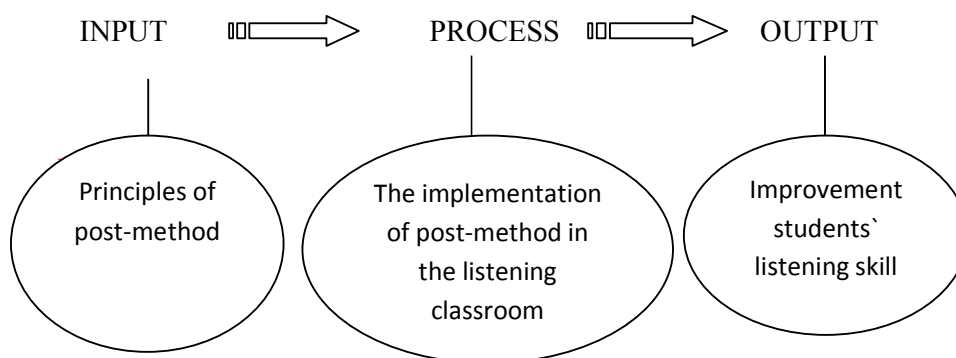


Figure 4.1 Implementation process

Teaching is an activity to help and guide someone to get change or develop skills, attitudes, idea, appreciation and knowledge. In listening, the learners' main focus and interest should be on understanding, and gaining knowledge or enjoyment or both from what they listen to and read (Nation and Newton, 2009: 3).

The use of the principles of post-method pedagogy is available for all aspects of English language skills. So, these principles are also appropriate in order to improve students' listening skill, especially for twelfth grade students of SMA Negeri 5 Kota Bima.

5. Conclusion

Teaching is an activity to help and guide someone to get change or develop skills, attitudes, idea, appreciation and knowledge. Listening plays a vital role in language learning. In listening, the learners' main focus and interest should be on understanding, and gaining knowledge or enjoyment or both from what they listen to and read (Nation and Newton, 2009: 3).

One of the goals of culture teaching has been to help the learner gain an understanding of native speakers and their perspectives. Can (2012: 1) stated that Postmethod pedagogy can be regarded as a good alternative to the deficiencies experienced by the employment of conventional methods. The principles of postmethod pedagogy are not only focus on how we transfer the materials; it is actually focused on the whole process of teaching-learning itself. It leads language teachers to find innovative way of effective teaching, good learning atmosphere and good classroom management. The use of the principles of post-method pedagogy is available for all aspects of English language skills. So, these principles are also appropriate to use in order to improve students' listening ability, especially for twelfth grade students of SMA Negeri 5 Kota Bima.

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Developing Classroom Material to Encourage Integrated Skill Teaching

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Abstract. This study discusses a case of material development for a compulsory, non-credited, pre-ESP matriculation program for EFL college learners. Focusing on students' speaking competence, this program has been designed to elaborate the practice of four language skills. However, it was observed that some instructors did not appear to demonstrate comprehensive understanding of integrated teaching. Four strands of a language lesson proposed by Nation (1996) were then adopted as the framework of material design in which activities for each session are assigned into language input, language focus, language output, and fluency practice. Receptive skills such as reading and listening are assigned as language input to provide contextual and meaningful samples of grammar, functions and vocabularies. To help students notice these linguistic features, language focus activity facilitating accuracy practice is subsequently presented. Being exposed to the language samples and their accurate use, learners are expected to be more prepared for speaking and writing tasks in language output and fluency practice. Collaborating with the instructors, a module of twenty four units with six progress tests and a final test was designed. Trying out the material, the instructors acknowledged that it offered more systematic presentation of tasks from preparing students for the lessons to language production and fluency practice. Moreover, it was admitted that to a great extent integrated teaching of language skills has been facilitated in this material.

Keywords: *Four strands, material development, integrated teaching*

Introduction

It is commonly acknowledged that complexity of learning English as a foreign language concerns with various aspects and multi-dimensional factors. It has encouraged the development of various beliefs on approaches of how the language is learned best. In Indonesian context, the changing curriculum, aside from its political motives, represents shifting beliefs of effective approaches to learn the language. It has been noted that throughout the history of Indonesia's education, it has experienced changes in 1945, 1968, 1975, 1984, 1994, 2004 (Lie, 2007) then 2006 and lastly 2013 with different underlying theories ranging from grammar translation to communicative approach.

These changes do not in itself result in improvement of the ELT (English language teaching) quality. Yuwono (2005) points out that the continually-revised curriculum does not seem to consider factors such as suitable qualifications for teachers and numbers of students nor does it provide strategies and alternatives. Dardjowidjojo (2000) assumes that the number of hours students spend in secondary school and the optional hours in elementary school should at least have resulted in a high ability in English by the time they graduate from senior high school. The outcome, however, is far from the expectation. In a survey of developments of ELT in Indonesia, Dardjowidjojo writes:

“With few exceptions, generally a high school graduate is not able to communicate intelligibly in English. Those who are can be suspected of having taken private courses or come from a certain family background”
(2000, p.27)

It is observed that disparity of English competence among high school graduates in Indonesia have brought consequences on ELT at university level especially in achieving the target competence of ESP (English for Specific Purposes). As students of non-English department, some of them still find difficulties in basic language functions such as talking about future plans or describing past activities properly. Furthermore, big gaps between proficient and less proficient ones poses problems for various aspects of the course such as objective statement, material development, classroom management, and skill assessment. In the university where this study was conducted, a matriculation program for these struggling students called ICE (Introduction to College English) as a prerequisite for ESP and other elective English classes was administered. Consisting of three level ICE attempts to provide foundations of speaking and reading competence ranging from responding and communicating in rudimentary needs of the language in level 1 for instance to being able to present general topics related to global problems in level 3.

Continuous revision of material has been conducted as an attempt to improve its quality. Adopting texts and activities from books with different approaches and focused skills often resulted in a mismatch on various aspects of this program in terms of students' needs, topic familiarity, and types of language tasks. Furthermore, teachers are often observed to find difficulties in understanding how general objectives of the lesson could be generated into goals of tasks and their scaffolding activities. Moreover, difficulties in integrating language skill practice to facilitate the development of speaking as focused skill in this program have also been identified. Nation (2000) proposes that steps of material design are

environment analysis, needs analysis, and application of principles. This study emphasizes application of principles of designing classroom material resulting in the adoption of four strands of language teaching (Nation, 2000), the importance of input for language learning (Krashen, 1985; Renandya, 2011; Ellis, 2012; Long, 1991), the role of language output (Krashen, 1958; Schwartz, 1993, Izumi, 2002; Swain, 1995; Toth, 2006) in Rassaei, E. (2012) and integrated skill teaching (Nunan, 1989). In this study, therefore, material from textbook sources were adjusted based on topic relevance, goals of tasks, and underlying theoretical foundation.

Language Input and Output

The essential role of input for language acquisition has been acknowledged by scholars. It is also widely accepted that exposure to input alone may not be sufficient for learners' language development. Ellis (2012) defines input-based instruction as an instruction that "involves the manipulation of the input that learners are exposed to or are required to process" (p 285). One form of input instruction is to manipulate the input in some way in order to make some target features more noticeable to learners. This input based instruction usually takes the form of textual enhancement or input enrichment. This technique aims at drawing learners' attention to linguistics target while they are primarily engaged in meaning comprehension. Long (1991) conceptualized focus on form as a kind of instruction that "overtly draws students' attention to linguistic elements as they arise incidentally in lessons whose overriding focus in on meaning communication" (pp 4-5). The interest in focus on form instruction (also known as form-focused instruction) was raised in 1990s as a result of research findings that suggested that exposure to input alone though necessary is not enough and some kind of formal intervention is needed for learners to reach advanced levels of targetlike competence.

Renandya (in press) states that input refers to oral or written language that a learner receives that would benefit the language learning process if it meets the following requirements:

- It has to be comprehensible
- It has to be abundantly and reliably available
- It has to be frequently encountered
- It has to contain language features that are slightly beyond the learners' current level

- It has to contain language features that engage the learners' attention
- It has to be meaningful and interesting

Aside from input-oriented based instruction, there are scholars who argue more positive and causal role to output in developing the target language system. These proponents do not deny the essential role of input for L2 instruction. However, they reject the view that input alone is sufficient for language acquisition and gives rise to the development of linguistic system (Krashen, 1958; Schwartz, 1993, Izumi, 2002; Swain, 1995; Toth, 2006 in Rassaei, 2012)

Swain (1985, 1995), outlining her output hypothesis, states that output is essential as input in developing L2 knowledge to high levels of target-like precision. Swain (1985) claims that output “pushed” learners from the “semantic processing” required for comprehending the input to the “syntactic” processing” needed for encoding meaning (p. 249). Furthermore, Swain (1985) suggests that producing the target language may serve as “the trigger that forces the learners to pay attention to the means of expression needed in order to successfully convey his or her intended meaning “ (p 249). One important function of output, among others, according to Swain (1995, 2005) is helping learners notice the gap between their linguistic resources and the target language system.

Renandya (2011) proposes three major categories of classroom practice that can be categorised as output-oriented practice:

- Mechanical practice (or drill) as a controlled practice in which students are required to produce a response without having to understand the language they are using. Repetition drills or substitution drills of grammatical items are examples of this practice.
- Meaningful practice which refers to an activity where the language is still controlled, but the students need to understand the language in order to successfully produce a correct response.
- Communicative practice where the focus is on communication and where the students are required to produce language that is appropriate for a particular communicative context.

Integrated Skills

Oxford (2001) states that one image for teaching English as a second or foreign language is that of a tapestry. It is further exemplified that one of the most crucial tapestry concerns with teaching of the four primary skills of listening, speaking, reading, and writing. This aspect also includes knowledge of syntax, vocabulary, spelling, pronunciation, meaning, and usage. The skill stand of the tapestry leads to optimal ESL/EFL communication when the skills are interwoven during the instruction, as it is called integrated skill approach.

One form of integrated skill instruction is task based instruction, in which students participate in communicative tasks in English. Nunan, (1989) defines tasks as activities that can stand alone as fundamental units and that require comprehending, producing, manipulating, or interacting in authentic language while attention is given more to meaning rather than form. Pairworks and groupworks are often chosen in this type of instruction. The complexity of classroom activities can range from one level to the other. Tasks become increasingly complex at higher proficiency levels. For instance, beginners might be asked to introduce each other and share one item of information about each other. More advanced students might do more intricate and demanding tasks, such as describing their opinion on the nation-wide problems in role play of a president campaign.

Another model of task presentation elaborating presentation of integrated skills is suggested by the idea of four strands of language course by Paul Nation (2007). It is proposed that a well balanced language course supposedly covers four components, namely meaning focused input, language focus, meaning focused output and fluency practice. First, meaning focused activities present exercises of receptive skills, namely reading and listening where attention is on their messages. Language focus activities deal with deliberate attention and practice to linguistic aspects of the language samples used in the previous activity. Then meaning focused output covers activities of speaking and writing in which attention is given on the message and ideas conveyed. Finally, the last component develops fluent use of the linguistics features on the four language skills.

Material Design

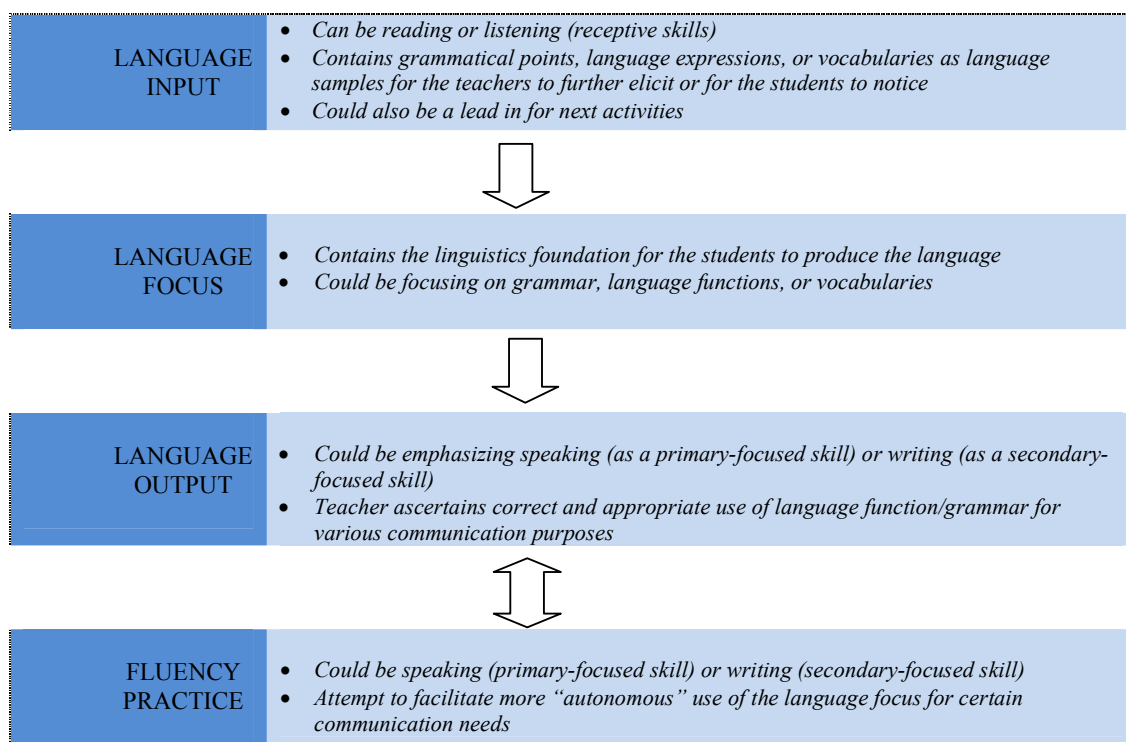
The abovementioned principles of second language acquisition, integrated teaching of four language skills and elaboration of the skills as language input and language output, were used as the framework of material development. As a pilot project of this study, level three of the matriculation program was chosen. It was simply because this level connects ICE with the next levels of ELT in the

university, English for specific purposes. This level is supposed to be the last scaffolding for the students to be exposed to English teaching that specifically addresses their professional needs.

The material designed in this study is a result of collaboration between English instructors teaching level three. First, suggestions and inputs were assessed which mainly dealt with choices of topics more interesting and engaging both for teachers and students. They also suggested that they frequently found difficulties in correlating general objectives of lessons with language tasks and texts in the module. In this situation they admitted to modify or change either the texts or tasks. From the perspective of the program management, concept of integrated teaching was not well understood and reflected through their teaching as indicated from classroom observation and discussions in teacher meetings. Secondly, together with a small team representing teachers of level three, choices of texts and tasks as the course designer had proposed were evaluated. As have been stated previously, twenty four units make up twelve week meetings in one semester for each level. Combination of functional and topic based syllabus was adopted in which one language function is elaborated in three meetings under the same topic coverage. Table 1 illustrates an example of this group of topic:

1.1.1.1.1 Topic 10-12: proposing success formula		
1.1.1.1.2 <u>Objectives:</u>		
<ul style="list-style-type: none"> • <u>Students are able to describe successful industries or business</u> • <u>Students are able to describe business strategies</u> • <u>Students identify and formulate organization of ideas to describe successful business and its strategies</u> • <u>Students practice oral fluency in describing successful business and its strategies</u> 		
10		Big Business
11		Winning Formula
12		Language Review PT 4: Speaking (<i>please read the progress test guideline</i>)

Presentation of activities in each unit is framed using Paul Nation’s four strands comprising of language input, language focus, language output, and fluency practice. Diagram 1 illustrates the objectives of each activity:



Assessments of students' proficiency are in the forms of six oral progress tests and a final test directed towards measuring success and failure of learning process. These six progress tests end and wrap up two previous meetings discussing topics within the same language function. Final test is administered on meeting twenty four in the form of presentation in groups of three at the most. The topics choices are generated from previous meetings. Guidelines containing test objectives and suggested procedures together with rubrics of grading students' oral competence are provided. Continuous monitoring and evaluation of the designed material is conducted by collaborating teachers in providing feedbacks and suggestions. An interview with the teachers suggests that the activity presentation and organization in the material offers more systematic presentation of tasks from preparing students for the lessons to language production and fluency practice. Moreover, it was admitted that to a great extent integrated teaching of language skills has been facilitated in this material. Understanding of integrated teaching of language skills is encouraged and admittedly affects their teaching positively.

Conclusion

In preparing EFL college students for ESP (English for Specific Purposes), various interrelating factors contributing to the learning process should be taken into account. Method of teaching the language skills could be one of the factors elaborated in areas of material design facilitating teachers to integrate the practice of the language skills. Relevant and applicable foundation of theoretical framework would be needed to assure pedagogical approach in this attempt. Certainly, context of the language learning contributing to language approach taken is apparently essential.

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**SELF-EDITING TECHNIQUE TO IMPROVE STUDENTS' ABILITY IN
INDONESIAN-ENGLISH TRANSLATION: AN EXPERIMENTAL
RESEARCH AT ENGLISH DEPARTMENT OF MUHAMMADIYAH
UNIVERSITY OF PURWOREJO**

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Abstract. The purpose of this study is to describe whether self-editing technique effective to improve students' ability in Indonesian-English translation in English Department of Muhammadiyah University of Purworejo. It is an experimental research. There are 68 students joining the research where 34 students are in experimental group and the other 34 students are in control group.

In the purpose of having good ability of communication both in spoken and written English, nonnative students do translation. In Indonesia, some universities (one of them is Muhammadiyah University of Purworejo) have Indonesian-English translation subject to be taught at class. A good translation is one which is acceptable, readable, and reasonable. In this case, some troubles arise when the lecturer find the students confused about how to make a good written translation following the writing convention and meaning equivalence. The students do the Indonesian into English translation following the procedures given. Self-editing technique is accomplished by students in pairs first and then by individual.

The research findings showed that self-editing technique is effective to improve students' ability in Indonesian-English translation. It can be seen from the mean score of pre-test and post-test from both experimental group (69.21 and 74.41) and control group (68.09 and 69.12). In addition, the result of t-test is 4.174 with the significance level of 5%.

Key words: *self-editing technique, Indonesian-English translation*

A. Introduction

Since English has becoming an international medium to express ideas, students both in formal and informal education are learning it. It is used in almost all places and situations; in announcement of flights, computer technology, gadgets, mass media, trading, etc. In fact, the governments of countries in expanding circle countries such as Indonesia, South Korea, and Japan have encouraged English as Foreign Language. One of the basic reasons is because its essential requirement in this era. To say so it establishes socio cultural in the world. It is believed that

English is one of what mentioned as “cultural capital” that will help people to have better opportunity in academic achievement and social status in society (Bourdieu, 1997).

In the purpose of having good ability of communication both in spoken and written English, nonnative students do translation. In Indonesia, some universities (one of them is Muhammadiyah University of Purworejo) have Indonesian-English translation subject to be taught at class. This is, of course, very challenging for some lecturers since they should be able to guide their students to produce the acceptable, readable, and reasonable translation text. In this case, some troubles arise when the lecturer find the students confused about how to make a good written translation following the writing convention and meaning equivalence. Though the students may be much better in invention, organization, and revision they had before, too many written products are still riddled with grammatical and lexical inaccuracies. An excess of sentence – and discourse – level errors may distract and frustrate instructors and the other readers. Because this may lead to evaluation of the students’ overall writing abilities, ESL writing teachers need to help students develop and improve their editing skills. In writing, editing refers to finding and correcting grammatical, lexical, and mechanical errors before submitting a final reports. In addition, translation is an effort to find equivalent meaning of source and target language. Dealing with translation, the students are hoped to produce correct grammatical sentences following English grammar rules to be acceptable, readable, and reasonable translation. In order to fulfill the requirements of being acceptable, readable, and reasonable, students should be able to find equivanence of meaning since in translation meaning is the object to be rendered from the source language text into the target language text.

B. Literature Riview

1. Translation

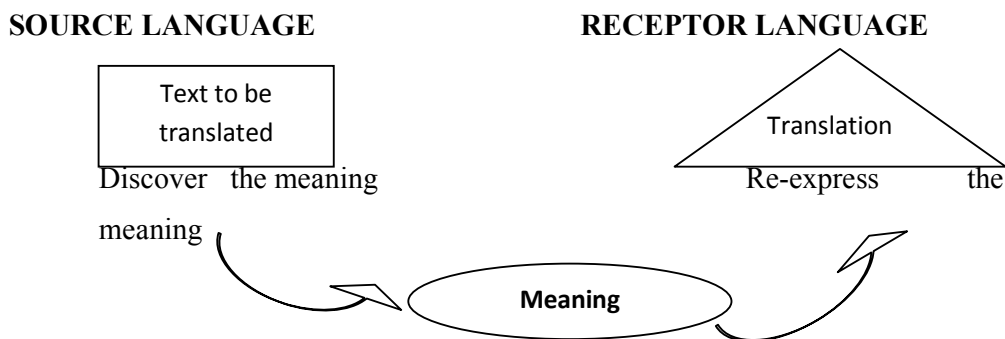
Definition

Though several writers define translation rather differently, they use common key terms such as “equivalent (similar), textual material (SL text, written message, SL message), and reproducing (replacement). Translation equivalent can be in rank of word for word, phrase for phrase, sentence for sentence for sentence and so on. The students’ knowledge of grammar plays important role when they translate Indonesian phrases or sentences into English or vice versa.

Translation is the process of replacing/reproducing/transferring from the SL written text/material/concept into its TL equivalent in such a way that you retain the meaning and style. Translation consists of changing from one state or form to another, to turn into one’s own or another’s language. Translation is basically a

change of form. When we speak of the form of language, we are referring to the actual words, phrases, clauses, sentences, paragraphs, etc., which are spoken or written. These forms are referred to as the surface structure of a language. In translation the form of the source language is replaced by the form of the receptor (target) language. Hatim and Munday (2004) define translation as “the process of transferring a written text from source language (SL) to target language (TL). In addition, Nida and Taber (1982) state that “translating consists in reproducing in the receptor language the closest natural equivalent of the source language message”.

The statements above show that translation consists of transferring the meaning of the source language into the receptor language. This is done by going from the form of the first language to the form of a second language by way of semantic structure. It is the meaning which is being transferred and must be held constant. It is only the form changes. The form from which the translation is made will be called the **SOURCE LANGUAGE** and the form into which it is to be changed will be called the **RECEPTOR LANGUAGE**. Translation, then, consists of studying the lexicon, grammatical structure, communication situation, and cultural context of the source language text, analyzing it in order to determine its meaning, and then reconstructing this same meaning using the lexicon and grammatical structure which are appropriate in the **RECEPTOR LANGUAGE** and its cultural context. The process may be diagrammed as shown below.



It is true that people who know both the source language and the receptor language well can often make the transfer from one form to the other very rapidly without thinking about the semantic structure overtly. However, it will arise troubles for them in complicated texts when the translators may not be equally fluent in the two languages (if they are mother-tongue speakers of only one).

Types of Translation

Catford (1989) states there two main kinds of translations. One is form-based and other is meaning-based. Form-based translations attempt to follow the form of the source language and known as literal translations. Meaning-based translation

makes every effort to communicate the meaning of the source language text in the natural forms of the receptor language. Such translation is called idiomatic translation. Idiomatic translations use the natural forms of the receptor language, both in the grammatical constructions and in the choice of lexical items. A truly idiomatic translation does not sound like a translation. It sounds like it was written originally in the receptor language. Therefore, a good translator will try to translate idiomatically. This is his goal. However, translation are often a mixture fo a literal transfer of the grammatical units along with some idiomatic translation of the meaning of the text.

Jacobsen also distinguishes three types of translation namely: intralingual (rewording, paraphrasing), interlingual (replacement of SL text into the TL equivalent), and intersemiotic or transmutation which is an interpretation of verbal signs into music, dance, and so on.

Savory categorizes translation proper into four types: (a) Perfect translation: all purely informative statements such as are encountered by the traveler or used by the advertiser; (b) Adequate translation: for more entertainment. Into this second category fall the very large number of almost characterless translation made for the general reader who may use them without giving a thought to the fact that what he is reading was not originally written in his own language; (c) Composite translation: this includes the translation of prose into prose, or poetry into prose, and poetry into poetry; (d) Scientific translation which aims at attaining the accuracy, clearness, and precision of the concept.

2. Self-Edit Technique

The term we used for this range of abilities is *self-editing*. It differs from ‘selfmonitoring’ a technique where students write marginal annotations about problems in their evolving compositions, to which the teacher responds. Charles (1990) first proposed self monitoring strategy as a writing technique. The term "self-monitoring strategy" indicates that students are provided with opportunities to monitor their composition through self-editing and peer-editing on both their and their peer’s writing. Self-editing can be defined as procedures by which the learners themselves evaluate their language skills and knowledge” (Bailey, 1998,). Peer-editing is viewed as a scheme through which peers could consider the level, value, worth, quality, successfulness of others” products or similar learning outcomes (Topping, Smith, Swanson & Elliot, 2000).

Procedure

Peer and self-editing help students develop the ability to make judgments, which is a necessary skill for study and professional life (Brown, Rust & Gibbs, 1994). Self and peer-editing are usually combined together. Peer-editing can help students learn and develop self-editing techniques. To improve writing, writers

should engage themselves in self and peer-editing and modify their work through self-reflection.

Polio (2001) claimed that feedback from peers helped learners produce writing with better quality and higher accuracy, but also with a critical point of view. Monitoring strategy provides students with an opportunity to activate their linguistic competence in correcting both peers and their own errors. Moreover, Ferris and Roberts's (2001) study suggests that the type of error addressed seems to influence language accuracy since error feedback had noticeably higher success ratios in the three treatable categories (verbs, noun endings, and articles) than in the untreatable word choice and sentence structure categories. Ellis et al. (2008) compared the effects of focused and unfocused corrective feedback on two experimental groups' use of definite and indefinite articles. While one experimental group received focused corrective feedback, the other received unfocused corrective feedback. In this research the experiment group got treatments from the lecture to do Indonesian-English translation using self-editing technique; (1) they focused on the grammatical inaccuracies by analyzing, categorizing, and correcting a text in pairs, (2) they find the suitable meaning in English with the suitable context, (3) they translate a text from Indonesian into English considering the use of English naturally. Meanwhile, the researcher did not give self-editing technique to teach control group in translation class.

Below is the worksheet in conducting the treatment.

Activity 1:

Instruction: Read the sample essay. First, find all the nouns and underline any noun errors. Then do the same with verbs, punctuation/sentence structure, word forms, and preposition. Count the errors of each type and fill in the worksheet below. Turn in both your marked essay and this worksheet.

(This is an example of text prepared by the teacher)

The Influence of Smoking on Pregnant

The embryo grow up into a fetus need good nutrient from mother. The nutrient is took in from the placenta who is channeled in through an umbilical cord. All substance contain in the mother's blood do affect the fetal growth. A healthy pregnant mothers who eats healthy diet, does not smoke, does not consume alcohol is a great help for the fetal growing. Placenta are composed of, among others, tender arteries and also barriers placenta that stops certain substances from entering the fetus' body.

Type 1 (Noun Errors)

Total number of noun errors in essay:.....

Example/s (from essay), underline the error :

Type 2 (Verb Errors)

Total number verbs errors in essay:.....

Example/s (from essay), underline the error:

Type 3 (Punctuation and Sentence Structure Errors)

Total number punctuation errors in essay:.....

Example/s (from essay), underline the error:

Type 4 (Word Form Errors)

Total number word form errors in essay:.....

Example/s (from essay), underline the error:

Type 5 (Preposition Errors)

Total number of preposition errors in essay:.....

Example/s (from essay), underline the error:

(note: the categories of this activity were taken from Fox, 1992)

Activity 2:

a. Instruction: translate the following Indonesian text into good English.

Beberapa spesies sangatlah besar. Ikan paus biru, yang bisa mencapai panjang lebih dari 30 meter, adalah binatang terbesar yang pernah hidup di bumi. Sepintas ikan paus tampak mirip ikan biasa, namun bila dicermati terdapat perbedaan pokok pada struktur luarnya. Ekornya terdiri dari sepasang "sirip" lebar, pipih, dan mendatar (sementara ekor ikan biasa tegak). Ikan paus mempunyai satu lubang hidung di atas kepalanya yang besar dan lebar.

Translated text by the students:

.....
.....

b. Peer-/Self-Editing Worksheet

Your Name :

Writer's Name :

Instruction: Read your partner's essay, looking specifically for errors in grammar, spelling, and punctuation. Mark the paper using the following symbols:

- If there is a spelling error, circle it.
- If there is a grammar error, underline the word or phrase that has the problem.
- If there is a missing word, put a ^ to show that something is missing.

After you have read and marked the essay, complete the worksheet below.

Error types

Type 1 (Noun Errors)

Total number found in essay:.....

Example/s (from essay):

.....

Type 2 (Verb Errors)

Total number found in essay:.....

Example/s (from essay):

.....
Type 3 (Punctuation and Sentence Structure Errors)

Total number found in essay:.....

Example/s (from essay):

.....
Type 4 (Word Form Errors)

Total number found in essay:.....

Example/s (from essay):

.....
Type 5 (Preposition Errors)

Total number found in essay:.....

Example/s (from essay):

.....
Activity 3 shows teachers one of various categories to be focused by teachers at class. The students can have exercises on finding the appropriate meaning based on the context.

Activity 3:

Meaning Equivalence: example of collocation

Test on Collocations: Translate the following Indonesian into English by choosing the natural use of English by putting the (✓) in the provided column!

1. Kamu seharusnya mengikuti semua pertemuan supaya lulus mata kuliah ini.

attend all the lectures

follow all the lectures

Translation:

2. Akan membutuhkan waktu satu jam untuk memperbaiki arloji ini.

need an hour

take an hour

Translation:

3. Saya menunggu balasan dari Anda.

waiting for

looking forward

Translation:

4. Dibutuhkan segera guru bahasa Inggris yang berpengalaman.

urgently required

needed fast

Translation:

5. Ada beberapa kursi yang kosong di dalam kelasku.

empty chairs

unoccupied

Translation:

Activity 4:

a. Translate the following Indonesian text into English.

Pengaruh Merokok pada Kehamilan

Polutan yang terdapat dalam asap rokok dapat mempengaruhi tingkat fertilitas wanita dan pria. Secara umum, pengaruh yang terjadi akibat polutan dalam asap rokok adalah terjadinya penyempitan pembuluh darah halus, peningkatan denyut jantung dan kebutuhan akan oksigen yang meningkat. Nikotin merupakan penyebab menyempitnya pembuluh darah dan peningkatan denyut jantung. CO akan berkompetisi dengan sangat baik dengan oksigen untuk berikatan dengan hemoglobin (Hb). Ikatan CO dengan Hb lebih baik dibandingkan dengan oksigen, dan hal ini berarti tingkat oksigenasi jaringan akan berkurang pada perokok. Pengaruh nikotin dan cadmium pada sel telur adalah mengganggu proses pembelahan-pematangan sel telur, demikian pula pada sperma. Oksigen radika bebas juga akan mengganggu kemampuan gerak dan kapasitas sperma.

Translated text by the students:

.....
.....
.....
.....

b. Peer-/Self-Editing Worksheet

Your Name :

Writer's Name :

Instruction: Read your partner's essay, looking specifically for errors in grammar, spelling, punctuation and inappropriate meaning then write the correct ones. Mark the paper using the following symbols:

- If there is a spelling error, circle it.
- If there is a grammar error, underline the word or phrase that has the problem.
- If there is a missing word, put a ^ to show that something is missing.
- If there is inappropriate meaning, put question mark (?)

After you have read and marked the essay, complete the provided worksheet.

c. Findings and Discussion

The sample of this research 68 students of English Department. One class of 34 students as the experiment group were treated using self-edit technique and 34 students as control group were not treated using self-edit technique.

a. Analysis of experimental group

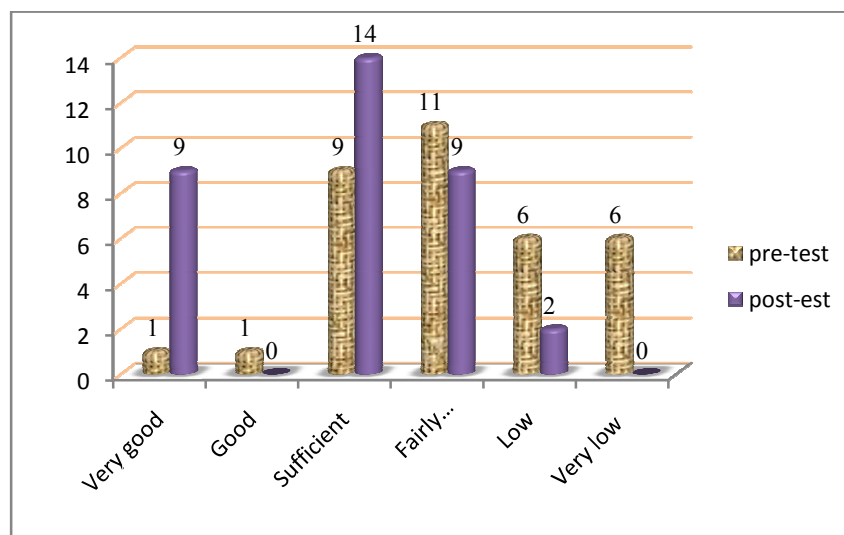
Table 1. Test result of experimental group

No.	Respondents	Pre-Test	Post-Test
1	S.1	70	75
2	S.2	70	75
3	S.3	75	80
4	S.4	75	80
5	S.5	60	80
6	S.6	75	80
7	S.7	65	75
8	S.8	78	75
9	S.9	75	75
10	S.10	75	80
11	S.11	75	75
12	S.12	70	70

13	S.13	70	70
14	S.14	75	75
15	S.15	80	80
16	S.16	70	70
17	S.17	65	75
18	S.18	60	65
19	S.19	70	75
20	S.20	75	75
21	S.21	70	80
22	S.22	70	70
23	S.23	65	70
24	S.24	60	70
25	S.25	60	65
26	S.26	65	70
27	S.27	65	70
28	S.28	70	80
29	S.29	75	80
30	S.30	70	75
31	S.31	70	75
32	S.32	65	70
33	S.33	60	75
34	S.34	60	75
Total		2353	2530
Mean		69.21	74.41

The table above showed the score of pre-test and post-test in experimental group. The highest score of pre-test is 80 and the lowest is 60. While the highest score of post-test is 80 and the lowest is 65.

Chart 1. The Students' Achievement of Pre-test and Post-test of Experimental Group



This chart shows the result both pre-test and post-test of experimental group. It shows the differences of students achievement between pre-test and post-test. The vertical line with numbers shows the number of students. The horizontal line shows the grade of achievement of the scores obtained by the students.

b. Analysis of control group

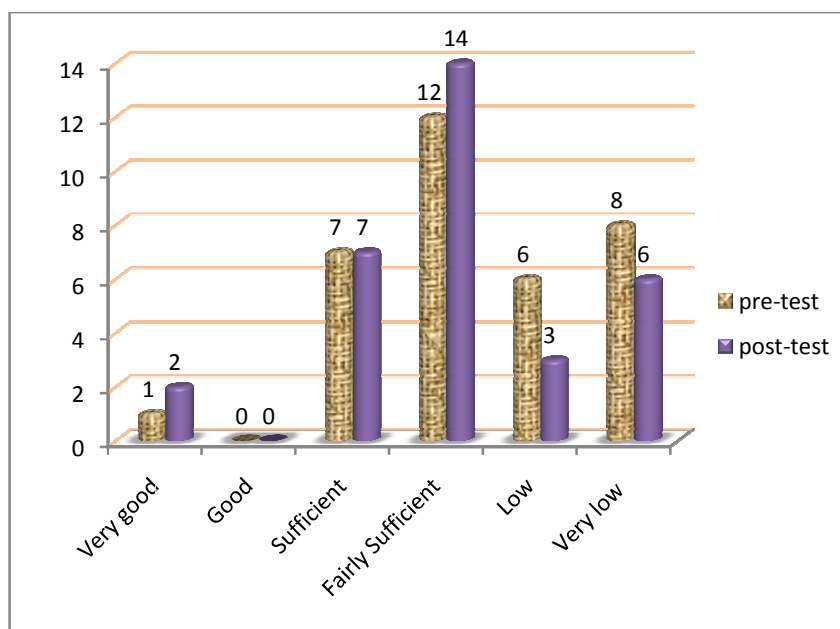
Table 2. Test result of control group

No.	Respondents	Pre-Test	Post-Test
1	S.1	65	60
2	S.2	70	70
3	S.3	70	75
4	S.4	75	75
5	S.5	70	75
6	S.6	65	60
7	S.7	70	70
8	S.8	75	70
9	S.9	70	65
10	S.10	75	75
11	S.11	60	65

12	S.12	70	75
13	S.13	70	70
14	S.14	75	75
15	S.15	80	80
16	S.16	75	80
17	S.17	60	60
18	S.18	60	60
19	S.19	65	70
20	S.20	70	70
21	S.21	65	65
22	S.22	70	70
23	S.23	70	70
24	S.24	60	65
25	S.25	60	60
26	S.26	60	70
27	S.27	65	70
28	S.28	75	70
29	S.29	70	70
30	S.30	75	70
31	S.31	65	70
32	S.32	60	60
33	S.33	70	75
34	S.34	60	65
Total		2315	2350
Mean		68.09	69.12

The table above showed the score of pre-test and post-test of control group. The highest score of pre-test is 80 and the lowest is 60. While the highest score of post-test is 80 and the lowest is 60.

Chart 2. The Students' Achievement of Pre-test and Post-test of Control Group



This chart shows the result both pre-test and post-test of control group. It shows the differences of students achievement between pre-test and post-test. The vertical line with numbers shows the number of students. The horizontal line shows the grade of achievement of the scores obtained by the students.

Then, the researcher also compares the mean score of the post-test result of experimental group and control group. The mean score of experimental group is higher than control group (74.41 > 69.12).

Table 3

Descriptive statistic result of the experimental group and control group

Group	H	L	R	Me	Mo	T	M	SD
Experimental	80	65	13	75	75	2530	74.41	4.40
Control	80	60	20	70	70	2350	69.12	5.70

If we compare the two means, it is clear that the mean of the experimental group is higher than the mean of the control group. Then, the researcher also calculated the variance and standard deviation of both experimental and control group. For

the experimental group, the standard deviation is 4.40, and the variance is 19.34. For control group the standard deviation is 5.70, and the variance is 32.53

In testing hypothesis, the researcher used the level of significant 5% or 1% level. By using the level of significant 5% level, it means that the falseness of the conclusion was 5% and the level of truth was 95%. From the previous analysis, it shows that with the number of samples ($N_1 = 34$ and $N_2 = 34$) with degree of freedom 66 can be found with the formula $n-2$ and the level of significance is 5%, the result of the computation of t-value is 4.174. Based on the value in the t-table for $N_1 = 34$ and $N_2 = 34$ and the significance level is 5%, the value of t-table was 2.000. The computation shows that t-value is higher than t-table that is $4.943 > 2.000$. Based on the hypothesis testing above, it means that (H_0) is rejected and (H_a) is accepted. The hypothesis in this research (H_a) says: the use of self-editing technique to improve students' ability in Indonesia-English translation of English Department of Muhammadiyah University is effective.

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A Morphosyntactic Analysis on the University Students' Thesis Proposal in Madura

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Abstract. Writing skill for college students is not only focused on writing paragraph, story (either factual or imaginative story), kinds of genres and essay, but also academic writing. It involves writing paper, journal, thesis proposal, thesis, etc. Writing skill needs the writers' general knowledge of some specific things or events, grammatical mastery and the ability to arrange sentences into good paragraph. There are many kinds of sentences that must be utilized by the writer, one of them is complex sentence. It refers to a sentence that consists of independent and dependent clauses. This paper investigates the morphosyntactic issues and grammatical errors in University of Madura students' academic writing. It analyzes the ten English department students' thesis proposal who are from A, B and C morning class, and A and B afternoon class in that college. The research paper aims to concentrate on the morphosyntactic issues that lead to the grammatical errors which take place in the seventh semester English department students of Madura University. The findings show that the university students often use complex sentences such as adjective clause, noun clause and adverbial clause, to express their thoughts in writing their thesis proposal. And, there are two kinds of errors in their sentence arrangement viz: in determining subject and predicate or verbs agreement such as: the use of final "s" or "es" as the third person singular in simple present tense verb, of linking verb or copula and of passive form verb. It implies that they cannot build a complex sentence well due to the different word-order and sentence structure between Madurese language and English in term of morphology and syntax.

Key Words: *Academic writing, Morphology, Dependent clause, Syntax.*

1. Introduction

Writing skill tends to be considered as the most difficult one because it needs students' or writers' general knowledge of some specific things or events, grammatical mastery and the ability to arrange sentences into good paragraph or good organization as well, in order that the readers understand what the writer actually means. Siahaan (2008:2) had a notion as the following:

“Writer's skill is also realized by his or her ability to apply the rules of language she/he is writing to transfer the information she/he has in her or his mind to his or her reader(s) effectively. The ability she/he has includes all the correct grammatical aspects of the language she/he is writing, types of the information she/he is transferring, and

the rhetoric's she/he is conducting in a communicative event too".

For college students, writing skill is not only focused on writing paragraph, story, kinds of genres and essay, but also academic writing which involves writing paper, journal, thesis proposal, thesis, etc. From the preliminary study we get that most of the seventh semester English department students of Madura University 2008 who have made the thesis proposal, are extant ones make some errors in arranging good sentences. This case can be proven from one of the student's sentence on his thesis proposals "*This phenomenon are often illustrated by the landing of education that given by the parents and in the schools*" (Ilahiyah, 2011:1). After looking at this complex sentence we argue that the student doesn't know how to combine words and to use the appropriate form in arranging correct sentence. Instance of the error in the complex sentence above is in giving the appropriate linking verb in the word "*this phenomenon are*". *This phenomenon* is singular that must use "is" as predicate or linking verb. In addition to, another error of the complex sentence above is in combining dependent clause with independent clause. She wants to use passive form after relative clause *that* to express her idea, but she doesn't put *linking verb* after the word *that*; whereas the correct one is using *linking verb (is)* after the relative clause *that*, because the word 'Education' is uncountable noun which is always considered as singular noun. Therefore the correct sentence is "*This phenomenon is often illustrated by the landing of education that is given by the parents and in the schools.*" The students who have made thesis proposal should be able to arrange sentences well. They have to be able to know how to combine words into sentence as well as having good competence to use correct grammatical order in arranging sentences especially complex sentences in their proposal. This problem may occur because of some factors, they are the students' lack of the usage of language knowledge especially in arranging sentences well; the lecturer's explanation and instruction that may be confusing for students; the limited time to make thesis proposal that may force the students to complete their proposal as soon as possible; and student's ignorance of writing and structure subject.

2. Literature Review

"A language is based on a system of rules determining the interpretation of its infinitely many sentences is by no means novel", (Chomsky, 1965:v). In addition to, he argued that language is a set of sentences formed in logical syntactic structure or combination (1957). Brinton and Brinton (2010:12) stated that syntax is the study of words order and arrangement into larger units and studies the structure and types of sentences, of clauses, and of phrases. Similarly, Miller (2002:xii) stated that syntax refers to how words are put together to build phrases, how phrases are put together to build clauses, and how clauses are put together to build sentences. Meanwhile, Jr (2004:3) said that "one of the most important

syntactic properties of language is that simple sentences can be combined in various ways to form complex sentences”. Hence, syntax is concerned with the way that sentence is structured. Whereas morphology is defined as the study of the mental system involved in word formation or the linguistics branch that deals with words, their internal structure, and how they are formed (Aronoff and Fudeman, 2011:2). Moreover, they believe that morphology should not be only a secondary data source in theories for analyzing other language elements but it has to be handled in its own as a subject of study. Then McCarthy (2002:16) stated that morphology can be defined the area of grammar concerned with the words structure and relationships between words involving the morphemes that compose them. In every language must have sentence to express people thought and feeling by combining words and also some phrases. According to Oshima and Hogue (1983:121) “A sentence is a group of words that you use to communicate your ideas in writing or in speech. It is complete, independent unit of thought and consists of two main parts: a subject and a predicate”. Also, They opined “There are basically four kinds of sentences in English; they are: simple, compound, complex and compound complex sentences” (ibid:122). A simple sentence is a sentence consists of an independent clause only, e.g: *The cat sleeps in my house.* A compound sentence means a sentence is made up of two or more independent clauses connected by a coordinating conjunction, such as *and, or, nor, but, for, so, et,* e.g: *James has applied for a job, and Peter has found his new job.* A complex sentence comprises one independent clause and one or more dependent clauses, e.g: *When he handed in his homework, he forgot to give the teacher the last page.* A compound-complex sentence is a sentence which combines two or more independent clauses and one or more dependent clauses, e.g: *I had a table, chair and computer for my work, but my boss, who obviously held a higher position, had a cubicle of his own.* While Mas’ud (1998:1) said that sentence is a group of words containing at least one subject and one predicate, and has complete meaning. Sentence is same as clause. Halliday and Matthiessen (2004:6) echoed that either a [clause](#) or sentence typically contains at least a [subject](#) noun phrase and a [finite verb](#) . Any sentence in the English language is made up of one or more clause. There are two types of clauses: independent and subordinate (dependent). They cite that an independent clause demonstrates a complete thought which is a complete sentence and a subordinate or a dependent clause is not a complete sentence. It must be connected to an independent clause: for example, *because I have no friends.* (ibid:7). Azar (2003:343) said that an independent clause is a main clause can stand alone as a sentence. A dependent clause cannot stand alone as sentence which must be connected to an independent clause. Definition of clause itself is a group of words consists of a subject and a verb (Azar, 1989:238). The subordinate (dependent) clause can be: an adjective clause, a noun clause, and an adverbial clause. Adjective clause is a dependent clause that modifies a noun, e.g: the students *whose* scores are below 6 must repeat the test. A noun clause is a dependent clause used as a subject or an object,

e.g: *What* she wants to do is never permitted. She doesn't care *what* he says. Adverbial clause is dependent clause which functions as adverb or modifier to verb or to the whole sentence of main clause, e.g: *When* she came here, it was already dark. Nordquist (2009) said that error is a term used in prescriptive grammar for an instance of faulty, unconventional or controversial usage, such as a comma splice or misplaced modifier etc. the errors may belong to morphological errors and syntactical errors. Morphological errors includes the drop of grammatical morphemes, such as 's' and 'es' in subject-verb agreement and the apostrophe 's' in the possessive sentence structure. Instances of syntactical errors can be past tense agreement and auxiliaries. Distinction between an error and a mistake can be understood by knowing the frequency they occur as Gass and Selinker (2001: 67) said that mistakes are generally one time only events. The learner who makes a mistake is able to recognize it as a mistake and correct it if necessary. However error is likely to occur repeatedly and is not recognized by the learner as an error.

3. Method

This study adopted a descriptive discursive method in order to determine and analyze the morphosyntactic errors operating on the seventh semester English department students' thesis proposal of Madura University 2008 academic year. This study intends to cover the morphosyntactic errors operating on the academic writing of the Madura University students and how these errors affect the whole clause structure. Mainly it makes use of, random sample, ten (10) selected students' thesis proposal from A, B and C morning class, and A and B afternoon class in the Madura University, Pamekasan. We give some codes to identify data easier. The codes are: A₁ = A morning class, B₁ = B morning class, C₁ = C morning class, A₂ = A afternoon class, B₂ = B afternoon class, Fs = female student, Ms = male student, P = Page.

4. Findings and Discussions

The seventh semester students often use adjective clause in complex sentence types to express their thoughts in their thesis proposals. This table shows that dependent clauses in complex sentence are often used by the students.

No.	Types	Functions	Examples of clauses	Code
1.	Adjective Clause	<ul style="list-style-type: none"> - To modify subject (noun) - To modify object (noun) 	<ul style="list-style-type: none"> - The analysis <i>which</i> is used is descriptive analysis. - A new sentence <i>that</i> follows one of these has a capital letter. - They need motivation <i>that</i> can support them. - The students are given a passage (a text) <i>in which</i> the sentences are in scrambled order. 	<p>A₁:Ms, .27</p> <p>A₂:Ms, P.10</p> <p>A₁:Fs, P.2</p> <p>B₁:Ms, P.20</p>
2.	Noun Clause	<ul style="list-style-type: none"> - As object - As complement 	<ul style="list-style-type: none"> - It means <i>that</i> someone transfers some knowledge to someone else. - Brown (1983:11) says <i>that</i> generalizing across the uses of the written language is the transmission of information. - It is true <i>that</i> there is no precise rule for it. - it is clear <i>that</i> the function of achievement is useful for student or for teacher. 	<p>C₁:Fs, P.7</p> <p>B₂:Ms, P.6</p> <p>A₂:Ms, P.7</p> <p>A₁:Fs, P.9</p>
3.	Adverbial Clause	<ul style="list-style-type: none"> - As clause of time - As clause of reason 	<ul style="list-style-type: none"> - The students will speak <i>when</i> they are ready. - The student can speak English fluently <i>because</i> they get some vocabulary. 	<p>B₁:Ms, P.16</p> <p>C₁:Fs, P.10</p>

Table 1: Classification of Dependent Clauses in Complex Sentenc

And also we notice many grammatical errors which all of the ten students committed. Such as active/passive construction, the use of past participles, the use of past simple tense instead of the present simple tense, the misuse of ‘s’ as a ‘3rd singular’ mark, correlation, add or omit morphemes, subject verb- agreement, words combination, word structure, sentence structure and singular-plural form. However, we are not going to analyze and explain all of the errors and the issues but the ones relate and touch the morphosyntactic analysis:

1. Morphologically

The table below shows some selected dependent clauses that present the errors in use of ‘s/es’ mark or subject-verb agreement, and past participles.

A ₁ :Fs, P.6	Someone <u>who do learning activity</u>
A ₁ :Fs, P.7	If someone <u>have intrinsic motivation</u> they always get progress in learning.
A ₁ :Fs, P.9	Teaching and learning is a concept <u>that can not separate</u> .
A ₁ :Fs, P.10	Student <u>who want know something</u> from what they do in learning activity
A ₁ :Fs, P.10	<u>Because the learner have purpose</u> to know about something, <u>finally the student desire to learn</u>
B ₁ :Ms, P.7	The language <u>that used in the class is</u>
B ₁ :Ms, P.12	...situation <u>that focus attention on the structure of language</u>
A ₂ :Fs, P.31	...an old poem <u>that still use old English in arranging the sentence.....</u>
A ₂ :Ms, P.26 the data <u>after he was observed...</u>
B ₂ :Fs, P.21	Tenor involves <u>who is the addresser and addressee</u>

Table 2: A Morphological Analysis

2. Syntactically

Sentence or clause structure . A clause or sentence typically contains at least a subject and a finite verb, that is, a verb marked for tense, person and number. In Structure of clauses, subject surely is in initial place then a verb phrase. But the instance of clause which one of the students constructed is inverted. For example of sentence : *Based on explanation above achievement is the ability that have students*. It should be: *Based on explanation above achievement is the ability that students have*.

The findings of this research show that the Madurese college students commit many morphological and syntactical errors in their writing. Morphologically, they do not use the 3rd singular mark ‘s/es’ in a proper way, particularly they don’t

know how to add the mark 's'/es' in certain verbs. As well they have no idea of adding 'ed' in past participle sentence. However, The omission of the morpheme 's/es' in this case doesn't affect the general meaning of the phrase or sentence. Because the problem is vocalized within the word, these errors can easily be indicated to the students. We can explain that by stating that the linguistic knowledge of the student is not fully developed yet. Besides that, syntactically Madurese students are not fully aware how to build a phrase or a sentence in English. As well they are not sure about word order in English and how to build a complex sentence. We can explain that by saying that all these forms do not exist in Madurese language, resulting in the tendency for the students to omit these forms in their thesis proposal. Finally, in a general sense, the morphological errors do not affect the sentence structure or the whole meaning of the phrase, the clause or the sentence. Moreover, the erroneous construction of the sentence does not lead to ambiguity in the whole meaning of the phrase, the clause or the sentence; the meaning can be fully understood through the context.

5. Conclusion

In this paper we analyzed and explained the morphosyntactic issues on Madurese university students' academic writing. We found that some errors are due to the lack of knowledge of the English grammar system and some others are due to non-existence of the English grammar rules in the Madurese system. As well some others are due to the misapplying of the rule; the students apply the English grammar rule in the wrong way and place. However, we suggest that English lecturers of all colleges should focus on these errors and issues to reduce their occurrence by applying more exercises and practices. After that lecturers should discuss the students' writing output with them and give them feedback.

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A Genre-Based Approach to Materials Writing

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Abstract. This paper seeks connections across two required MA-ELT courses (Theory and Practice of Reading and Writing and Materials and Media Development in the Asean Context)) taught in the Graduate School of English at Assumption University. The writings include stories/narratives produced in the Reading and Writing course which were used as texts for creating materials in the Materials Development course. The paper also attempts to highlight the importance of integrating the four language skills in the context of language teaching through the curriculum cycle.

Keywords: *Materials, reading, writing and genre-based approach*

Introduction

A survey of EFL textbooks will reveal the restricted range of texts and narrow focus on bits of language items which often rely on rote memorization. It is worth noting that these textbooks tend to directly or indirectly address structuralist and behaviorist objectives of language learning which treat language as isolated bits of words and sentences rather than a unified entity. Many EFL teachers show a strong preference to teach language, especially reading and writing with a focus on language rather than skills. This problem was addressed by examining theories about reading and writing including the genre-based approach writing. Although the students were aware of theories on reading and writing, they encountered problems in developing reading and writing materials devoid of grammar and vocabulary. Hence the narratives produced in the reading and writing course were used to develop materials which focus on reading and writing skills as opposed to grammar and vocabulary. The narratives produced by the participants were used to motivate student-teachers to have greater involvement and demystify the idea of creative materials writing is not always difficult. The following sections will provide an account of how students learnt and applied the genre-based approach to develop language teaching materials in the Reading/Writing and Materials Development courses.

Theory and Practice of Reading and Writing: Course Overview

The Theory and Practice of Reading and Writing is a required course for the MA-ELT programme in the Graduate School of English at Assumption University, Bangkok, Thailand. Students are expected to produce book reviews, argumentative and narrative pieces apart from presentations. I adopted a two-pronged approach in this course: Firstly, I encouraged students to interact with the ideas gained from reading materials and compose new texts after evaluation. Secondly, the students had opportunities to reflect and react on the process of writing new texts through journal writing/presentation and peer group discussion. Tribble's (1996: 43) four kinds of writing knowledge were used in the course:

- a) *Content knowledge*: Knowledge of the concepts involved in the subject area.
- b) *Context knowledge*: Knowledge of the context in which the text will be read.
- c) *Language system knowledge*: Knowledge of those aspects of the language system necessary for the completion of the task.
- d) *Writing process knowledge*: Knowledge of the most appropriate way of preparing for a specific writing task.

According to Tribble (1996), effective writers know how to write in a given context by addressing readers' expectations with appropriate linguistic choices. The students in my course needed the four kinds of knowledge of Tribble (1996) to produce acceptable pieces of writing as they came from different disciplines and did not have adequate experience in writing a wide range of text types in their education. I tried to achieve this by the following steps:

1. Combine process and genre writing
2. Connect listening, speaking reading and writing
3. Journal Presentations
4. Peer feedback

The course combined process-based and genre-based approaches to assist students in their writing tasks. Theoretical input on these approaches to the teaching of writing was given before the writing tasks. The course participants examined a variety of texts on different genres such as book reviews, academic/professional texts and stories. By examining the texts they understood how writers' experience, their social contexts, linguistic (lexico-grammatical) choices shape their writings. Later the students used these texts as 'models' and tried rewriting or producing their own texts after understanding the structure and conventions of the texts they

were required to produce. Through peer feedback, journal presentations and workshop sessions students were engaged in a process of drafting, editing and revising before they submitted their work for evaluation. Although most of the writing tasks were done outside class, the workshops in class helped them explore the weaknesses in their writing and understand writing as a recursive enterprise. Students had opportunities to apply and practice the concepts discussed in the course by reflecting through presentations, peer discussion and outside writing tasks. In the following section, I will try to explore studies that connect reading and writing.

Exploring the reading and writing connection

According to Krashen (1984), reading in the context of writing is considered as appropriate input for acquiring the skill of writing. Krashen's theory supports writing develops by large amounts of self-initiated (pleasure) reading. Stotsky's (1983) findings make a case for reading in the writing classroom. According to Stotsky:

1. Better writers tend to be better readers.
2. Better writers read more than poorer writers.
3. Better readers tend to produce complex/sophisticated writing than poorer readers.

Although the readings served as suitable models for writing, the reading component served to provide useful content and strengthen students' conceptual knowledge needed for writing. The objective of providing readings in the course was to enable examination of 'what', 'why' and 'how' the writer conveys the message. (Raimes 1983). The texts also served as models for the writers to understand the linguistic and text organization features of various genres used in society. (Derewianka 1990).

The Genre-based approach to writing

The functional approach or the genre-based approach is influenced by systemic-functional linguistics (Halliday 1978), which emerged out of literacy research in primary schools in the 1970s and the 80s in Australia. The genre-based approach was introduced to enable students to write a wider range of genres or text-types which have a functional role.

The genre-based/functional approach to writing focuses on meaning and how meaning is constructed through the use of language and highlights the view that

language learning is essentially social. It views that language learning is an interactive process whereby meanings are constantly constructed, reconstructed and deconstructed through negotiation with the so-called ‘meaning experts’ (teachers or care-givers). The process of learning happens through regular scaffolding by the experts in order to facilitate the learners in doing what they could not do (Cullip 1999).

This approach focuses on the concept of “genre”, as proposed by Martin (1992), as a device for examining the purposes of different subjects or disciplines and the realisation of these purposes in words and grammar (lexico-grammar) for a purpose. Since this approach focuses on meaning and how language operates in texts, it is strongly against the traditional view of language which stops at the level of individual words and sentences. The genre-based approach is not prescriptive, but provides a framework in four stages for teachers. According to Martin (1992), the flexibility of the approach allows teachers to decide the stages which need special attention in the teaching cycle.

“Field Knowledge” or “Field Building” is the first stage. The main idea of this stage is to build control of the field or topic by talking about the topic. A range of activities that could provide opportunities for students to talk about the topic would be included at this step. This includes reading widely on the topic and discussing the lexico-grammatical features depending on the learners’ needs.

In the second stage, “modeling”, the explicit focus will be on the genre that the students will be writing. In this stage, models of the genre will be presented to the students to be analysed. This stage exposes students to the fixed genre, which allows them to familiarise with the text type.

The third stage is the “joint construction”. Here, the teacher serves as a facilitator in helping the students to construct a model of the genre. The overall knowledge of the field, content and text organization is stressed by the teacher which is likely to help students to practice what they have learned with teacher guidance. Teacher scaffolds in order to encourage learners to apply the knowledge from modeling and teacher input.

Finally, the fourth stage is the “independent construction phase in which the learners write texts independently by drafting, editing and getting feedback from the teacher or peers. The main objective of this stage is to reflect and apply their ideas learnt in the earlier stages to produce an acceptable piece of writing (Martin 1992). The linguistic and organization features of the basic genres as proposed by Derewianka (1990) are given below.

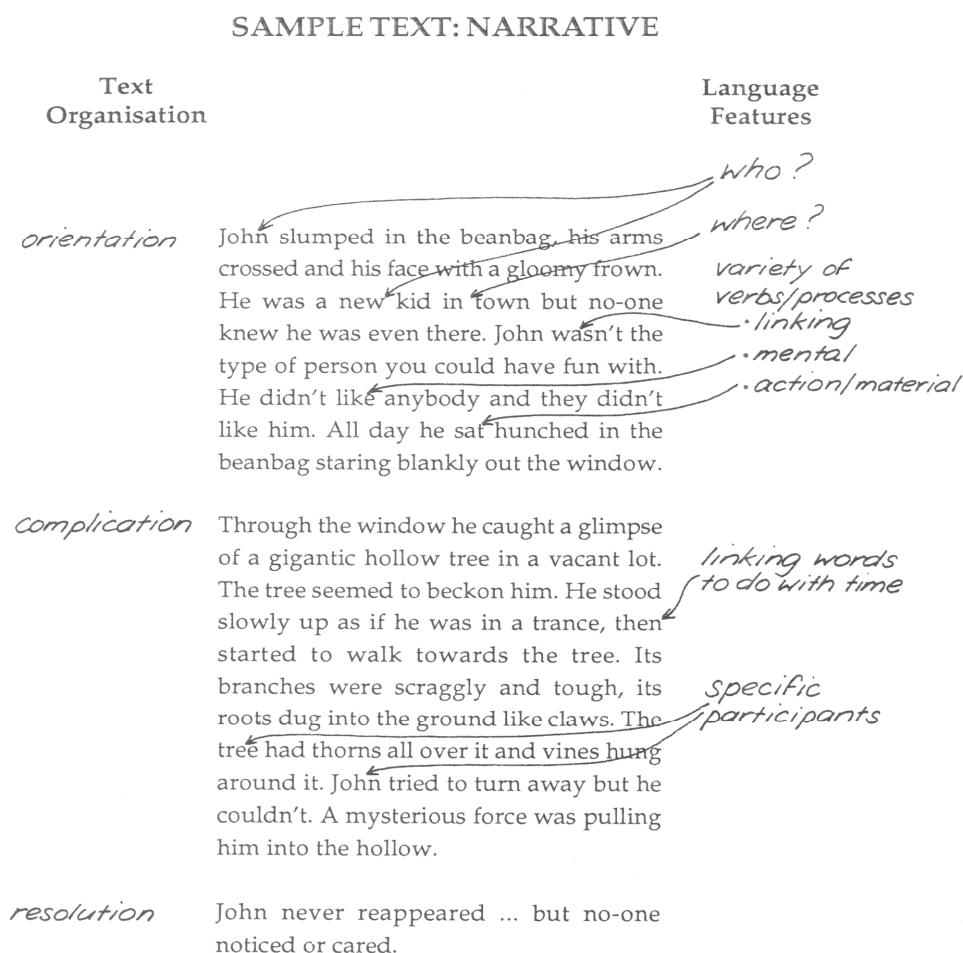
Table 1: Features of Genres

Basic Genres	Generic Structure
Observation/comment	Orientation Event Description Comment
Recount	Orientation Event Re-orientation
Narrative	Orientation Complication Resolution Coda
Report	General classification Description – parts [and their functions] qualities, habits and behaviour – not always in this order
Procedure	Goal Steps Diagram [optional]
Explanation	General statement Sequenced explanation Final state of being or produced
Persuasion	Thesis (position/preview) Argument (point/elaboration) Reiteration of thesis
Argument	Issue

	Argument Recommendation
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Figure 1 from Derewianka (1990: 41) below shows the text organisation and language features of a typical narrative. Although all the genres were discussed in the course, only the structure of a narrative is given here as it is the main focus of this paper.

Figure 1: Narrative Structure



Owing to time limitations, only the genres of recount, narrative, report and argument were discussed in the course in a detailed way. The reasons for selecting

these genres are based on students' needs in the MA-ELT programme and their future needs. Although the course participants are expected to write reports for their courses and put forth arguments in their research, recounts and narratives were explored as part of expressive writing. It is worth mentioning that many of the participants had rarely, if not never explored writing arguments in their previous education, hence it was a challenge for them. The objective of writing narratives was to bring out their creative voices which are likely to be appropriate for the socio-cultural milieu of ASEAN. Although the students wrote many genres in the Reading and Writing course for assessment, only their narratives were used as texts for developing materials in the Materials Development course in the following term.

Overview of Narratives Produced in the Course

The narratives were reviewed by peers and me at various stages of writing. The narratives had to be revised in several areas in terms of grammar, usage, organization, character development and descriptions of people, places and things. The narratives were improved by expanding the nominal groups, which is a grammatical unit to express descriptions. It is widely accepted that the ability to compose a complex nominal group is a mark of control and maturity in writing. Mention must be made that a writer's first language influences the ability to produce complex nominal groups in the second/foreign language, which is English in the context of this paper. The writers also became aware of the need to use a wide range of processes (verbs) in narratives as shown in Figure 1.

Some of the writers used present tense instead of the past tense and showed a tendency to repeat words and structures instead of synonyms and hyponyms which are characteristic of interesting narratives. In the early stages, the writings were primarily in the first person, but later some of the writers showed control over point of view which altered speech patterns in the narratives from direct to indirect speech to reflect interaction among characters.

Finally, the writers realized the importance of ending their narratives with some sort of resolution. It is worth mentioning that it was hard for some of the course participants to give resolve the conflicts and provide an interesting end to their work as the writers did not have the experience of reading and analyzing stories and narratives in their earlier education.

Feedback

The course aimed to strengthen students' writing skills by developing their critical thinking by reading a variety of text types. I gave them a number of texts on several issues related to Southeast Asia and the rest of the world. They were

expected to write a review of a recent book (over 250 pages) during the course apart from journal presentation on reading. The following journal comments are useful to understand the role of reading in the course:

- ♦ “Reading helps to improve my vocabulary and writing style. I note down when I come across interesting words. I try to remember new vocabulary and try them in my writing” **(Student 1)**
- ♦ “I have difficulty to express my ideas and emotions in accurate words and sentences because I did very little reading and writing before coming here” **(Student 2)**
- ♦ “These days my parents and family members are shocked to see me reading (book review). I enjoy my book and don’t even take care of my favourite dogs” **(Student 3)**
- ♦ Today’s activity was on writing a 60-word story in class and this is the first time I’m doing creative writing. I find it so interesting that I don’t want to stop.**(Student 4)**

It is worth noting that journal-based presentations and peer discussions helped them to build a critical framework for reflecting on their progress as writers and being open to evaluate others’ work and accept opinions. The following observations from students’ journal presentations are useful to substantiate this point:

- ♦ “Although feedback helps me understand my own writing, sometimes I think my classmate will mistake me for being critical. Also am not sure what I say is correct or not.” **(Student 5)**
- ♦ “I think my friend writes better than me. Her vocabulary is very good. Has great ideas too.” **(Student 6).**

Materials Development in the Asean Context

This is a compulsory course worth 3-credits for the MA-ELT programme at Assumption University and this course is offered before the students embark on their Teaching Practice also referred to as TP. The course aims are:

- ♦ to equip student-teachers with the most essential and interesting pedagogical techniques which make the language classroom a place where learners enjoy the learning process.
- ♦ try the materials developed in the course for their Teaching Practice which is offered after the Materials Development course.

Materials Writing Project

The project gave a chance to student-teachers to understand the rich potential of stories as language teaching resources. Most of the participants were not aware of the potential of stories and narratives in the language classroom. The course participants were expected to teach their stories for EFL learners. Students designed reading and writing activities for their stories and there was no

restriction on the number of activities. The class consisted of eight students who were from Thailand, China, Philippines, Myanmar and the U.K.

Initially, the participants had problems in creating original activities for a group of unknown students. At this stage, they needed a lot of feedback from me for ideas, but later the quality improved. Suggestions for various types of activities like predicting, brainstorming, informal discussion with or without pictures and discussion of titles were given. The following are some examples of activities produced in the project.

Reading Activities (Student 7)

- 1) *In the first paragraph, the writer is setting the scene. Where do you think this story is taking place? Draw a picture of the setting based on your understanding.*
- 2) *Discuss the message of the story with your group members.*

Writing Activities (Student 7)

- 1) *Write a diary in which you write your personal response to the story in about 100 words*
- 2) *If you look at the story as a metaphor, what do you think it might refer to? Explain in 100 words.*

Reading Activities (Student 8)

- 1) *Draw a picture to describe the setting of the story.*
- 2) *Describe the hen's character with three adjectives. Share them with your friends.*

Writing Activities (Student 8)

- 1) *Imagine yourself as one of the character in the story. Would you make the same choice as that character? Give your opinions?*
- 2) *From the line 'The old man was quiet for a while, then he slapped his leg and exclaimed. "I know what we can do. My Dear Wife, tomorrow we can kill our hen and use its meat to prepare food for the monk." Continue the story with another paragraph of about 100 words to give it a different ending*

Feedback

I started off with a discussion of the strengths of their work before pointing out the weaknesses of their activities. The participants had to rephrase and edit the

questions for clarity in many instances. Finally, the course ended after a lot of writing, rewriting and evaluating. I was glad to see that six out of eleven students secured As (over 90%) and the class average was 88% which is an A- in the Graduate School of English grading system.

Finally I would like to conclude the discussion with the students' experience in the course

- I learnt good lessons and also laughed a lot in this course... you were kind enough to give us a second chance to rewrite our activities. Really appreciate your hard work for the last assignment **(Student 9)**
- This assignment is not only process-oriented, but also product-oriented. The portfolios with the lessons were available for students for their Teaching Practice. They exchanged interesting and relevant activities from each other. **(Student 10)**

Conclusion

The participants in the Reading and Writing course were able to use the four skills in the course could be useful for developing language proficiency through engaging content. The course also attempted to demonstrate pre-service teachers to realize the links across the four skills of language which is essential in language teaching as emphasised in the curriculum cycle. The participants were also encouraged to convert their creative works into interesting teaching materials which adds to their self-esteem as language teachers apart from teaching what they have created which may be the right model for their learners.

Mention must be made that the genre-based approach is not a purely linguistic activity, but it is controlled by the wider socio-cultural and learning contexts in which it is applied. Therefore, the outcomes could vary across cultures and even within certain groups of a particular culture. Therefore, the advocates of this approach do not view language learning as a purely cognitive exercise devoid of the social aspect of learning.

The project ended with the course, but the participants were advised to pilot, revise and update their materials whenever they taught for a group of learners. This project was a valuable and rewarding experience for the learners. Here the learners include the trainees and the trainer. Heartfelt thanks to my students for the amount of work invested in this project. I was very impressed with the quality of work.

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USING DIGITAL PRESENTATION IN TEACHING SPEAKING

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Abstract. Teaching media has become one of the most influential factors that determines the success of English language teaching and learning process. Particularly in teaching speaking, one of the most up-to-date media used by EFL teachers is digital presentation.

This study focused on how EFL teachers could effectively use digital presentation in their teaching speaking activity. Further, the problem that might exist during the application of digital presentation and the solutions proposed by the teachers to solve out the problems were also intensively investigated. Employing qualitative approach, observation and interview were primarily used as the instrument of this present study. Two teachers teaching at ILP Cimanggu Bogor were chosen as the participants of this study.

This study revealed that digital presentation was conducted through three main stages; pre-activities (materials selection, slides preparation), core activities (slides presentation and elaboration), and closing. Meanwhile, some problems were discovered during the application of digital presentation; technical-based problem and material-based problems. As the final step, the solutions were recommended. To figure out both of the problems, teachers were strongly recommended to prepare another related materials with a manually-designed media beside should also be flexible in responding to the technical problems that emerged.

Key words: *EFL, teaching speaking, digital presentation.*

Introduction

Media of teaching has a very important role for effectively helping teachers to deliver materials to students. It is not a main tool that every teacher has to use when they teach, but it could be very useful in order to support the teaching learning process between teachers and students.

Computer is one of teaching media that has been familiar to students in this era, and teachers as the students' facilitator should have known it better than their students to professionally provide the teaching learning process that will achieve the aims of teaching. The use of computer as one technological device in language teaching is not new, as what Dudeney and Hockly (2008, p. 7) said: "*technology in language teaching is not new. Indeed, technology has been around in language teaching for decades – one might argue for centuries*". Teachers have been familiar with one of softwares in computer especially in microsoft office called as Microsoft Power Point. This software is specialized to help teachers presenting the presentations with digital slides that is possibly added by words, sentences, texts, pictures, audio, videos, and any others. The benefit of

using digital presentation is about managing time of teaching. Teachers sometimes have problems with the limited time in delivering materials to students, it is commonly caused by some teaching steps that need tools as teaching aids such as; pictures, audio, videos, long paragraphs, and so on.

The software such as Power Point is significantly used since teachers have already known how to use it as digital presentation in teaching learning process. In the other side, the success of using digital presentation is not absolutely determined by the systematic material provided in its various and interesting slides, but teachers also become a part of achieving the aims of teaching and learning. In fact, not all teachers have the same level of the digital presentation mastery, either technically or material content. It becomes the reason that teachers face both technical problems and material content as well.

To overcome such technical problems faced by teachers, they prepare manually-designed media which is used when the technical problems happen, such as; file-corrupted, power cut, and so on. While for overcoming the lack of materials content, teachers prepare some other references as the additional materials-covered.

The Importance of Speaking

Speaking is an output skill which is integrated to other skills such as listening and reading. It becomes one of the most important skills that is used by people in daily activities. People would rather to speak to give their comments, suggestions, advises, ideas, commands, and any others by speaking than they write them down. Hence, speaking dominantly becomes the most-used skill of English in daily life. As what Thornbury (2005, p.1) stated: “*speaking is so much a part of daily life that we take it for granted*”. The statement shows that speaking has a very important role in people daily communication.

As human being, we are the social creature who need to communicate each other, sharing things, giving comments or suggestions, and any other. In this social life, speaking is tool of communication from one person to another. Further, people need to have a communicative competence to enable to convey and interpret messages each other and get along as what Savignon (1983, p. 9) stated that: “*communicative competence is relative, not absolute and depends on the cooperations of all the participants involved*”.

Principles of Selecting Teaching Speaking Media

When speaking English is importantly used by people in daily activities as their foreign language, it becomes important to teach how to speak English as well. Because knowing language does not mean able to speak it as what Thornbury (2005, p.iv) stated. In teaching speaking teachers need the teaching aids to help them delivering the materials to the students well, but it cannot just choosing some teaching aids without any considerations. Teachers principally decide some aspects in order to find the most relevant tools that will be used for teaching their students. The particular aspects to consider the teaching speaking media are;

1. Easy to use; it makes teachers easily use the media as their tool for delivering materials to their students without any difficulties.
2. Easy to get; teachers do not need to be confused in looking for where they can find the media.
3. Interesting; it will encourage students to be more active, critical, and follow the enjoyable teaching and learning process.
4. It should have been standardized by the certified providers in order to keep the quality of the teaching media and their integrated functions to the materials presented.

Digital Presentation

For the recent years, we have been very familiar with technology. People deal with it every day in every activity in their daily life. Further, in the process of teaching, technology has become one of the most important things. It helps teachers a lot to give the students an interesting study. In fact, there are still many teachers have not up-dated themselves how to use technology better. It brings an atmosphere where students sometimes think that they are much better than their teachers in using technology. And when the teachers made some mistakes in using technology, students came up with the bad attitude -- they were ignoring the teachers because they thought that they were able to do what the teachers did by using technology. Students depend on the gadgets to help everything they need to get, but not from their teachers anymore. Dudeney and Hockly (2008, p.5) stated:

“technology is becoming increasingly important in both our personal and professional lives and our learners are using technology more and more. Yet teachers training programmes often ignore training in the use of Information and Communication Technology (ICT), and teachers are often far less skilled and knowledgeable than their own students when it comes to using current technology.”

The quotation above represents the condition of teachers technology mastery and the dependence of students to technology. It is supposed to have a balance for those factors, it means teachers know how to use technology well, so they are able to facilitate and guide their students to effectively use technology in teaching learning process.

Computer is one technological invention that has become the most important device to help people in doing many things in daily business of their life. One of softwares in computer named *Microsoft Power Point* has increasingly become the most common program that has been being used by many people to present and deliver all kind of presentations to others. Based on the word “power” and “point” that means the pointers that have strong and important roles in order to represent many informations that is able to be briefly presented on the *slides* as the main space of Power Point. Further, Fisher (2003) stated, “*PowerPoint presentations are easy to obtain, modify, and create. They are versatile and a great asset to any classroom. Good presentations may take time to produce or adapt, but they can be shared and used year after year*”.

Power Point is a program which is specialized to facilitate people in order to do the presentations. The presenters are able to put or insert the files they would like to show such as; texts or paragraphs, audio files, videos, or even some web’s addresses to easily conduct the presentation. For the present days, Power Point is well-known as digital presentation. It has important roles as the medium to present ideas in the seminars or international conference.

Methods

This study was specifically purposed to identify the EFL teachers in using digital presentation for teaching speaking and the problems appeared during the teaching learning process. Additionally, the investigation was also conducted to figure out the teachers’ solutions in solving such problems in order to keep the aims of teaching achieved.

Data Collection

This present study was systematically done through the qualitative approach. In order to get the required data and informations for this research, an observation and interviews were conducted as the instruments. The specific steps of observation and interviews are presented below.

a. Observation

The two English teachers from ILP Cimanggu Bogor were chosen to be observed. The observation was done with the objectives to:

- 1) see the teachers’ capability in using digital presentation during teaching.
- 2) find the problems appeared during the teaching and learning process.
- 3) see how teachers overcame the problems appeared.

The time duration of observation was one hour for each teacher's teaching performance. The observation was done in the classrooms in different days based on the teachers' teaching schedule in ILP Cimanggu Bogor.

b. Interview

After observation was done, the second step was interviewing teachers about the teaching learning process. Interview was done to verify what had been obviously witnessed in the process of observation. Alwasilah (2009, p.154) defines an interview as a set of questions directly pointed to participants to get the required information. The interview consisted of several questions dealt with three specific stages: the beginning of presentation, core activities, and closing. Interview is important to do in this research to get the verified data through the communicative competence between interviewer and the respondents. As what Brown (2000, p.246) convinced Hymes' definition of communicative competence as: *"that aspects of our competence that enable us to convey and interpret messages and to negotiate meanings interpersonally within specific context."*

Data Analysis

Cited in Putra (2012), the steps of analyzing a qualitative data from observation and interviews are:

1. *Transcribing the data*
2. *Analyzing the data*
3. *Reducing the data*
4. *Categorizing the data*
5. *Interpreting the data*

Every single step has its own function that connected each other. The process was systematically done to get the valid result of data. The data that had been analyzed became the elements to present the findings and discussion of this research.

Finding and Discussion

This present research was purposively done to investigate the capability of EFL Teachers in using digital presentations in teaching speaking class, including the problems appeared in teaching and learning process. In addition, the research was also aimed to find out the ways of how teachers came up with the solutions of such problems. In order to get the ideas of how the EFL teachers used digital presentation in teaching speaking which was started from the step of preparing the presentation and materials given to the students, the core activities done in the classroom until the closing, including the problems appeared during the teaching learning process and the teachers' solutions in overcoming such problems, the observation was done.

Meanwhile, to verify the EFL teachers' performances in using digital presentation in teaching speaking in such a way that they performed together with the obstacles and the problem solving when observation was carried out and to

know their perception on what appeared in the process of teaching by using digital presentation, interview was done.

From the Observation

The data gained from all of the observations were expectedly representative to the findings of this research. The researcher obviously saw the EFL teachers did it really well. They enthusiastically taught and persuaded their students to speak which was stimulated by some slides they made in digital presentation. There were some pictures shown to students, then they described and elaborated what they saw on the slides. From the three teachers, all of them dominantly did the teaching by grouping the students to give the interesting competition which was conducted into some wonderful games that made students did not get bored during the course going.

Some common technical problems appeared in the middle of teaching to one of the EFL teachers; the audio speaker was not working well, but the teacher gave repetitions herself to the students just to make it clearer. It was such a good solution which was effectively done by the teacher. Meanwhile, another teacher got the problem with the adjustment of the screen from the computer into the infocus. It did not look such a big problem to teacher, he opened google to look for some related pictures that he was supposed to show them to his students. Although the activities did not work totally the same as what he had planned before, but the process of teaching still worked very well by students' class participation for every single activity in the classroom. In addition, the teacher also grouped the students and encouraged them to get involve in the competition of the fantastic games that were manually-designed by him in order to avoid some technical problems which were really happened at that time.

From the Interview

The data gained from the interview with three different teachers as the respondents were interviewed by the researcher with several questions to verify; 1) teachers' capability in using digital presentation – creating slides and using them in teaching. 2) problems appeared during the teaching, and 3) problems solving which was done by the teachers in the classrooms. The data of the interview were recorded as audio files. They were specifically presented in the table below.

Table 1. The Data of Respondents' (teachers) Interview

Questions	Respondents' Answers	
	Respondent 1	Respondent 2
<i>"How many stages are there from the beginning until the end of your teaching by using digital presentation?"</i>	<i>"the first stage would be like scene setting as a warmer, after that we go to presentation, it should be related to the pre-activities. Presentation is mostly based on digital presentation, but it's not exactly like what they see in digital presentation, they still need to be engaged into some activities. The end of the conversartion class should be production stage. And I don't use digital presentation at the production stage because it's the students' responsibility to produce their skill to speak.</i>	<i>"the first thing that I do is I show them the video of the conversation on how the native speakers actually do. For examples;we talked about future planning,and we show how they speak it,like a conversation,they just watched it first, and I'm gonna ask them, what are they talking about? Do you kinda know what types of sentences or what kind of questions did they use?Ohh yeah, it's kind of like this.. then we go through it first,and I present it either using the white board, once they familiar with that,they will have to be able to make some conversations.In the end, I would just give them out types of keys on you are say; in college and you made your friends and you wanna ask them what do you do?, What plan do they have on the weekend?, What plan do they have in the future?."</i>
<i>"Do you get any kind of obstacles in using digital presentation?"</i>	<i>"I think it's more about the technical error.It's like the different color of the pictures when they're shown on digital. We have to adjust the size of the files into power point's stuffs.That's why I don't rely the whole of teaching into digital presentation, because if do it, perhaps you'll get the black out,</i>	<i>"in term of using digital, while you have technical problems which is suddenly it doesn't work out, the voice doesn't sound exactly like you want it;like it's too fast or it's just blur, or they used the words that is not supposed to be they are not grammatically correct.</i>
<i>"What do you usually do when you get the technical</i>	<i>"When you rely the whole of your teaching to the digital presentation, you'll probably get</i>	<i>"All I have to do is to, I mean if I get stuck then I go to it manually ofcourse.And I didn't prepare the</i>

error?"	<i>the problems like I told you before, that's why I always prepare the manual one. And I usually use it at the production stage".</i>	<i>manual design, I just improved it as long as it's correlated to the materials.</i>
"Any words you want to say as long as you have experience using digital presentation?"	<i>"Digital presentation should be something different with the book. Digital presentation is something fast, advance, reliable in teaching English"</i>	<i>"it's a good way if you can always prepare for the manual one, it's always good. If I compared to manual, I think digital is more fun. And it gives you a flow where you not forget, but I'm not sure all teachers are forgetful like me, but I'm a forgetful person that means I know the flow of digital from the beginning until the end, I will not forget about it. but, if it's not digital that's tendency that I forgot something I can't figure it out.</i>

Conclusion

Based on what the EFL teachers directly experienced that teaching speaking using digital presentation is purposively providing the ways to achieve the aims of teaching through the interesting and attractive presentation of teaching learning process. We have to realize that today's learners are extremely familiar to all digital things in their daily life. But, it does not mean that teachers would rely on the digital presentation for the whole of the teaching process as what one of the EFL teachers in this research said. The digital presentation is only a tool to help teachers get an easier way to deliver the materials to their learners.

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**THE TECHNIQUE OF INFORMATION TRANSFER FOR TEACHING
ENGLISH IN EFL CLASSROOM BASED ON AUTHENTIC MATERIAL**
(Theories and Practices)

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Abstract. The challenge of teaching English in the classroom at the different levels cannot be said to be affected by only one factor but there are many interacting factors which might be involved, such as teachers professionalism, number of learning hours, the size of class, learners' ability, and learners' experiences and interest, as well selection or design of materials, notably authentic- material). Therefore, one of ways to solve these challenges is how an English teacher to select and apply the effective techniques by building the learners' involvement on their own learning in the class and selecting of instructional material based on learners' world. Information transfer (IT) is one of techniques that helps the ability of learner understand information through text. Learners may be presented with a written or spoken text and provided incomplete visual stimuli to be completed with information drawn from text; to change information from linguistic form to non-linguistic form or vice versa. The application of IT in the classroom is of course determined by teacher's creativity, notably in selecting and choosing the meaningful materials which refer to the student's need, namely authentic materials. Generally, what this means that authentic materials refers to involve language naturally happening as communication in native-speaker contexts of use, for example, real information from newspaper, real advertisement, magazine, TV news, stories, etc. Therefore, the combination topic of information transfer techniques and authentic materials will be presented in this paper with focusing on the concept of information transfer and authentic materials, reasons using information transfer and authentic materials, the advantages and disadvantages of information transfer and authentic materials, and classroom activities of the implementation both of them.

Keywords: *Information Transfer, Genre, Authentic Materials*

INTRODUCTION

In teaching English as a foreign language, classroom is setting where contact among the perennial factors: teacher, learners, material and method or approach occurs. This contact is believed, without ignoring the contribution of other related factors, to determine and shape the development of EFL learners'

communicative competence. However, building the best academic atmosphere of the class is prominent to be guided by an English professional teacher. For example a teacher has an important roles in the classroom, for instance as a facilitator, organizer, accommodator, controller, assessor, tutor, participant, observer, and prompter, performer. (Harmer, 2001). This means, the complexity of the teacher's role in the classroom also demands him/her to able to manage the classroom, notably to create classroom atmosphere conducive to interacting in meaningful way in order to make learners progress in learning English.

In relation to the explanation above, the best English teacher should choose, plan, and apply the appropriate techniques of teaching English that is certainly to consider the target of standard of competence, as well learners' characteristics and needs. One of teaching techniques focused in this chance is how to teach English by using technique of information transfer (IT) for EFL classroom and designing authentic materials related to the implementation of IT technique. Using authentic materials give chance to learners to absorb or produce language in their real world so that it is believed that the combination of teaching technique "IT" and authentic materials will contribute to the learning quality, notably the student's ability to absorb, to explore, to produce, to cope with the language when they are used in real communication.

This paper

Discussion

Working Definition "information transfer?"

The Longman Dictionary of Contemporary English (2010, p.1877) defines the term of "transfer" as the process by which someone or something moves or is moved from one place, job etc to another; someone or something that has been moved in this way. Based on this definition, it can be stated the term "transfer" is dealing with an act or process of transferring or moving something or someone from one place to another one, from one form to another, etc.

Some expert gives their idea of giving definition or concept IT. For example Nation (1988, p. 61) who says that "information transfer is an excellent learning strategy for teaching English. It involves the transfer or change of information from one form to another. It can be used by a teacher to help learners develop their language skills."

A different definition given by Palmer (1991: 79) who says that "information transfer is an activity involving the reproduction of information either from a diagrammatic or semi diagrammatic form into a fully linguistic form or vice versa. During the transfer activity, the information remains the same but the form of the information changes, for instance, from non-linguistic form to linguistic form".

In linguistic form, we can choose either spoken or written form. In spoken form, the learners, for example, can listen to other people's speech or listen to

atape and then transfer the information into non-linguistic form like diagram, table, or just label parts of diagram or map.

In written form, the learners are provided with a reading text. They read the text to get main idea with deep comprehension and then they transfer the idea or information into a diagram, a table or other non-linguistic representation.

Then, Littlewood (1983) explains information transfer as a technique where the learners must now extract relevant information from the text in order to transfer it to some other form, such as a table, chart or diagram. By making this change the learners show that they have understood the information and that their understanding is deep enough to adapt it in some way.

Brown (2004, p. 210) states “information transfer is the action of comprehending graphics includes the linguistics performance of oral or written interpretation, comments, questions, etc.” This implies a process of information transfer from one skill to another; in this case, from reading verbal and /or nonverbal information to speaking/writing.

Dealing with the concept of information transfer technique, it can be summarized that the concept of IT refers to some points, for instances : (1) a process of converting language information from linguistic form (verbal language) to non-linguistic (nonverbal language) form, vice versa which can be applied in teaching four language skills (listening, speaking, reading, and writing); (2) the forms of visual, audio, and audio-visual representation which facilitate learner’s activities in exploring information, such as ordering a sequence of pictures, identifying element in a picture, comparing text and pictures, completing a table, labeling diagram, showing a route on a map, filling in the chart, making notes, answering the questions, completing sentences. etc. (5) the act of transferring information with hierarchical structure of learning with involving cognitive and metacognitive abilities of learners so that they make information easy to understand and to communicate.

Furthermore, several transition devices used of using IT consists of pictures, tables, diagram, maps, tree diagrams, flowcharts, TV (TV programs), menus, magazines, movies, song, etc.. These various devices are assumed that learners feel

Reasons for Promoting Information Transfer

There are some reasons why information transfer exercises can help the teacher and learners, firstly, as has been mentioned, it is very excellent techniques of teaching English used to develop learners’ skills because it requires learners to process the information deeply and to deal with two types of encoding of that material. (Craik & Lockhart, 1972, in Nation, 1988). It can be seen from its nature that this technique based on the idea that language is best taught when it is being used to transmit message, not when it is explicitly taught for conscious learning (Krashen and Terrel, 1983).

Another advantage is that it can focus learners' attention on detail of information used in the exercises (Nation, 1988). This is because the learners are led to find specific information that they need. Nation gives an example of an activity where the learners listen to a conversation between a land lady and new border and label a plan of the room of the house using information conveyed in the conversation. So by doing this learners would be likely to remember particular plan of the house and they have more control over the learning procedure. It can be seen that the exercise leads the learners to focus on the message rather than the form; their attention is mainly on the detail of information provided on material.

Furthermore, by having this activity the learners will have more comprehension input which is very important in the process of second language acquisition because one can acquire language if comprehension input is provided (Krashen and Terrel, 1983).

The concept given by Palmer (1991) about the advantages of information transfer are various. It is viewed into some points, such as (1) *Authenticity*: an authentic task is often used in English speaking environment by native speakers in the normal course of their everyday lives, such as timetables; (2) *Communicative Tasks*; they happens when customers book a flight at a travel agent, the clerk will interpret the information on the computer screen for them and use IT to communicate and to offer help; (3) *Productive Task*: the learners produce language in which a teacher provides learners only with bare bones of information-they must supply the additional information to a partner (such as information-gap task).

In relation to the explanation of advantage of IT, it can be identified the advantages of using the information transfer as follows: (1) It can give variety of technique include for skills; listening, speaking, reading, and writing because IT is applicable four language skills and it helps learners who have individual differences, such those learners who have diversity learning styles such as visual, auditory and tactile learners; (2) The exercises of information transfer technique can be arranged or organized easily that develops learners' to organize information. In this case, it can increase student's cognitive and metacognitive abilities; (3) It can force learners' ability to understand material deeply by facilitating them to more competitive, as well encouraging learners's involvement in the classroom; (4) It nurtures the learners' ability to apply what they have learned in new contexts thus it occurs the process of transferring their knowledge. (5) It enhances learners to do the challenge activities of learning (both group and individual) in order to engage in activities from memory that need them to apply what they have learned. ; (6) It can be applied both in the classroom and outside one by getting authentic materials.

However, information transfer have some disadvantages: (1) the teacher who is not skillful will find problems to implement IT because he or she must be delicate to create the forms of activity of IT including choosing materials according to the learner's level. Transferring information requires more mental

effort than simply copying or filling the blanks or completing chart, etc ; (2) It is difficult for learners who came late in the class since she/he does not totally do the scenario of English lesson when the teacher teaches by applying IT; (3) the teacher must regard as the individual differences of learners who have different learning styles, learning strategies, etc. This means the teacher must avoid the use of monotonous transition devices which are only to accommodate a certain model presentation, such as only visual or audio without obeying the learners' individual differences in the classroom.

Authentic Materials

Working definition of authentic materials

The Longman Dictionary of Contemporary English (2010, p.97) defines the term of “authentic” is done or made in the traditional or original way – genuine. This implies that authentic is a real thing or primary. Then, in relation to language teaching, authentic has closely link up material so that it is commonly called *authentic material or authentic text*.

Several experts give their idea of what the concept or definition “authentic materials” are. Taken from Richards and Richard (2002,p.42) said that “authentic materials” in language teaching is the use of materials that were not originally developed for pedagogical purposes, such as the use of magazines, newspaper, advertisements, news reports, or songs. Such materials are often thought to contain in textbooks and other especially developed teaching materials. Gebhard, (2002, p. 100) defined that “authentic materials include anything that is used as a part of communication”. Harmer (1991) defines authentic texts as “materials which are designed for native speakers; they are real texts; designed not for language students, but for the speakers of the language. Widdowson, (1990) stated authentic materials as “exposure to real language and its use in its own community”.

Regarding ideas given by experts on what authentic materials is, it can be stated that authentic materials or authentic texts are the materials which are created and taught to students in order to assist students easy and aware to communicate or to exposure to actual language and language how it is really used.

Reasons Promoting Authentic Materials

According to Gebhard (2000, p.101) identifies several advantages and disadvantages of authentic material. The advantages of authentic materials is that: (1) They can reinforce for students the direct relation between the language classroom and the outside world, (2) They offer a way to contextualize language learning. While the disadvantages of authentic materials are that (1) They take time and effort to locate authentic materials; (2) They are sometimes difficult to make authentic materials and media comprehensible to the learners. (3) some

students will not accept authentic materials and media as being a valuable learning source.

Furthermore Berardo (2006, p.64) describes the main advantages of using authentic materials in the classroom are as follows : (1) having a positive effect on the student motivation, (2) giving authentic cultural information, (3) exposing learners to real language, (4) relating more closely to learners' needs, and (5) supporting a more creative approach to teaching. Nuttal 1996, cited by Berardo (2006, p.64) "authentic texts can be motivating because they are proof that the language is used for real-life purposes by real people".

Considering the explanation of advantages and disadvantages of authentic materials, it can be summarized that the advantages of utilize authentic materials consist of some points : (1) They facilitate learners or brings the contact to life, to get learning and to use language meaningful in contextual or real life; (2) They makes learners aware to learn English which has closely related to social objective in the language community. (3) They provide authentic cultural information; (4) They help learners extend their competencies, notably vocabulary, on target language; (5) Learners have chance to produce the language appropriately. Whereas, disadvantages of choosing and implementing authentic materials in the classroom are such that: (1) It is not easy to find them which fit the learners' level of English; (2) Authentic target-language materials are no readily available; (3) Materials can be outdated easily, such as news in TV programs, news in newspaper, leaflet, brochures;

Based on the arguments both advantages and disadvantages of using authentic materials, a number criteria require to be considered in selecting authentic texts for classroom use suggested by McGrath (2002, p. 106), which are "relevance (to syllabus, to learners' needs, intrinsic interest of topic/theme/cultural appropriateness, linguistic demands, cognitive demands, logistical consideration: e.g length, legibility//audibility, quality (as a model of use or as a representative token of a text type), exploitability". This means the utilization of authentic materials are always to concern to the students' need and characteristics, linguistic forms and cognitive requirement of texts and students' ability, and physical and attractive of texts. When the teacher do these suggestion, it is believed that the students feel enjoy, confident, fun, easy to learn language. They are relaxed and aware to convey information, hand on ideas, express opinion and feelings, entertain in conducive academic atmosphere, notably in the classroom. For teacher, the utilization of authentic materials in the classroom can heighten his/her creativity to design materials in the language instruction so that he/she are easy to handle the class.

Classroom Activities Using Information Transfer Technique and Authentic Materials

Teaching techniques, including information transfer and authentic materials are the parts of language teaching elements to support and determine the success of

language instructions. The following description is to show the classroom activities which can be adapted by the English teachers in teaching English as foreign language which refers to kinds of authentic materials, namely authentic visual materials, auditory/listening materials, authentic printed materials, and realia as suggested by Gebhard (2000).

- **Authentic visual Materials**

The activities of teaching English by using information transfer can use authentic visual materials, for instance photographs, pictures, painting, calendar pictures, pictures from popular magazines, newspaper, graphic, etc. The availability of these materials can be used by teacher to teach four language skills, as well vocabulary. For example, pictures, tables, charts, graphic have the objective in order to get the learners to express the information based on the provided pictures, to write or compose a paragraph with a certain quantity of words (*how many words produced*); to answer the questions related to the reading comprehension, etc.

Example 1:

Focus : Speaking skill

Input : Pictures

Outcome: Write / compose paragraph; express the information; understand with answering the question related to the pictures.

Instruction :

Look at the luggage on the carousal below. Describe some of the bags to your partner. What sort of person might own each of these bags?. Use the words such as suitcase, rucksack, bag, briefcase, case.



(taken from Jakemen and McDowell, 2008)

Instruction : Read some examples of boarding pass below. Tell or discuss with your partner the information obtained from these media correctly. Then compose paragraph(s) to show these either different or similar information.



- *Authentic listening/viewing materials*

Some authentic listening/viewing materials used by teacher in teaching English by using the technique of information transfer consist of some materials, such as cartoon films, radio news, TV news, songs, audio taped stories or reports, etc. The availability of these authentic materials can enforce learner's competence in learning English. The learners are encouraged to listen materials carefully, for example in audio taped reports about daily routines, family, information of flight, etc, then they fill or note the meaningful information into a certain media, such as table, diagram, or chart, graphic, etc.

Example:

Focus : Listening skill

Input : Incomplete table

Outcome: Completing the table

Instruction: Listen and fill in the activity or time to each day:

Rasuna's Schedule						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
_____ : _____ get up	_____ : _____ get up	_____ : _____ get up	_____ : _____ get up	_____ : _____ get up	_____ : _____ get up	_____ : _____ get up
_____ : _____ go to _____	_____ : _____ go to _____	_____ : _____ go to _____	_____ : _____ go to _____	_____ : _____ leave the -----	_____ : _____ go to _____	-----
_____ to ----- teach _____	_____ to _____ teach _____	_____ to ----- teach _____	_____ to --- teach _____	----- hours do - _____ or _____		

Listening Script :

My daily schedule as the university students is a little complicated. I always get up at 04:30 every morning. Every Monday, Wednesday, and Thursday I go to campus at six-thirty because I teach my lovely students from seven to eight o'clock, namely English syntax for Monday, Curriculum and Textbook for Wednesday, and TEFL for Thursday. I have no class on Tuesday, for Strata 1 (S1) students but I have a lecture for magister students, namely TEFL lesson from two to four o'clock. On Friday I leave the house at five thirty in the morning for jogging at sport field not far from my house. I go home at seven o'clock and sometime I spend time around two hours for cooking or cleaning my house. I leave for work around one thirty o'clock in the afternoon at campus. Saturday is the same schedule at Friday notably the activity in the early morning, namely jogging. I go to the traditional supermarket on foot from eight thirty to nine thirty. The relax day is Sunday. That is a typical work week for me.

- **Authentic Printed materials**

Information transfer activities guide students to change the form of message they hear, look, read, and write. In relation to the choosing of printed materials for teaching English by using information transfer, there are several authentic materials that the teacher can utilize in the classroom, for instances newspaper articles, cartoons, advertisements, science, math, and history books, short stories, novels, photographs, restaurant menus, street signs, postcards, calendar, bank check, hotel registration, etc. The availability of these materials can be designed for teaching receptive skills (listening and reading) and productive skills (speaking and writing).

Example :

Example :Story Map

Focus : Reading comprehension
Input : Story map with SPACE
Outcome : Get main point of information of narrative text

Reading text:

SNOW WHITE

Once upon a time, there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead.

One day she heard her Uncle and Aunt talking about living Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning, she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.

She was very tired and hungry. Then she saw this little cottage. She knocked out no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, what is your name? Snow White said, "My name is Snow White.

Doc said, 'If you wish you may live here with us'. Snow White said, 'Oh could (I)? Thank you. Then Snow White told the dwarfs the whole story and Snow White and the seven dwarfs lived happily ever after.

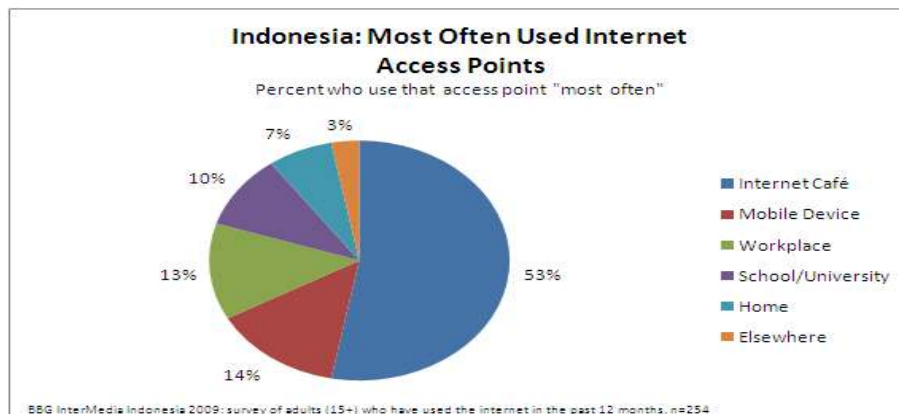


Example 2:

Focus : Writing/Speaking skill

Input : pie graphic

Outcome : Write down essay/ report orally the information of using the internet in Indonesia. Use the information in the following pie-chart. .



(Source internet : <https://www.google.co.id/search?q=example+table+flight&client>)

CONCLUSION

Information transfer is one of techniques that help learners ability in understanding information through text. This techniques is based on the idea that

the learner's attention should be almost entirely on understanding meaning through language. If we look at the feature of exercise, it can be seen that information transfer exercise can effectively achieve the learning objectives. With this exercise the learners will engage in interactional activity as if they were using language for communication. Therefore, the application of information transfer techniques can be separated with the selection of materials, notably authentic materials. The use of authentic materials in the classroom has been discussed in which they are suitable and meaningful way to bring students to have a sense of achievement, awareness to exposure English in real life. There are many sources of authentic materials dealing with the listening authentic materials, visual, and printed, as well realia ones.

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The Perception of Students' Reading-Aloud Strategies and Teachers' Reading-Aloud Strategies in the EFL Teaching and Learning Process

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Abstract. There are abundant texts around us and the teaching of reading skill plays important role. One of the teaching reading objectives is to develop students' competence in literal reading and emphasize the use of appropriate reading strategies. According to Brown (2007:371) there are two reading performances in the classroom, i.e. oral reading and silent reading. Silent reading means reading without labial movements or the vibration of vocal cords (Alshumaimeri, 2011:186). While oral reading is reading with the labial movements or using normal tone and volume of the speaking voice. One of oral reading which can be used for classroom activity is reading aloud. Reading aloud can be done in two ways; (1) teacher's reading aloud, and (2) students' reading aloud. In past decades, the use of silent reading is considered as the most famous strategy while the use of reading aloud is rarely encouraged. However, using reading aloud strategy can bring several benefits. It can help students comprehend the text better, identify students' problem, practice intonation, and practice and improve pronunciation (Gibson, 2008:30-32). It is essential to investigate the importance of reading aloud strategy and the role of reading aloud strategy in the teaching and learning process. Thus, this study tries to investigate the teachers' and students' perception on reading aloud strategy. The subject of the study will be the lecturers and the students of State University of Malang. The researcher will interview some lecturers who teach reading course and also distribute questionnaires to students.

Keywords: *perception, students' reading-aloud, teacher's reading-aloud*

1 Introduction

Reading is a truly human ability, only human has this ability while no other animal or machine can accomplish this feat (Hudson, 2007:7). For writers, reading is a means of communication to deliver the information to the readers. The writer elaborates his/her idea in a written text. It is supported by Sulistyono (2011:20) which explained that "the process of uncovering the writer's messages in the written text is commonly called reading". It is also in line with Nunan's (2003:68) explanation that reading is the process of combining information from a text and their background knowledge to build meaning.

Reading is a process of communication between the writer and the reader. The writer expresses his/her idea in the form of writings and the reader tries to get the information or the message by reading it. Alderson (2000:3-4) explained that the process

of reading is the interaction between a reader and the text. During the process a reader is not only looking at a printed page of words but also deciding what they mean and how they relate each other. A reader may also think about what he is reading, what it means to him or how useful, entertaining, boring, crazy, the text is.

At this moment, the 21st century era, knowledge has developed rapidly along with the development of the technology. Students in this era are demanded to broaden their knowledge by reading some references. Most of the references, whether books or articles and so forth, are written in English. Therefore, reading becomes a compulsory subject in the university, particularly for the English department students. Yet, it does not only bring benefit in learning English but also in learning another context which require English reading proficiency.

The purpose of reading is not only getting the information from the text but also learning about the linguistic knowledge of the text. Since the reading materials are not written in learners' mother language, it is quite difficult for them to understand the text. Therefore the activity in a reading classroom must be varied. We can divide types of classroom reading performance as suggested by Brown (2007:371) as the oral and silent reading. Silent reading is the most famous strategy in past decades (Zolfagharkhani&Kowsary, 2013:74). There are various researches that have been conducted dealing with the importance of engaging silent reading in the classroom. It is believed that by silent reading, it helps the students focus on the reading strategy better.

On the other hand, oral reading is seen as the traditional method and ignored by teachers, as Gibson (2008: 29) stated that reading aloud seems to have been discouraged in teaching methodology. However, some texts cannot be taught or read silently. Texts such as dialogue, narrative story, and news item, need to be expressed and read orally. Moreover there are some researchers showed the benefits of reading aloud in teaching and learning process, for example the benefits of teacher's reading aloud were showed by Dhaif (1990) and Zolfagharkhani&Kowsary (2013). The benefits of student's reading aloud were showed by Amer (1997), Alshumaimeri (2011), and Hale, et. al. (2007), while Gibson (2008:29) suggested that the role of reading aloud in language learning should be reappraised. The results of these researches showed that reading aloud has several benefits in the process of teaching reading for students from any level.

Dhaif (1990:458) tried to find out whether the teacher's reading aloud to EFL learners with basic English proficiency in University of Bahrain lead to a higher rate of comprehension than when they read silently on their own. His idea also supported by Zolfagharkhani&Kowsary (2013:75) which conducted a study in Farhang English Language Institute during the first semester of 2012. Both of these researches showed that reading aloud strategy had a positive effect on the learner's reading comprehension. Regarding to these findings, it is essential to investigate the importance of reading aloud strategy and the role of reading aloud strategy in the teaching and learning process.

This study was conducted in State University of Malang, East Java, Indonesia. In this university, there are three levels of reading, they are Basic/Literal Reading for the second semester students, Intermediate/Interpretive Reading for the third semester students, Critical/Advanced Reading for the fourth semester students and there is also Extensive Reading. I chose the students from Basic Reading class because in this level they develop their competence in emphasizing the use of appropriate reading strategies. It is stated clearly in the English Department Catalogue (2013:41) that the course description of Basic Reading course is:

This course is designed to develop the student's competence in literal reading (i.e. knowing and comprehending) of non-fictional texts of post-intermediate level, emphasizing the use of appropriate reading strategies to identify the meaning and use of unfamiliar lexical items, the topic and the main idea from supporting details of the texts; understand explicit information; skim and scan specific information; understand the communicative value of sentence; and recognize types of writing.

Finally this study was conducted to know the perception of English Department students on reading aloud strategy and also the perception of teachers who teach reading course on reading aloud strategy. It is expected that after knowing the perception of the teachers and the students on reading aloud strategy, it can give valuable idea for the students to use reading aloud strategy in reading activity and for the teacher to implement it in reading class. Further research is also needed to know the effectiveness of reading aloud on the reading comprehension and at what level it is effective.

2 Literature Review

Reading does not only happen in academic setting but it also happens in daily life. People like to read newspaper, magazine, novels, or other reading materials for pleasure purposes. Another example is when going to public places, people usually read map or the street sign or announcement related to the place. Public speakers, news reader, and broadcasters sometimes also read a text. So, reading activity occurs everywhere not only in classroom.

In academic area, reading is the common subject which is taught at schools or universities. Reading is viewed as the important skill as its role in giving beneficial information for students. In this 21st century era, students are demanded to read many references, especially the English references. But the purposes of reading is not only to get the information. According to Grabe (2009:8), there are several academic purposes for reading, they are reading to search for information; reading for quick understanding; reading to learn; reading to integrate information; reading to evaluate, critique, and use information; and reading for general comprehension.

a. Silent Reading or Oral Reading

In reading activity, there are some types of reading performance. Brown (2007:371-373) suggested types of classroom reading performance as oral reading and silent reading. Silent reading may be subcategorized into intensive and extensive reading. The intensive reading focuses on linguistic and content, while the extensive reading is carried out to achieve a general understanding of a longer text.

Silent reading means reading without labial movements or vibration of vocal cords (Alshumaimeri, 2011:186). While reading aloud is reading with the labial movements or vibration of vocal cords. It is different from the subvocalization which forming the sounds of the words while reading silently (Alshumaimeri, 2011:186).

In past decades, silent reading is viewed as the authentic and natural reading performance. While the effectiveness of reading aloud is still debated. According to Gibson (2008:29-30), there are some reasons why reading aloud is discouraged. Reading aloud is seen as a dull and boring activity, reading is usually a silent activity, reading aloud is not a skill that many people need, reading aloud is a difficult thing to do well and it could be demotivating for students, etc.

It is in line with Brown's (2007:371) idea which warned that too oral reading can make the students lose their attention or be silently rehearsing the next paragraph. However, he also stated that oral reading can bring benefits for learners in the beginner and intermediate level. It can serve as an evaluate check on bottom-up processing skill, serve as a pronunciation check, and serve to add some extra student participation or highlight a certain short segment of a reading passage. For advanced level, only the last advantage can be gained.

b. Reading Aloud as a Useful Tool in Teaching and Learning Process

Eventhough silent reading is the most famous reading strategy in past decades, it does not mean than reading aloud should be negelected. Both of them are necessary in teaching reading. With the clear aims, reading aloud can be brought to the teaching and learning process and can bring benefits to both the teacher and the student. There are several researches conducted on the effectiveness of reading which proved that reading aloud can now be used in reading activity.

It is an obvious fact that reading aloud can help the students practice pronunciation. Gibson (2008:31) said that by using reading aloud students, the prosodic feature of the text can be focused upon and by practising them the words will flow in as natural-sounding a manner as possible.

If the reading aloud is giving by the teacher, the students could learn the proper pronunciation from the teacher, and could immitate it. The activity can be varied. The teacher can ask the students to work in pair and ask them to read aloud to each other. Using this kind of activity, then one can get the role as the listener and as the reader. The text that is used should be in different genre so that the students will not get bored.

The next advantage of reading aloud is making connection between graphemes and phonemes (Gibson, 2008:30). In silent reading students will not be able to do this, or even they might skip this step. This part is very important since it can help students practice the pronunciation and learn new word. They are able to match the sound they hear with the words they see.

Further, Gibson (2008:31) also stated that reading aloud is very useful for diagnostic purposes. When the students are reading aloud, the teacher is able to check whether the students use the proper intonation or not. Teacher can also check the other problems had by the students when they pronounce the words, match the sound with the letters, and so forth.

Gibson (2008:31-32) also added that reading aloud can lessen anxiety and encourage the shy students to make their first utterance. The students which is shy usually do not want to speak because they do not know how to express it, by imitating their friends in reading aloud situation, the shy students could get the idea of how they will utter the words or phrases. Reading aloud does not only happen in the classroom, but also outside the classroom as the extension activities. It can be a fun activity done with friends, such as telling stories or even as a warm up before the lessons.

Another study was conducted by Alshumaimeri (2011:191) which showed that reading aloud help the students in memorizing and remembering words and memorizing the text. He also stated that reading aloud makes the students concentrate more and understand the text.

Reading aloud can also be done by the teacher, and it brings as many benefits as reading aloud done by the students. When the teacher reads aloud the text, he/she can give good example of pronunciation to their students. While the students are listening, the teacher can check whether the students have better understanding about phonemes and graphemes connection. It is supported by Gibson's (2008:31) idea about reading aloud for diagnostic purposes.

The teacher can also use reading aloud to check students' concentration. Teacher could stop in some random spots and ask the students to continue the next phrase or sentence. This method was used by Dhaif (1990:459) in his study about the effect of teacher's reading aloud on the learners' reading comprehension. He also reported that the students were in favour of the teacher reading aloud to them. Similar study was also conducted by Amer (1997:46) which showed that the learners had better understanding of what they were reading in the teacher reading aloud situation. He also found that reading aloud by the teacher helps them to develop a positive attitude towards reading.

3 Method

This study was aimed at describing the students' and teacher's perception on reading aloud strategy. It means that it describes what laid in the field. Ary et al (2010:453) called this kind of research as basic qualitative studies which are designed to obtain rich descriptive accounts targeted to understanding a phenomenon, a process, or a particular point of view from the perspective of those involved. It describes "what exists" with respect to variables or conditions in a situation. Therefore, this study tried to unearth both the students' and teacher's perspective on reading aloud strategy, whether it brings benefits to them or not and how the role of reading aloud in teaching and learning process is.

In State University of Malang there are three levels of reading, i.e. Basic/Literal Reading for the second semester students, Intermediate/Interpretive Reading for the third semester students, and Critical/Advanced Reading for the fourth semester students. This study was conducted in the university level and enrolled 27 students from the English Department who take Basic Reading Class. The consideration is that in this level of the purposes is emphasizing the use of appropriate reading strategies.

According to Creswell (2012:205), in qualitative research the approach to collect data relies on general interview or observation. The interview should be in open-ended questions so it will not restrict the views of the participants. Therefore, to gain the perception of the teacher's reading aloud I conducted deep interview to the lecturer who teach the Basic Reading class. The lecturer has been teaching reading since 2006. The interview is conducted in one of the buildings in Literature Faculty, State University of Malang. I told the lecturer about my purpose and asked him/her several questions regarding to the reading aloud strategies. I recorded the interview process and also wrote down important points on my note.

Questionnaire is used to find out the students' perception of students' reading aloud and teacher's reading aloud strategy. The questionnaire is divided into two sections. In the first section the students are asked to give an opinion about the students' reading aloud strategy and there are 14 items in this part. Then in the second section the students are asked to give opinion about the teacher's reading aloud strategy and there are 10 items in this section.

The purpose of using questionnaire was explained to the students before delivering the questionnaire. I told them that I wanted to know their perception about reading aloud strategy. I told them about the indicator (strongly agree, agree, disagree, and also strongly disagree) and also asked them to put a thick (√) to indicate their answer. I was also present in the classroom to monitor them.

The questionnaire in the first table (see Appendix 1) are asking about the purpose of students' reading aloud, the advantages of reading aloud, and the preference of the students. While the questionnaire on the second table (see Appendix 2) are asking about the advantages of teacher's reading aloud and the preference of the students about the teacher's reading aloud strategy. The questionnaire was adapted from Zolfagharkhani & Kowsary (2013:76) who conducted research on teacher's reading aloud and Ashumaimeri (2011:191) who conducted research on the students' reading aloud.

There are some variables that are investigated and most of them are about the advantages of reading aloud. The first section is about perception of students in students' reading aloud strategy.

Number 1-2 are related to the purpose of students' reading aloud strategy.

No	STATEMENT	SA	A	D	SD
1.	I use reading aloud only for pleasure.				
2.	I use reading aloud technique for studying as it helps me understand and memorize the text.				

Number 3-13 and 14 are related to the advantages of students' reading aloud strategy.

3.	It helps in memorizing and remembering words.				
4.	It helps me match the sound with the words.				
5.	It helps in pronunciation practice and pronouncing the words better.				

	<i>And so on up to</i>				
13.	While the other student read the text aloud, I will listen and pay attention to him/her.				

While number 13 is related to the preference in students' reading aloud.

14.	I prefer reading the text orally rather than read it silently.				
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The second section is about perception of students in teacher's reading aloud strategy. Number 1-9 are related to the advantages of teacher's reading aloud.

NO	STATEMENT	SA	A	D	SD
1.	The teacher's reading aloud helps me understand the text.				
2.	It helps memorize and remember words.				
3.	It helps me memorize the text.				
	<i>And so on up to</i>				
9.	It can develop my listening habits.				

While number 10 is related to the students' preference of teacher's reading aloud.

10.	I like the teacher reads the text aloud to me because I prefer listening to reading.				
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4 Findings and Discussions

After analyzing the questionnaires and the transcription of the interview, the findings are presented as the students' perspective on reading aloud strategy and the teacher's perspective on reading aloud strategy.

4.1 Students' Perspective on Reading Aloud Strategy

From the questionnaires that have been distributed, it is proved that reading aloud can be conducted both in the classroom and outside the classroom. In academic area, students can use it for studying as it can help them understand and memorize the text (59.3%). It also helps them memorize and remember words (40.7%). While some of the students use reading aloud for pleasure (51.9%). It can cover reading a novel, narrative stories, and so forth.

Reading aloud strategy also brings several advantages for the students. It helps the students understand the connection between the sound with the words (48.1%), therefore it is also beneficial pronunciation practice (70.4%) and intonation practice (48.1%). It is also helpful since the teacher can correct the students' pronunciation, most of the students strongly agree with this notion (59.3%), while the 40.7% of the students agree and nobody disagree.

Furthermore, most of the students (59.3%) agree that reading aloud strategy can makes the words more familiar to them. It can make them easier in memorizing the words and use it in the conversation. It is also supported by 51.9% students which agree that reading aloud strategy can help them in conversation, at least it helps them to say their first word.

The next benefit of reading aloud is that it can make them concentrate more (59.3%) and understand the text better (72.8%). This is because when the other student is reading orally, the other students will pay attention and listen to her/him. This situation brings benefit to the teacher as well.

Most of the students realize that reading aloud strategy brings several benefits to them, but they still have no intention to use reading aloud strategy. Most of them (51.9%) do not have preference in reading aloud strategy. Perhaps the teacher can give motivation to the students so that they can implement reading aloud strategy and got the benefits.

Reading aloud strategy can be done by the teacher as well. there are some benefits of the teacher's reading aloud as explained in the literature review. Based in the questionnaires, it is revealed that most of the students agree with the teacher's reading aloud situation.

Most of the students agree that teacher's reading aloud help them understand the text (52%). It also helps them in remembering, and memorizing the text and the words (67%). If the students are given the text and then the teacher reads the text orally, it can help them concentrate more since they try to match the sounds they heard with the words in the text. Therefore it can help them concentrate more and understand the text (63%).

Sometimes the teacher uses reading aloud when he/she wants to highlight or emphasize the difficult or important words and it makes the students familiar with those words (56%). Further, they can memorize it and recall it when they need it in conversation. Most of the students agree that it helps them memorize the words and use them in conversation (56%).

The students also showed their preference in teacher's reading aloud situation (44%) since it brings many benefits. Even most of them also agree that teacher's reading aloud strategy can develop their reading habit (52%) and their listening habit as well (56%).

4.2 Teacher's Perspective on Reading Aloud Strategy

In teaching reading, the teacher can implement several strategies or even combine them, it depends on the students' practicality. According to Brown (2007:358-361) there are several approaches to teach reading skills, they are bottom-up and top-down processing, schema theory and background knowledge, teaching strategic reading, extensive reading, fluency and reading rate, focus on vocabulary, the role of affect and culture, and adult literacy training.

It also happened in the basic reading class in which the theory is also given to the students at the beginning of the class to build their knowledge about reading. Introduction of the topic is also important, the teacher usually asks questions, shows some slides, and does brainstorming. In critical reading, authentic material is used, for instance a newspaper from Jakarta Post and so forth. Frequently, the students work in group but they also have individual assignment. The teacher also give evaluation to the students after the assignment.

Regarding to the several strategies that the teacher use, he/she does not ask the students to read aloud very often. Usually while they are discussing the exercises, the students got reading text and in this occasion the teacher will ask the students to read it before they answer the questions.

In students' reading aloud, the teacher recognize that intonation is one of the problems that the students have. In this case the teacher tries to correct them indirectly, such as giving repetition feedback. Sometimes the teacher told them that the intonation is wrong and can make students misunderstood the text. But the teacher rarely tell the students in that way, the teacher usually repeats the sentence using the better intonation.

Although the teacher rarely correct the students mistake directly, but he/she agrees that students' reading aloud can help him/her to correct the students' pronunciation and intonation. This is in line with the findings students' reading aloud can practice students' pronunciation and intonation (Alshumaimeri, 2011:186), because when the teacher corrects the students they will understand about the better pronunciation and intonation.

The teacher emphasize to the students that they should listen to others while the one is reading aloud. That is why 74.1% of the students agree that they will pay attention to their friend who is reading orally.

Besides asking the students to read aloud, the teacher also read the text orally but of course not the whole text. When the teacher wants to emphasize on certain things or to make the students pay attention to some points, the teacher will do read aloud.

Zolfagharkhani&Kowsary (2013:76) proposed that while reading the text orally the teacher can intentionally stop at randomly spots and ask the students to continue the next words. It is also used by the teacher in reading class in order to get the attention from the students. Furthermore, this will not only engage the students in the reading process but also emphasize certain things or difficult part of the text.

In conclusion both students reading aloud and teacher's reading aloud can bring several advantages. Students' reading aloud can be used by the teacher to check students' intonation and pronunciation. While the teacher's reading aloud can be used by the teacher to check whether the students listen and pay attention to him/her.

5 Conclusion

Reading aloud activity can be used both for studying in the classroom and for pleasure outside the classroom. The extensive activity could be added to make the students do the reading for pleasure. There are several benefits offered by reading aloud strategy, not only to young learners but also to the university learners. First, it is found that reading aloud strategy done by the students can help them memorize and understand the word so that they can use it in conversation. Second, it helps the students in pronunciation practice and pronouncing the words better since they can match the sound they hear with the words they see, and the teacher can correct them if they make wrong pronunciation. Third, it helps the students in intonation practice as well. Fourth, it makes the students concentrate more and understand the text more. And the last it can draw the students' attention.

Reading aloud which is done by the teacher brings some benefits as well, first, it helps them concentrate more and understand the text. Second, it helps them memorize and remember the words and the text. Third, it makes the words more familiar to them and they can use it in conversation. And the last, it develops their reading and listening habit. Comparing to the students' reading aloud, teacher's reading aloud is more

interesting. Most of the students prefer the teacher read aloud to them rather than they read aloud themselves.

On teacher's perspective, although it is not used very often but reading aloud is a useful tool in teaching and learning process. It really helps the teacher to emphasize the important words in the text. It also helps the teacher to get the students engage in the reading activity. Moreover it gives a clue to the teacher on how well the students understand the text and how well the students' pronunciation is. The most important thing is that teacher should consider the needs and also the preferences of the students before conducting certain strategy.

It is concluded that reading aloud strategy, which is done by both the students and the teacher bring many benefits to the process of teaching and learning activity, especially for the teacher and students themselves. It is suggested to use reading aloud strategy in the reading classroom but previously the teacher should determine the purpose of reading aloud so it can be well implemented.

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Appendix 1

Table 1. Percentage of Questionnaire about Students' Reading Aloud Technique.

No	STATEMENT	PERCENTAGE (%)			
		SA	A	D	SD
1.	I use reading aloud only for pleasure.	11,1	51,9	33,3	0
2.	I use reading aloud technique for studying as it helps me understand and memorize the text.	22,2	59,3	18,5	0
3.	It helps in memorizing and remembering words.	37	40,7	22,2	0
4.	It helps me match the sound with the words.	44,4	48,1	7,4	0
5.	It helps in pronunciation practice and pronouncing the words better.	70,4	29,6	0	0
6.	It is very useful because the teacher can correct my pronunciation.	59,3	40,7	0	0
7.	It helps me in practicing intonation.	48,1	48,1	3,7	0
8.	It helps in conversation and practice talking in a foreign language.	48,1	51,9	0	0
9.	It makes the words more familiar and helps memorizing them and using them in conversations with others.	40,7	59,3	0	0
10.	It makes me concentrate more and understand the text.	11,1	59,3	25,9	3,7
11.	In reading aloud it helps me understand more as I use three senses (sight, hearing, and speech).	14,8	77,8	7,4	0

12.	I read faster and understand more in reading aloud.	3,7	33,3	63	0
13.	While the other student read the text aloud, I will listen and pay attention to him/her.	14,8	74,1	11,1	0
14.	I prefer reading the text orally rather than read it silently.	7,4	33,3	51,9	7,4

Notes

SA : Strongly Agree

A : Agree

D : Disagree

SD : Strongly Disagree

Appendix 2

Table 2. Percentage of Questionnaire about Teacher's Reading Aloud Technique.

NO	STATEMENT	PERCENTAGE			
		SA	A	D	SD
1.	The teacher's reading aloud helps me understand the text.	52	48	0	0
2.	It helps in memorizing and remembering words.	30	67	3,7	0
3.	It helps me memorize the text.	19	67	15	0
4.	It makes me concentrate more and understand the text.	22	63	15	0
5.	It makes the words more familiar.	37	56	7,4	0
6.	It helps memorizing the words and using them in conversations with others.	41	56	3,7	0
7.	It helps in conversation and practice talking in a foreign language.	37	56	7,4	0
8.	It can develop my reading habits.	30	52	19	0
9.	It can develop my listening habits.	41	56	0	3,7
10.	I like the teacher reads the text aloud to me because I prefer listening to reading.	33	44	22	0

Notes

SA : Strongly Agree

A : Agree

D : Disagree

SD : Strongly Disagree

**THE USE OF FOUR CORNERS STRATEGY TO IMPROVE
STUDENTS' READING AND SPEAKING SKILLS
AT ENGLISH DEBATING CLUB PATTIMURA UNIVERSITY**

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Abstract. This paper highlights the effectiveness of the Four Corners Strategy which was undertaken at English Debating Club Pattimura University in Ambon. Generally, English learners often find some difficulties when they practicing their reading and speaking, although they know about the grammar but it does not a guarantee that they can comprehend their reading and speak English fluently. Moreover, students were afraid of making mistakes, feel shy and the students tend to get bored. As a result, students lost their confidence and motivation. The Four Corners Strategy is a strategy which allows students to make personal decisions on various issues, encourage students' critical thinking and encourage an exchange of ideas in small groups. The strategy will help students to overcome their reading and speaking problems and the important thing is enable them to get good achievement in their reading and speaking competence. Moreover, they were able to take live participation during reading discussion and class participation because they could motivate themselves to speak up.

Key words: *Four Corners Strategy, Reading discussion, Critical Thinking.*

Reading and speaking skills are the basic components in debate. Moreover reading and speaking is an essential tool for communicating, thinking critically and learning. O'Malley and Pierce stated that, "Speaking in a classroom entails interacting with the teacher and peers" it is because through sharing in pair or group, students can be helped by other's thought (1996, p.59). So that it can avoid them of fear or loosing face during the process of sharing ideas. Through speaking also students learn concepts, develop vocabulary and perceive the structure of the English language which is the essential components of learning. English students who have a strong oral language base will have an academic advantage because school achievement depends on students' ability to display knowledge in a clear and acceptable form in speaking as well as writing. Moreover, reading and speaking in debating become an ice breaking for students to practice their English. When students talk about their ideas, they clarify their thinking. They can figure out what they believe and where they stand on issues. Consequently, speaking and reading skills in English debating is a priority for our university students since there are several debating competition held by the government. English learners often evaluate their success in language learning as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

Generally, English learners often find some difficulties when they practicing their English especially in reading and speaking skills, although they know about the grammar but it do not a guarantee that they can speak English fluently. According to Ur (2000), there are four main problems in getting students speak English such as the students are afraid of making mistakes, refused of being criticized by other people, shy of the attention that their speech attracts (Inhibition), the second is nothing to say in the meaning that students may be bored or feel that the topic is unrelated to anything they know then it will make them have no motivation to speak other than the fact that they know they should practice in the speaking activity, the next is about low uneven participation for example in a large class each student has very little talking time. The situation gets worse if the group has someone who dominates the discussion and some students tend to switch back to their mother-tongue because they find it awkward to talk to each other in a foreign language (Mother Tongue Used).

Based on the observation in January and February 2012 (6 meetings), there are some problems regarding their reading and speaking skills. The problems are most students were not able to respond when the other debaters tried to deliver their arguments in English. They were only explained a very basic arguments such as *“Our group agree with the motion because it’s true”* or *“We disagree with the arguments delivered by the opposition team because it against our argument”* without giving a clear explanation and reasons. Moreover, the students did not have the ability to dig more information by reading books, newspaper or searching in the internet to support their arguments. Most of them were delivered their personal opinion instead of using supporting arguments and fact. Whereas few students responded the communication but sometimes they used Indonesian language or they think in Bahasa and then translate it into English. As a result, they made many mistakes in grammatical structures. Besides the students did not enjoy English, they were also unenthusiastic to come to the club and practice their English. This occurred because the teacher did not encourage students’ motivation to be involved in class activities actively. Among many ways to help students reading and speaking problems, the teachers choose Four Corners Strategy to be applied for university students at the English Debating Club, Pattimura University. The reasons are Four Corners Strategy presents an opportunity for students to review in which students can look back at what they already said or explained after their classmates give comment about their explanation, students are able also to assess their friends’ opinion (critique), reflect opinion on the relevant issues of themselves and appraise it. By applying this strategy, students will have a chance with others in delivering their argument from the same or different point of view. They will not only acquire and build on previous knowledge, but also develop their oral and critical thinking skills.

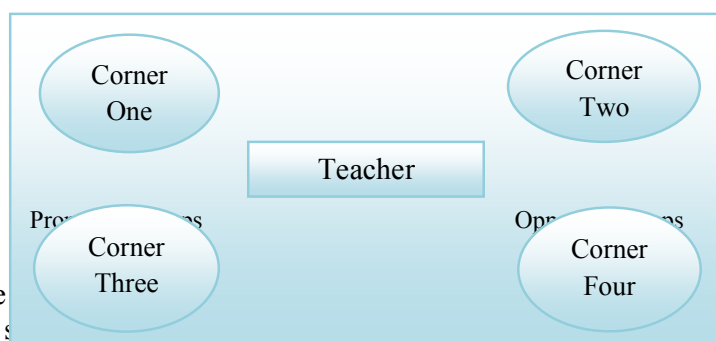
Four Corners Strategy was originally developed by Spencer Kagan which was published in 1994. The information about this strategy is from the Muskingum Area Technical College (Zanesville, Ohio) Newsletter in 14th September 1994.

The strategy was dealing with debate skill but it can be used to developing students' speaking ability. Four Corners is a strategy of whole class discussion that requires students to read the story beforehand; writes a brief paragraph, explain the story orally, listen to other's group explanation and write down some questions regarding the story. After that, the students had to go to the corner's group to interview and find out more about the story. It also enables them to practice their critical thinking skill. In the process, students move to the corner that they want to find out more information about the story. After all the interviews, a member of each corner's group shares the result of the discussion with the whole class. This strategy can also be used effectively as a means for assessing students' critical thinking and understanding of the story. Furthermore, Adam Waxler added that Four Corners Strategy is a kind of critical thinking lesson (Four Corners Debate) which works as a great way to increase students' motivation to learn English.

DIRECTIONS FOR IMPLEMENTING FOUR CORNERS STRATEGY

Preparation:

- Divide the students into four groups consist of two or three people.
Grouping process depends on the amount of students in a class.



- Explain the strategy to the students and make sure they understand the Four Corner Strategy, they are:
 1. The groups are divide into 4 groups consist of two Proposed groups and two Opposed groups (Corner One and Three are the Proposed groups; and Corner Two and Four are the Opposed groups).
 2. Students are given one motion and they are allow to search or find the information related to the motion as many as possible in a week.
 3. Students prepare their arguments by giving them a 15-minute case building.
 4. The students will start to deliver his/her arguments orally inside the Proposed and Opposed groups just to make sure that their team mate understand it clearly. Each member has 7 minutes to deliver their arguments.
 5. Other corners' groups are going to listen to the arguments from other groups and prepare some questions or rebuttal. It is only 20 seconds for rebuttal.

6. After that, all students have to write a summary.
 - Teacher prepares a motion to discuss in the groups. The purpose of giving the motion is to help the students to find information related to their sub topics.
 - The teacher gives the sub topics for students to prepare the arguments for a week. For example: The motion is “*This House Believe That (THBT) presidential candidates should be exclusively and equally funded by the state.*” Corner one (as proposed team) and corner two (as opposed team) will focus on social and political side. Corner three (as proposed team) and corner four (as opposed team) will focus on Economy and Law side.
 - Prepare the marking sheet in order to scoring the students during the discussion. The marking sheet is a modification sheet between debating marking sheet and oral presentation marking sheet.

Below is the example of the marking sheet modified by the teacher.

Title:						
Speaker	Name	Fluency	Vocabulary	Grammar	Pronunciation	Total
1 (Proposed team)						
2 (Opposed team)						
3 (Proposed team)						
4 (Opposed team)						
5 (Proposed team)						
6 (Opposed team)						
7 (Proposed team)						
8 (Opposed team)						

This is the marking scale to help the teacher score the students’ performance.

Fluency:	Pace, flow, and comfort with words. Effective use of strategies: ability to interact and make him or her understood.
Vocabulary:	Correct and effective use of vocabulary.
Grammar:	Accurate use of grammar structures.
Pronunciation:	Volume, intelligibility of pronunciation, and intonation.

CONCLUSION

This writing aims to share experience about teaching strategy in this case Four Corners Strategy. After the try-out of the strategy, the writer has come up

with the conclusion that students participated well during the implementation of the strategy especially students' reading and speaking activities in teaching and learning processes. In teacher's observation during the teaching and learning process for 2 years toward this strategy, students had proved that they can improve their English especially reading comprehension and speaking competency through this strategy. Four Corners Strategy helped the students to learn about how to join in discussion group, the ways to write a short paragraph and how to respond the questions in rebuttal. During the implementation of this strategy, the class was more lively and enjoyable although there were still some weaknesses occurred like crowded in class.

SUGGESTION

First suggestion is addressed to the English teacher to provide interesting strategy including Four Corners Strategy to teach English especially in reading and speaking skills. Second suggestion is addressed to the next researcher who will conduct a research using the Four Corners Strategy. Basically, the researcher must master the concept of this strategy then cares with some items that are important to support the implementation as stated above for better improvement on reading and speaking skills. Additionally, Four Corners Strategy is not only useful for teaching English especially speaking but it also can be used for other subjects at schools on different levels that implement group discussion and participation.

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DEVELOPING TEACHER'S PROFESSIONALISM THROUGH REFLECTIVE TEACHING

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Abstract. Teacher can be regarded as the spearhead of education implementation. Teacher leads directly all activities of learning-teaching in a class as the core activity of education. Therefore, teacher is the first person who is responsible for the quality of education. The role of teacher is so important that he has to meet the demand of high professionalism. Experts have proposed many kinds of ways to develop teacher's professionalism; one of them is by reflective teaching.

In reflective teaching, teacher makes use of every chance in his daily teaching to find out the data that can be used to make the betterment of teaching quality. He makes exploration, questioning, and wraps the whole teaching practice to create the right interpretation based on the real condition. The data he gets from reflective teaching can be used to improve his teaching performance.

To be able to do reflective teaching, a teacher has to be able to make reflection of what he has done in his teaching and then with his willingness he should change to be better. It is believed that teacher should take time to reflect on take time to reflect on their observations, knowledge, and experience so that they can make effective, meaningful decisions about how to respond and to plan for students.

Keyword: *teacher, professional development, reflective teaching*

A. Introduction

Everyone says that the concrete form of education is learning process. The core of education is in the learning process. Sudijarto (1993) made analysis comprehensively about determining factors in education. He concluded that the quality of education is determined by the quality of learning-teaching process. He added that there are three aspects of learning process, namely: 1) student's participation, 2) teacher's role in learning process, and 3) learning atmosphere. The more intensive student's participation, the more qualified learning process will be.

Teacher as a leader and manager of learning in class should be responsible for the quality of learning process. Teacher has very important role in education since teacher is a manager and leader in learning (Gestern, 1995). Because of the significant role, teacher has to promote his professionalism. There are many ways to enhance teacher's professionalism; one of them is through reflective teaching.

Every teacher has a professional responsibility to be reflective and evaluative about teaching practice in order to improve the quality of learning. This activity is called reflective teaching. Reflective teaching is an outstanding model that has been taken into consideration by English teacher. Through reflective teaching teacher will be able to improve the quality of learning. Reflection enables teachers to observe what is going on around the class. It persuades teacher to apply their thoughts and promote changes in student's learning behavior.

B. What is Reflection?

Reflection is to be aware of what we are doing. Teacher needs to ask himself or herself these questions: *Are you a good teacher? How does your teaching style compare to the styles of your colleagues? Are your classroom management skills as effective as those of other teachers in your school? Do your classes fill your students with enthusiasm -- or imbue them with boring situation? Are you confident in your ability to deal with any student problem that arises in the course of the day? Are you aware of the most current teaching strategies and management techniques -- and do you know which ones are most successful?*

According to Dewey (1933) reflection is an active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and further conclusion to which tends. Reid (1993) in her definition noted reflection as an active process rather than passive thinking. She states: "Reflection is a process of reviewing an experience of practice in order to describe, analyze, evaluate, and to inform about learning practice."

Graves (2002) said that "reflection is one of the most powerful tools teachers can use to explore, understand, and redirect their practice. Reflection is about learning to see and to understand what is seen. It is not simply being able to identify problems and frame solutions, although both are crucial." According to her there are two potential pitfalls which teachers should be aware of when they observe their own teaching practice. The first potential danger is to follow reflective process but not to take any action based on the obtained data. The second possible danger is to merely consider reflection as a process through which an observed problem is solved. While it can be a part of reflective process, the main goal is to find the underlying reasons which have caused the observed problem.

C. What is Reflective Teaching?

Reflective teaching is not a new idea. John Dewey, considered the father of modern education, wrote about reflective teaching over a century ago. Dewey (1910, 1916) believed that teacher should take time to reflect on their observations, knowledge, and experience so that they can effectively nurture each student's learning. Dewey suggested that the most effective teachers approach their reflection with a sense of wonder, curiosity, and excitement.

Reflective teaching means looking at what we do in the classroom, thinking about why we do it, and thinking about if it works. By collecting information about what goes on in our classroom, and by analyzing and evaluating this information, we identify and explore our own practices. This may then lead to changes and improvements in our teaching. Reflective teaching is therefore a means of professional development which begins in our classroom.

Reflective teaching is the teacher's thinking about what happens in classroom lessons, and thinking about alternative means of achieving goal or aims. It is concerned as a means to provide students with an opportunity to consider the teaching events thoughtfully, analytically and objectively (Richard, J.C., 2006:19). According to Dewey (1933), experience alone is insufficient for professional growth, and that experience coupled with reflection is much more powerful impetus for development. Improvement of teaching can be achieved from "reconstruction of experience".

D. Procedure of Reflective Teaching

Murphy (2001) mentioned many kinds of procedures as follows: teaching journals, lesson reports, surveys and questionnaires, audio and video recording, observation, and action research. He labels them as tools of reflective teaching. Meanwhile, the reflective teaching tools which are usually applied for obtaining data in teaching English are teacher diary, peer observation, audio recording and student's feedback.

The writers here suggest some procedures of reflective teaching that can be used to investigate classroom teaching. The proposed procedures are as follows: 1) teaching journal, 2) audio or video recording, 3) survey and questionnaire, 4) observation, 5) student's feedback, 6) action research, and 7) lesson study.

1. Teaching Journal

Teaching journal is a note about what happens in class. Events and ideas are recorded for the purpose of reflection. The process of writing itself helps trigger insight about teaching. Many different topics from classroom experiences can be explored through journal writing, for example:

- a. personal reactions to things that happen in the classroom or in school;
- b. questions or observations about problems that occur in teaching;
- c. description of significant aspects of lessons or school events;
- d. ideas for future analysis or reminder of things to take action on.

Journal will be about the daily routine actions in the classroom, for example:

- a. conversations with students
- b. critical incidents in a lesson
- c. events outside the classroom that influence the learning process
- d. teacher's view about language teaching and learning.

The following procedures are recommended for keeping journal (Bailey,1990):

- a. Make entries on a regular basis, such as once or twice a week, or even daily if possible. It may be useful to spend five or ten minutes after lesson to write about it.
- b. Review journal entries regularly. What might not have been obvious when written or recorded may become apparent. Teacher usually uses reflective questions to guide journal entries. The questions can be like these:
 - What do I do as a teacher?
 - What principle and beliefs inform my teaching?
 - Why do I teach the way I do?
 - What roles do as learners play in my classes?
 - Should I teach differently?
 - What were the main goals of the lesson?
 - What did the learners actually learn in the lesson?
 - What teaching procedures did I use?
 - What problem did I encounter and how did I deal with them?
 - What were the least effective parts of the lesson?
 - What were the least effective parts?
 - Would I do anything differently if I taught the lesson again?

2. Audio or video recording

Audio-visual recordings are powerful instruments in the development of teacher's competence. They confront him or her with a mirror like objective view of what goes on in class. The recordings can give a valuable insight into an individual teacher's growth in experience over years.

Recordings have many advantages: it allows choice of focus; it can be replayed and examines many times; it can capture many details of lesson that can't be easily observed by other means. However, recording has also limitations. For example: the presence of recording device may be disruptive; recording devices often have limited range; reviewing a recording is a time consuming.

3. Survey and Questionnaire

Teachers spend most of their days alone in their own classrooms, with their own students. Few opportunities are available to casually observe and easily learn from other teachers. Little time is available to consult with one's colleagues about a difficult student, a persistent management problem, or other aspects of teaching and learning. Some aspects of teaching and learning can be investigated through carrying out a survey or questionnaire. Survey and questionnaire are useful way of gathering information about **affective dimensions** of teaching and learning such as attitudes, motivation, and preference. It also enables teacher to collect a large amount of information relatively quickly.

4. Observation

There are basically two ways of observation and reflecting on a teacher's performance in teaching in the classroom: peer observation and self-observation.

a. Peer Observation

To reflect on teachers' observation in the classroom there are some techniques that lead to a reasonable reflection. Cosh (1999) states that widespread implementation of various models of observation has recently been carried out. Peer observation is one of the models in question and has widely been criticized due to its judgmental and threatening nature. Most of teachers think that being observed disturbs them no matter what technique is used.

Cosh (1999) suggests that while assessing or judging the performance of a teacher the following points should be taken into account. Firstly, the feedback should be as nice as possible. Secondly, as it is obvious, when there is only one observer he/she can be uncritical, which influences the objectivity of observation. Finally, peer observation should be done at least two observers.

Richard J.C. suggests some guide lines for peer observation. The general principles of peer observation are as follows: 1) observation should have a focus; 2) Observers should use specific procedure; 3) The observer should remain an observer. He also suggests some procedures: 1) arrange pre-observation orientation session. Before beginning observation, the two teachers meet to discuss the nature of the class observed, the kind of material being taught, the teacher's approach to teaching, the kinds of students in the class, typical pattern of interaction and class participation, and so on; 2) Identify a focus for the observations. For example: organization of the lessons: the opening, structuring, closure of lesson, teacher's time management, and student's performance; 3) develop procedures for the observer to use, 4) carry out the observation, 5) arrange a post observation session.

b. Self-Observation

The other way of observation and reflecting on a teacher's performance in teaching is self-observation which is an approach to awareness of teaching. Like observation of other teachers, it is possible for teachers to video or audiotape their own teaching, and review the tape while taking descriptive notes or making short transcript of classroom interaction to study. The focus here is on teacher's development.

5. Student's Feedback

Teacher can also ask the students what they think about what goes on in the classroom. Student feedback is very easy to conduct. Their opinions and perceptions can add a different and valuable perspective. Student's feedback is a tool used for finding out the learners' opinions and perceptions about the

teaching process, and teacher's effort that can add a different and valuable perspective.

6. Class Action Research

Class action research is used to investigate classroom which seeks to increase teacher's understanding of classroom teaching and learning, and to bring about change in classroom practice (Gregory, 1988; Kemmis and M. Taggart, 1988).

Action research is a qualitative research method that encourages the practitioner (or teacher) to be reflective of his or her own practice with the aim of improving the system (McNiff, 1994). As schools are increasingly being held publicly accountable for student achievement, action research may provide a way for helping schools understand better their problems and to make more informed decisions about their practice that can lead to desired outcomes.

Action research is becoming increasingly popular in education (or for that matter any social organization). Action research is based on the belief that the teacher (or practitioner) is the best judge of his or her teaching (or practice). Each teacher has his or her own personal theories of educational practice. Action research helps the teacher to bridge the gap between theory and practice. Teachers have the opportunity to test some of their personal theories in the classroom using action research.

Educational problems and issues are best identified and investigated where the action is, i.e. at the classroom and school level. By bringing research into these settings and engaging those who work at this level in research activities, findings can be applied immediately and problems solved more quickly. Action research in education has also been called several different names such as: 1) classroom research, 2) self-reflective inquiry, 3) teacher research, 4) teacher self-evaluation, 5) teacher as researcher.

The main reason for action research is for teacher to engage in the improvement of their own teaching. Action research leads the teacher to come to their own understandings about their own teaching. Most importantly, action research seeks to change some of the beliefs teachers have about how students learn and to improve the quality of education. Action research is conducted by individuals who want to change their practice.

a. Kurt Lewin Model of Action Research

The social psychologist Kurt Lewin (1946) was most interested in studying social issues in organisations. He felt that the best way for an organisation to progress is for its people to engage in improving their own practice. He stressed the importance of the researcher to work collaboratively with others. He described action research as being a spiral of steps: Planning, Acting, Observing and Reflecting (see Figure 1).

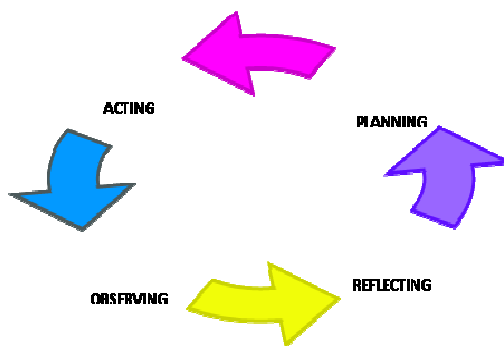


Figure 1. Spiral Steps of Kurt Lewin Model of Action Research

b. Kemmis and McTaggart Model

Basically action research is an approach to improve our own teaching practice. We start with a problem we encounter in your teaching practice. It could be a concern that students do not spend enough effort in reviewing course materials; or they have great difficulty learning a particular topic in the course. Faced with the problem, the action researcher will go through a series of phases (reflect, plan, action, observe) called the Action Research Cycle to systematically tackle the problem.

Kemmis and McTaggart (1988) developed a concept for action research. They proposed a spiral model comprising four steps: planning, acting, observing and reflecting (see Figure 2).

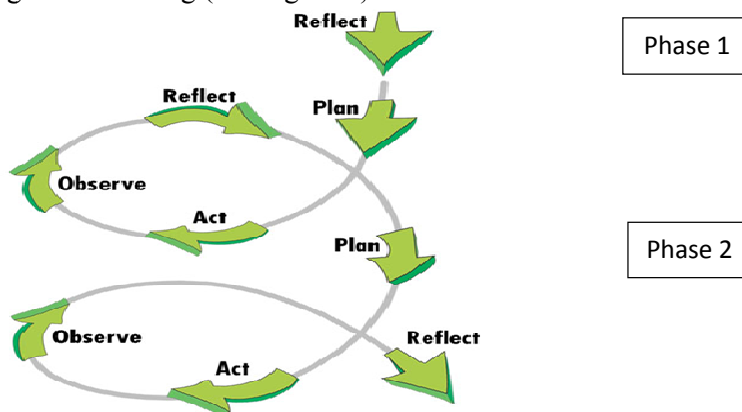


Figure 2. Kemmis and McTaggart Model (1988)

The diagram shows the four steps in action; the movement from one critical phase to another, and the way in which progress may be made through the system. Action research is all about what happens in the

classroom. Teachers are encouraged to be researchers investigating what is happening in their classrooms.

In practice, things rarely go perfectly according to plan first time round. Usually we discover ways to improve your action plan in light of your experience and feedback from the students. One cycle of planning, acting, observing and reflecting, therefore usually leads to another, in which we incorporate improvements suggested by the initial cycle. Projects often do not fit neatly into a cycle of planning, action, observation and reflection. It is perfectly legitimate to follow a somewhat disjointed process if circumstances dictate.

c. Action Research Model by Susman

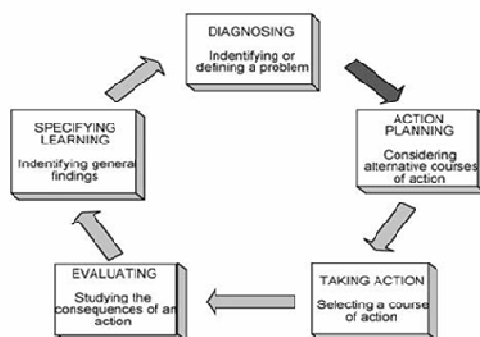


Figure 3. Susman Action Research Model

The model by Susman (1983) specifies five phases of the research cycle (see Figure 3). The first step is identification of a problem followed by collection of information about the problem. Then the data is analyzed to find potential solutions and based on the analysis, one possible solution or intervention is implemented.

d. Benefit of action research

Teachers as researcher and students as change-receiver profit much from action research.

- 1) Teachers investigate their own practice in new ways looking deeply in what they and their students actually do and fail to do.
- 2) Teachers develop a deeper understanding of students, the teacher learning process and their role in the education of both teachers and students.
- 3) Teachers are viewed as equal partners in deciding what works best and what needs improvement in their classroom or classrooms.
- 4) In most cases, solutions for identified problems are arrived cooperatively among teachers.

- 5) Teachers are often more committed to action research because they identify the areas they view as problematical and in need of change.
- 6) Action research is an ongoing process and its strategies can be widely applied.
- 7) Professional development and school improvement are core aspects for any teacher who engages in action research.

7. Lesson Study

a. What is lesson Study?

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. The outcomes of the team's efforts are subsequently shared with other teachers in the school.

Lesson Study is 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 an aspect of teaching and learning identified within their school. It is a model for collaborative classroom professional learning which embodies all the features of effective teacher development.

Lesson study is a professional development process that a small group of teachers systematically examine their instructions in order to improve the effectiveness of the experiences that the teachers provide to the students. The core of activity in lesson study is for teachers to collaboratively work in a small number of "study lessons." The lessons are called "study" lesson because they are used to examine the teachers' practice.

Teacher collaboration and collegiality are central lesson study as a professional development model. In lesson study, teachers collaboratively plan, observe, and analyze actual classroom lessons, drawing out implications both for the design of specific lessons and for teaching and learning broadly.

b. How is lesson study done?

The basic elements of lesson study consist of five basic phases:

- 1) **Goal-setting:** after the lesson study is formed and norms as well as procedures are established, they identify professional development goals and formulate goals for student learning that will be expected during the study lesson and long-term development.
- 2) **Research and planning:** studying existing curriculum, standard, and instructional material and discussing the planning a research lesson designed to make goals observable in the classroom.

- 3) **Teaching and observing:** having one team member teach the research lesson based on the designed lesson plan while others observe and collect instructional data on students learning development.
- 4) **Post-lesson Discussion:** team members and other observers share data gathered during the lesson observation to evaluate the student development process.
- 5) **Revising:** using evidence from the collected data to revise the lesson and the teacher's overall approach to instruction. This is followed by conclusions about instructional strategies and student learning that can drive future practices. If necessary, the revised lesson is taught by the same or other teacher in the same or another classroom for further study and improvement.

The above phases of lesson study can be seen as three main activities, namely: (1) Plan, (2) Do and See, (3) Reflection. These activities are illustrated in the following figure:

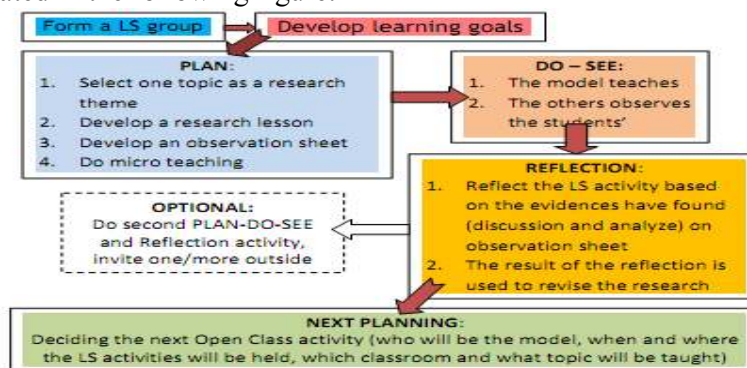


Figure 4. Operational Procedure for the Implementation of Lesson Study (Sahid, 2005)

c. Realizing the idea of Plan, Do and See, and Reflection

Plan

- 1) Selecting a subject, concept, theme or topic in the course of one learning activities
- 2) Developing the lesson plan which consists of learning scenario, worksheet and/or evaluation sheet from the chosen topic
- 3) Deciding Open Class : where, when, and which class will be chosen
- 4) Deciding a teacher to be a model, moderator and secretary for each Plan-Do-See activity
- 5) Doing a micro teaching among the lesson study group for validity and revising the lesson plan before using it in front of the class (the model demonstrate the scenario of lesson plan while the others observe the activity, give opinions or revisions).

Do-See

- 1) Arranging the students' group and chairs

- 2) Implementing the lesson plan by the model and the others do observation (See). Remember that the observers are not allowed to get involved in helping the model or students. They attend the class only to observe and collect evidence of student learning, thinking, behavior and engagement during the lesson.

Reflection

- 1) Discussion to reflect and analyze Do activity. In this activity, moderator lead the discussion among the model, observers, the fellow worker and expert. The secretary write the opinion, revision and conclusion.
- 2) Reviewing and revising the lesson plan and the approach based on these observation.
- 3) Filling the conclusion of the whole lesson study activity for the following lesson study cycle or using by other colleagues to teach in their classes.
- 4) Deciding the next Open Class activity (who will be the model, when and where the lesson study activities will be held, which classroom and what topic will be taught).

There are many benefit of lesson study for teacher, namely :
1) becoming lifelong learner about how to develop and improve teaching and learning in classroom, 2) gaining insight form other teacher, 3) becoming more reflective with feedback of lesson, 4) becoming more professional and open-minded teacher.

E. Conclusion

Reflective teaching means looking at what you do in the classroom, thinking about why we do it, and thinking about if it works. By collecting information about what goes on in our classroom, and by analyzing and evaluating this information, we identify and explore our own practices and underlying beliefs. This may then lead to changes and improvements in our teaching.

Reflective teaching is therefore a means of professional development which begins in our classroom. Many teachers already think about their teaching and talk to colleagues about it too. However, without more time spent on focusing on or discussing what has happened, we may tend to jump to conclusions about why things are happening. We may only notice reactions of the louder students. 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.

There are some different ways of doing this: 1) Teaching journal is the easiest way to begin a process of reflection since it is purely personal. After each lesson you write in a notebook about what happened. We may also describe your own reactions and feelings and those we observed on the part of the students. Journal

writing does require a certain discipline in taking the time to do it on a regular basis. 2) Recording video or audio recordings of lessons can provide very useful information for reflection. We may do things in class you are not aware of or there may be things happening in the class that as the teacher you do not normally see. 3) Through questionnaire we can dig the opinion from the students about our practice. 4) By observation, we invite a colleague to come into your class to collect information about our lesson. This may be with a simple observation task or through note taking. This will relate back to the area we have identified to reflect upon. 5) Through student feedback we can also ask our students what they think about what goes on in the classroom. Their opinions and perceptions can add a different and valuable perspective. 6) action research is the best way to investigate teacher's own practice, to develop a deeper understanding of students, to decide what works best to improve learning, 7) lesson study is an effective way to gain insight from other teacher and to become more reflective with feedback of lesson. As a result, teacher can be more professional and open-minded teacher.

To enhance professionalism, teacher should do reflective teaching. Teacher may choose which tools of reflection which is suitable for our classroom.

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STUDENT PERCEPTIONS OF RESEARCH IN DEVELOPING THEIR COMPETENCE AS ENGLISH TEACHER CANDIDATES (A CASE STUDY AT THE 2009 BATCH STUDENTS)

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Abstract. This paper tries to explore the fourth year students' perceptions of Research in English Department of Pasundan School of Teacher Training and Education. Research has been integrated into the curriculum of English department as Introduction to Research (2 SKS) and Research Project (3 SKS). Introduction to Research gives basic understanding of what research is, why research is important and how to conduct research in English education. On the other hand Research Project gives opportunity for students to apply their knowledge in conducting research. The primary method for this research is a case study, involving the fourth year students as the participants. Students' questionnaires and focus group interview were used as instruments for collecting the data. The results of the study indicated that the students perceived research as important in developing their competence to conduct research, to be more creative in using various English teaching methods, and to enable them to apply research result into their teaching practices. However, they still have many difficulties, such as formulating research problems, determining kinds of research design, and calculating statistical data. Thus, scaffolding from supervisors is primarily needed to improve their research skills.

Key Words: students' perception, research, competence

Introduction

Basically, lecturers and students should understand the role of research in their teaching practices, since research plays many roles in their teaching activities. The notion of teacher as researcher is not new in the field of language teaching. In Indonesian context, lecturers and students in higher education notion and observe the links between teaching and researching. This has widely known as *Tri Dharma of Higher Education*, which includes teaching and education, research and public services. Figure 1 will best show the links of teaching, researching and serving public as the three main aspects of *Tri Dharma*.

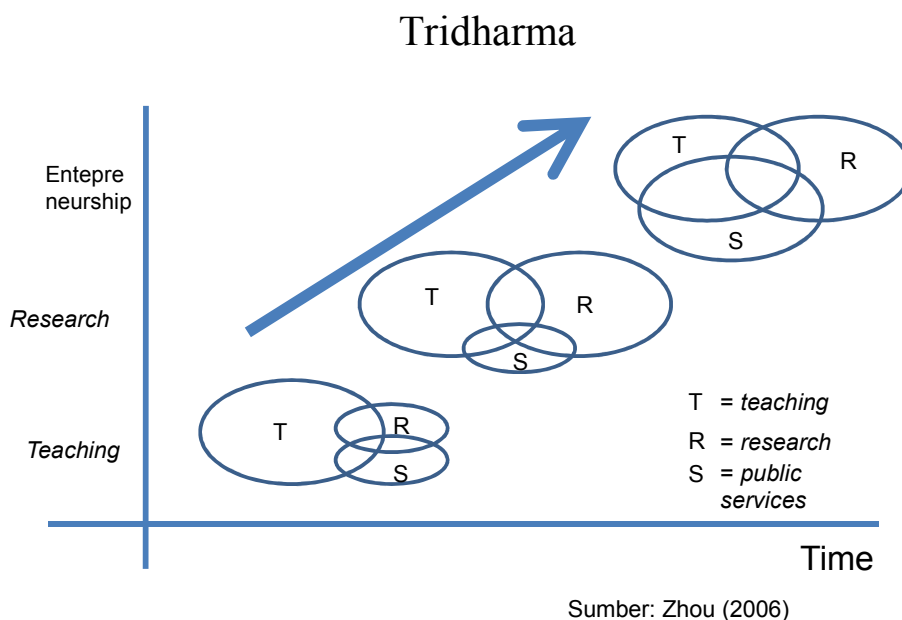
There is a tendency among undergraduate students in English department at Pasundan School of Higher Learning and Teacher Education to view research methods courses negatively. These attitudes can be associated with poor performance in such courses (Mardiani, 2012; Zaitun, Yuliyanti & Koryati 2013). It is assumed that there are some factors that can influence the students' performances in research subjects, such as: the students' motivation to conduct their research; their readiness to deepen the topics for their research; their

willingness to work with scientific attitudes towards their own research and many more. Previous study that has been conducted on this study (Mardiani, 2012) informed that the fourth grade students had some difficulties in formulating research problems and determining kinds of research design.

Johnes (2006) in his study stated that there should be an investigated teaching-research links in Teaching-led Higher education where students' experience it. Papanastasiou (2004 in Zaitun, Yuliyanti & Koryati, 2013) emphasizes the sense of how pre-service teachers think about research. A few studies which focus on student perceptions of research (e.g. Johnes, 2006; Brodie & Brodie, 2005) revealed that students perceive both positive and negative effects from a research-active staff, but that any benefits can only be fully realised if staff research is integrated with the student experience. Research and teaching are symbiotic since both are about interpreting, constructing and engaging with knowledge.

This paper tries to examine the students' perceptions of research in developing their competence as English teacher candidates. Its aims is to give a brief description of how the undergraduate students perceive genuinely what research is, why research is important and how the students conduct their own research projects.

Figure 1 the links of teaching, researching and public services



Research Site

Pasundan School of Higher Learning and Teacher Education (STKIP) located Cimahi West-Java is one institution which produces teacher candidates. There are three departments in this school: sport education, citizenship education and English education. The statuta of this school has delineated the importance of research which will give educational experience for undergraduate students in conducting their own reseach projects. This has also resulted in an institutional focus on, and commitment to, give undergraduate research opportunities. In its academic interaction, the lecturers promote the way of how to raise the awareness of student involvement in research and to promote the importance of research-based learning.

This study is an elaboration of the previous study on the same topics with different samples (Mardiani, 2012). This study was conducted in English education department the students of 2009 batch, in which research is being introduced and taught in two subjects: Introduction to Research (2 credit hours) in the sixth semester and Research Project (3 credit hours) in the seventh semester. In Introduction to Research, the students are directed to develop their perceptions and views on trends and issues in teaching English. Thus they can comprehend basic concepts of research, examine the phenomena of language, and writing their own research proposal. The students are expected to develop their skills in searching for research references. The Research Project provides opportunity for students to conduct their original research on a subject that interests them. The project represents a more detailed investigation into a topic that grows out of the students' involvement in their research field. The research is expected to be innovative endeavor using primary sources in teaching English. In addition, the project may focus on the English language teaching, literature or language skills.

Research Methodology

The participants of the study were the fourth year students (2009 batch) of English education department (the researcher present institution). All the students were required to undertake primary research in the final year. Twenty of the fourth year students were selected to fill in the students' questionnaire, then out of six students were further selected to follow focus group interview. A focus group interview is the process of collecting data through interviews with a group of people, typically four to six (Creswell, 2008). It enabled the researcher to collect data from a lot of people very quickly, and individuals could spark off ideas in each other. The aim of the study was to answer the following research question:

How do the fourth year students perceive research and its contribution to develop their competence as English teacher candidates?

Research Method

This study used a qualitative case study in which the researcher seeks to construct description of total phenomena within the context (Maxwell, 1996; Cohen and Manion, 1989; Merriam, 1988; Strauss & Corbin, 1990); using purposively one research site (Nunan, 1992) combined with three data collection techniques: students' questionnaire, students' interview and documents (Creswell, 2008; Merriam, 1988; Silverman, 2005). Syllabus of Introduction to Research and Research Project were used as documents (Merriam, 1988).

In this study, the researcher applied inductive analytical approach by searching for emerging patterns within the fourth year students' perceptions of Research. Data analysis were conducted by several steps a) focusing based on theoretical framework and emerging themes; b) organizing the data; c) coding the data by themes.

Results and Discussion

This section reports the findings from data analysis to answer the research question. Below is the descriptions of the findings from students' questionnaires and focus group interview.

Students' Perceptions of Research

Perception is one of the key words in this research. One of the commonest definition of perception is the interpretation of information provided by sensory systems (Darley et.al, 1984). In addition, Garner (1969) delineates that to perceive is to know. Perceiving is a cognitive process involving knowing, understanding, comprehending, organizing, even cognizing. To perceive is an active process in which the person actively perceives his environment. In a brief, student perceptions in the context of study is operationally defined as students' comprehensions and understandings of the importance of research and its contribution in developing their competence as English teacher candidates.

Data from students' questionnaire showed that all students (100%) agreed with the statement that research subject is important for their English education with some reasons, a) to know the real teaching situation; b) to find out problems in teaching English and its solution; c) to know the real students' English competence; d) to implement the research results into the real teaching practices.

In focus group interview, there are various comments and a degree apprehension from the students, when they were asked their opinion on the importance of research.

Research sangat penting bagi guru untuk dapat memahami fakta-fakta di lapangan ketika mengajar bahasa Inggris, metode yang sesuai dan mengukur keberhasilan dalam mengajar. (R#1, R#2, R#4, Focus group interview, January, 2014).

The opinion stated above was in line with Creswell (2008) who states that research is important, because it can improve practice. Research involves an eclectic blending of enormous range of skills and activity.

All respondents in focus group interview declared that research is important to fulfil the requirement to obtain Sarjana degree, here is the opinion:

Melakukan riset itu penting untuk mencapai gelar Sarjana, memenuhi syarat akademis, penelitian menjadi satu syarat untuk menjadi S.Pd., tetapi setelah direvisi ternyata riset juga bisa digunakan untuk alat mengevaluasi diri (R#1, 2,3,4,5,6 focus group interview, January 2014).

It is well known at the school level (STKIP) Pasundan Cimahi that research is a prerequisite for students before they graduate from the faculty. It is conducted as a final project, which determines the students to pass and obtain their bachelor degree. Referring to the manual book for research (2010), research report is written by undergraduate students from all departments in the faculty. The report should be written from their own research, with the aims at giving learning experience to undergraduate students in solving the research problem scientifically, analyzing data and drawing conclusions.

All students agreed with the idea that research was important in their education, and still emphasized on the importance of research for the sake of completing his study.

Students' definitions of research

Data from the questionnaire showed that the students can define research as a systematic approach in investigating research problem in teaching English; to find its solution by finding out new theory or new methods in teaching; and its contribution to the teaching English practices. The students' perceptions can also be noticed from their definition of research. Data from students questionnaire revealed that their definitions of research covered several aspects as follows:

Research is a systematic way, activity or study to answer research question by doing the experiment to get data and give solution or new inventory in order to develop and improve English educational knowledge.

Penelitian adalah cara, kegiatan atau studi sistematis, untuk menjawab pertanyaan penelitian dengan melakukan eksperimen untuk memperoleh data dan memberi solusi atau penemuan baru dengan tujuan untuk mengembangkan dan meningkatkan pengetahuan pendidikan bahasa Inggris (students' questionnaire).

The definitions put forward by the students were quite interesting to notice particularly when they stated that research is an activity to find answer to the research problem. In this case, they understand that research is purposively conducted to find solution to research problem. The students' opinions are in line with the theory of research.

Synthesizing some opinions from experts, there is a formulation of research definition in which at general level and philosophical thinking consists of three main elements or components: Pose a question (Creswell, 2008); a question,

problem or hypothesis (Nunan, 1992); investigate a problem or question (McMillan & Schumacher, 2001); research question (Maxwell, 1996; Trochim, 2001); research problem (Merriam, 1988). Therefore, research can be defined as a process of steps used, a systematic process (Nunan, 1992, McMillan & Schumacher, 2001), to collect and analyze information to increase our understanding of a topic or issue (Creswell, 2008).

Contribution of Research in Developing the Students' Competence as English Teacher Candidates

Another important part of this research is how the students perceived the contribution of research in developing their competence as English teacher candidates. Data from questionnaire showed that research helped them in certain areas of their competences, as follows:

Competence is the ability that must be mastered by English teacher. In this case, research helped them to add values to their teaching, to improve the quality of teaching; and to implement research results, such as new theories or new methods in teaching. (Students' questionnaire).

Referring to government's policy on developing teachers' professionalism (2008), there are four competencies that should be possessed by teachers, which include: pedagogical competence, personality competence, professionalism competence and social competence. In line with these competencies, it is agreed by the students that research links to their pedagogical and professionalism competencies, where they can be more sensitive in understanding the students' need and more capable in mastering their own field of study, and in analyzing critical content knowledge in their English study as their major. Thus, the need of improving teacher professionalism qualification is a must for students, while they are still pursuing their study at university level.

In addition, all students in focus group interview stated that research gave more benefits in their process of learning and improving their research skills in the following findings:

Untuk meningkatkan kemampuan kita, udah pasti, karena kita harus banyak belajar lagi dari yang sebelumnya (R#1).

Dengan melakukan banyak kesalahan, saya jadi lebih banyak tahu bagaimana memperbaiki kesalahan tersebut (R#2).

Banyak penelitian mengajarkan saya kesabaran, step by step dari yang ga bisa melakukan penelitian, menjadi bisa, karena penelitian dilakukan step by step mulai dari menentukan judul, membuat pertanyaan penelitian, terjun ke lapangan (R#3).

Manfaat penelitian agar kita tidak menjadi egois terhadap diri sendiri, karena kita harus mengikuti aturan-aturan yang ada, seperti cara mengutip, gar kita tidak menjadi plagiat (R#4).

Bagi saya penelitian itu menjadi alat evaluasi diri (R#5).

Belajar banyak hal dari penelitian ((R#6) (Focus group interview, January 2014)

What we can see from the findings, it can be acknowledged that the fourth year students have the awareness of their roles as students-teacher who have hands on experience in their teaching practices and its links to the competence as students-researchers.

Seeing from the English language study, Pettis (2002) states that principles, knowledge and skills are fundamentally integrated in the professionally competent teacher. If a teacher is to be professionally effective, he/she must ensure a balance in her/his expertise. The knowledgeable and principled teacher who is also skillful is powerful educator. Specifically it is stated as follows: 1) If I am to be professionally competent educator, I must be principled and knowledgeable in addition to skillful; 2) My professional needs and interests have changed over time and continue to evolve; and 3) My commitment to professional development must be ongoing and personal (Pettis, 2002, p. 394).

Supervision of Research Paper

As it is clearly outlined in manual book of research (2010, p. 4), supervision is the process of guiding the students completing their study, especially the procedure of proposing the research topics, approval, supervising, paper writing, and the procedure of having oral defense. Each student is supervised by two supervisors with their own capacity and responsibility in the process of supervision.

After taking the two subjects of research, the fourth year students were obliged to conduct their own research as the requirement for completing their study. Data from the students' questionnaire revealed that the topic areas of their research including: language skills, grammar & vocabulary.

Topik-topik untuk penelitian mencakup: reading, writing, speaking and listening, vocabulary, grammar, pronunciation, grammar, story telling, literature and students' difficulties in learning English (students' questionnaire)

They got the formulation of the research problems mostly from their teaching context or workplace or from existing phenomena, in which they use it as main topic based on research background.

I got the topic for my research from my workplace; from the condition or subject; from the existing phenomena; and from my experience in teaching program.

Saya mendapat topik untuk penelitian dari tempat saya mengajar; dari kondisi subjek; dari fenomena yang ada; dan dari pengalaman praktek mengajar (students' questionnaire).

The research process typically involves several phases, which are not always sequential nor are they an orderly step-by-step process, but rather an interactive process between the researcher and the logic of the problem, design

and interpretation. The following summary is extracted from various sources (McMillan & Schumacher, 2001; Trochim, 2001; Creswell, 2008; Maxwell, 1996):

As a scientific product, research paper has certain contribution to the academic world at this school, as: (1) a learning process who direct the students in integrating their learning experiences in solving the research problem; (2) an opportunity for students to enhance the students' competences in integrating their skills and learning experiences; (3) an opportunity for students to solve research problem in a scientific way.

Research paper should possess certain characteristics as follows:

1. Research should be directed to explore research problems in the field of educational research and instruction at primary to secondary schools level and even at higher education level.
2. Research problem is written as a result of field observation or literature review which is relevant to the field of study.
3. Mechanically the students should write their research paper in Indonesian language, except for students from English department, they have to write in English.
4. Research paper should be objective, in a sense, that the way how to delineate the report should avoid bias from personal opinion.
5. Research paper should be based on data analysis.
6. The conclusions should be drawn from scientific procedures by using appropriate research methodology.
7. It has 4-6 credit hours.

In line with the findings, we can clearly notice that the topics of research has been specified according to the departments. In this case students from English departments got the ideas for their working topics for their research derived from: 1) Theories on language and literature; 2) Teaching and instruction, including the four language skills: listening, speaking, reading and writing; and 3) Teaching and instruction on language and arts (Manual book for writing research report, 2010).

Students' expectation from the Supervisors

The supervisors are the ones who are experts in their field of study and they are matched with the students' topics in the proposal. The process of supervision can take longer time, depends on students' persistency in pursuing and completing their research. There some expectation from students towards their own research supervisors:

I expect the supervisor to explain detail of revision; become efficient; determine supervision schedule; and give positive criticism, direction, help, correction, suggestion, guideline and scaffolding in the process of research.

Saya berharap pembimbing dapat menjelaskan detail revisi yang harus dilakukan; menjadi efisien; menentukan jadwal bimbingan; dan memberi kritik positif, arahan, bantuan, koreksi, saran, bimbingan dan bantuan dalam proses penelitian (students' questionnaire).

According to the manual book for writing research report (2010), there are some steps taken to conduct supervision for undergraduate students who conduct research. The steps are as follows:

1. Preparation stage

In this stage the students should consult or discuss with lecturers who has specification in certain field of study with the purpose to determine the title of the paper, research problem and research methodology.

- a. The students is obliged to write their own research proposal with the content structure cover: Title, background of research, research problems, the aims of the research, the benefits of the research, hypothesis, related literature, research methodology and research agenda.
- b. Proposing the research proposal to have the admission from the head of English department. (This is conducted through research proposal seminar).
- c. Admission of the reseach proposal and having the supervisors for their research.

2. Implementation stage

After the students get admission from the dean of STKIP Pasundan to have supervisors, the students can start the research consultation. The consultation is carried out within the research process under the supervisors and students agreement on the schedule of consultation time.

3. Final stage

The supervisors have authority to determine the students' completeness of the paper and consider them worthy to have the oral deffense of the paper.

Each stage in supervision process is important, which needs a coperation between the students and the supervisors.

Students' Difficulties in Conducting their Research Project

Data from students' questionnaire revealed the students' difficulties in designing their own research project.

Defining the title, sample, and chose research methodology correctly; finding relevant theories, time management, instrument and research method.

Memilih judul, sampel dan metode penelitian yang tepat; selain daripada itu menemukan teori yang relevan, pengturan waktu, instrument dan metode penelitian (students' questionnaire).

In addition data from focus interview showed several problems that the students stated as follows:

To find out sources or references; background of research, appropriate research method, theoretical foundation which is relevant to research results; to find out research materials and match the title with the statistical procedures.

Menemukan sumber atau referensi; latar belakang penelitian, menerapkan metode yang benar, dasar teori dengan hasil penelitian yang kita teliti, sulitnya mencari bahan & mencocokkan judul dan perhitungan statistiknya (R#1, 2, 3, 4, 5 & 6, focus group interview).

It is acknowledged that it is not easy to conduct research project. Data from focus group interview informed us that there are some obstacles or difficulties when the students conduct their research project, particularly in the process of data collection to answer the question (Creswell, 2008; Maxwell, 1996); collecting and analyzing data (McMillan & Schumacher, 2001). In presenting an answer to the question (Creswell, 2008) based on data analysis and interpretation (Nunan, 1992), the students should be very careful in delineating the theoretical bases for the findings and draw conclusions about the problem (McMillan & Schumacher, 2001).

Conclusion and Suggestion

This research set out to explore how the fourth year students of English department perceive research in developing their competence as English teacher candidates. What emerged was a diverse set of views with a pragmatic thread among them. Students' research is valued because it increases their creativity in implementing EFL methods in their teaching contexts, and acts as a culmination of their four years of study.

The students regard the links between research and teaching as generally positive, as the way that research helped them develop their competencies as English teacher candidates in the area of pedagogical and professionalism competence. Students did agree that the ideal research supervisor was someone who gave direction, help, correction, suggestion, guideline and scaffolding in the process of research and writing the research report.

The findings presented in this study constitute an insight into the fourth year students' perception of the importance of research and its contribution in developing their competence as English teacher candidates.

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GAMES FOR TEACHING WRITING SKILLS: A SUGGESTED TECHNIQUE FOR ENGLISH TEACHERS

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Abstract. Writing was highly considered the most difficult skill to be mastered by both teachers and students. Furthermore, it could not be denied that writing was also the most ignored skill to be taught in the classroom as it required repeated revision and patience. However teaching writing was not always boring since it would be fun to insert game as a suggested technique to be used in the classroom. Therefore, this paper aimed at (1) transferring knowledge and comprehension of writing skills and (2) showing games as alternative techniques for teaching writing. This paper was based on community service activities conducted in June 2013 for English teachers who taught at Muhammadiyah-based Junior and Senior High Schools in Banyumas regency. The activities of community service were divided into several steps: (1) presentation, where trainers presented learning materials on students-centred perspectives and mixed ability students in the English classroom; (2) simulation, where trainers simulated several games for teaching writing, *i.e.*, spelling and expanding words, sentence reduction, expanding sentences and four square writing; (3) discussion, in which participants talked about their own teaching situation and selected certain context to teach writing by using one of the techniques presented; and (4) observation, where trainers investigated the simulation of the participation and commented on it afterwards. Based on the results of the community service activities, it revealed that: teachers (participants) gained knowledge and depth-understanding of teaching writing skills using various games. These games would also help them teach English writing from the simplest form (words) into challenging ones (sentences).

Keywords: *comprehension, feedback, games, knowledge, writing skills*

1. Introduction

Writing skills are a writer shares his ideas, arguments and opinions in the writing form. A writer is demanded to write a coherent and cohesive writing with accurate grammar and rich vocabulary. In other words, writing is the form written communication which underlines its content, grammar as well as the expected readers (Hyland, 2003; Storch, 2009). Therefore, writing skills are regarded as a challenge and mostly neglected at school. Moreover, writing in English is far more difficult than writing in Indonesian as it is learnt as a foreign language in Indonesia.

Students' constraints deal with writing is various, which depend on individual's competence. Experts on English language teaching and learning argue that students' lack of writing competence is due to limited language proficiency (Chang, 2006). In short, students' vocabulary and grammatical knowledge are inadequate to make them able to write in English.

Hence, the teaching and learning process in the English classroom was also limited as reading and speaking skills become the focus of then curriculum (*KTSP/Kurikulum Tingkat Satuan Pendidikan*). As a result, writing skills was only taught at a glance through some simple exercises such as jumbled words, jumbled sentences and jumbled paragraphs. Activities like writing some simple sentences and a short essay based on students' own ideas were limited. Most of the activities made them copy the same pattern in terms of language as well its content. Thus, it was very important to seek for an appropriate strategy to help students to write in English which made sense grammatically as well as enrich their vocabulary.

Those aforementioned situational analyses are required to improve students' low writing skills. These analyses are then used for finding a precise solution which is able to assist students to express their ideas in the written form.

2. Constraints at Schools and Other Aspects into Consideration in the Writing Classes

2.1. Constraints at Schools

The aforementioned problems which have been analysed lead to several conclusions, namely, low language proficiency, particularly vocabulary and grammar. Students' low language competence causes inability to express ideas in the English writing. In short, there is a problem which formulated based on previous description of problems, *i.e.*:

Are writing games, such as *spelling and expanding words*, *sentence reduction*, *expanding sentences* and *four square writing* are able to assist students to write short and simple English sentences and paragraphs?

2.2. Other Aspects into Consideration in the Writing Classes

There were several aspects under consideration when teachers wanted to improve their students' writing skills. First, in terms of teaching and learning process in the English classroom, the use of media such as photos, diagrams, tables were possible. These media could also be applied to accompany games which were selected by teachers. Furthermore, the use of these visual things helped visual learners to get ideas and to imagine what they were going to write.

Secondly, anti-plagiarism conducts should also be introduced in the writing classes so that students would learn that copying exact sentences or following the same pattern as the examples presented by teachers was not a good action.

Giving respect to the authors whose writing had been read was critical. This point must be highlighted during writing activities and studnets must be taught

the techniques of writing such as quotation, citation, paraphrase as well as writing proper references. Nevertheless, these techniques should be taught gradually as students' writing make a good progress.

Finally, students were commonly chosen as the participants of the community service, however, this community service was willing to start from the creators of students. In other words, this activity was intended for English teachers, particularly those who currently taught at Muhammadiyah Schools in Purwokerto (*SMP/SMA/MA Muhammadiyah*). The main reason was developing human resources in the Muhammadiyah environment.

3. Findings

This community service was conducted into several phases, namely:

1. Presentation, which emphasizes the importance of students' activeness and habitual writing which should be started from an easy and simple task such as writing a word until challenging ones like an essay.
2. Simulation, which would be done by presenters and would use participants as the model in the process of simulation.
3. Workshop, which was a discussion and led by presenters. Their task was monitoring participants' discussion, observing and helping them when there were some questions raised.
4. Observation-simulation, which meant simulation done by participants after they finished their discussion and it would be observed closely by presenters. Having finished this last step, presenters would give direct feedback to the participants.

Those steps which were described previously were explained in detailed. First, the learning materials of writing games for motivating students and mixed ability student in particular were presented. It seemed that the participants were delighted as they were excited to get to know the games. At the same time they also got better comprehension of various writing techniques.

Furthermore, this first step explained the steps of writing games which could be played in pairs, small groups, collaboration or competition. The main point of this step was games would involve students to be active as they worked in pairs or groups.

Second, the presenters simulated the use of games and the participants became the model. At this step, the participants were excited to take part to practice the writing games. How to form groups with mixed ability students was also introduced here, which underlined that students were able to work together with different classmates or partners. There were 4 (four) writing games simulated and every time one simulation ended, feedback was encouraged from participants to make the writing games perfect.

Third, the workshop which emphasised the participants' discussion. Before it was started, the participants were divided into small groups (4-5 people). The main thing they discussed was the topic of writing classes and how they were

going to simulate it in front of the class. In this step, the presenter moved around the classroom and helped participants if they had some questions dealing with the writing games.

This community service was ended by observation-simulation step, in which the participants practised one of the writing games with their chosen topic in front of the class. Each of the groups had 10 until 15 minutes to simulate their result of discussion. This practice was practically and excitedly done by all of the participants. After the simulation finished, their performance was highly appreciated and they were given some points needed to be improved.

4. Discussion

Having finished the community service, those four writing games needed to be improved and each of them would be explained briefly. First, *Spelling and Expanding Words* (www.eslbase.com). This game assisted students to learn vocabulary by writing a letter and expanding it into a word even a sentence. For instance, the letter *p* was written on the whiteboard by a teacher, students should guess by raising their hands and mention the next letter until it formed a word or a sentence which made sense in English. This game could be done individually, in pairs or in groups as it was a competitive and collaborative game. However, it would be fun to do it in pairs or in small groups as everybody would try to be active and get involved to answer.

Second, *Sentence Reduction* (www.eslbase.com). This game asked students to reduce a sentence by omitting a word one by one and the end result was an English root word. For example: I am talking on the phone when someone knocks my door. The end result would be varied, it could be phone or door. However, the main thing was students were able to find a word after deleting several words.

Third, *Expanding Sentences* (www.eslbase.com). In contrast with *Sentence Reduction*, this game asked student to expand a word into a sentence or several sentences. For instance: *funny* which could be extended into *That man in the corner was very funny. He made me laugh every time he told me a new joke.*

Finally, *The Four square writing* was four stages of writing which could be seen in Table 1.

Table 1. The stages of *Four Square Writing* taken from Gould & Gould (2002)

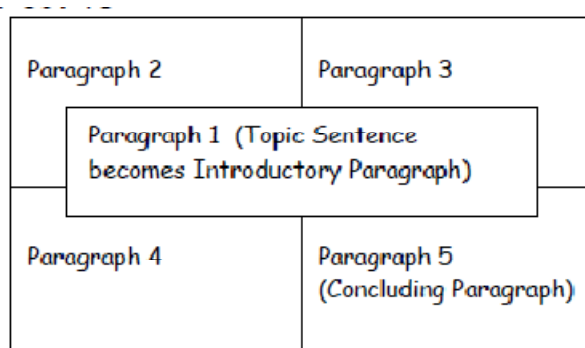


Table 1 shows how *Four Square Writing* was used to compose paragraphs or an essay. This game was actually using a manila paper, in which squares were drawn to indicate what step should be done to complete a piece of writing. This game was able to be used to write any kinds of genres, such as *recount*, *narrative*, *argumentative* and *descriptive* texts.

The topic sentence selected by a teacher should put in the middle and it also became the introduction of the first paragraph. Students then had to write their plans for the next paragraph. By using *Four Square Writing*, students would learn to write a-five-paragraphs-essay. The example of *Four Square Writing* was shown in Table 2.

Table 2. An Example of *Four Square Writing* taken from Gould & Gould (2002)

Example of Four Square Organizational Structure:
 Prompt: Write about your favorite season. Tell why it is your favorite. Be sure to use details and descriptive language.

<p>First</p> <p style="text-align: center;">The Weather</p> <ul style="list-style-type: none"> <input type="checkbox"/> Crisp, cool evenings <i>Good football weather</i> <input type="checkbox"/> Gives landscape a break from summer <i>Makes the trees turn beautiful colors</i> <input type="checkbox"/> Warm enough for outside activities, but not too hot <i>Riding, running, and basketball</i> 	<p>Another reason:</p> <p style="text-align: center;">School</p> <ul style="list-style-type: none"> <input type="checkbox"/> Semester gets boring after a while. <i>It is good to get back into a routine and get busy.</i> <input type="checkbox"/> Friendly <i>Swimming makes a semester</i> <input type="checkbox"/> Reading, writing, arithmetic... <i>Activities, projects are welcome after exciting summers all summer.</i>
<p>Autumn is my favorite season.</p>	
<p>Finally</p> <p>Halloween is my favorite holiday.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dressing up is fun. <i>You can be anything you can imagine.</i> <input type="checkbox"/> The candy is pretty fine. <i>My favorites are anything with chocolate and nuts.</i> <input type="checkbox"/> It's all about friends. <i>My friends and I always get together and have fun on Halloween.</i> 	<p>So you can see</p> <p>Autumn is the best season of all because the weather is fabulous, we are occupied with the fun of school, and before we know it, it will be time for the best holiday ever... Halloween!</p>

Table 2 illustrated how students constructed their ideas based on the topic of *favourite season*. The small square in the middle was the topic sentence and it became the introductory paragraph. The example in Table 1 chose fall season to describe the use *Four Square Writing*. The second paragraph talked about how autumn felt from various point of views such as how cool it was in the evening and it helped the soil nurtured itself after a long and hot season. The first paragraph also discussed activities could be done during autumn.

The second paragraph talked about school during fall season after a long holiday during summer and students got back to school and caught up with other friends. Finally, the third paragraph wrote about the fun moment of having autumn which was *Halloween party*. Everyone chose his own scary costume, got nice sweets and done *Tricks or Treats* with friends was very exciting.

The last square showed the conclusion drawn from 3 paragraphs which were written and it summarised all ideas from every paragraph into one sentence.

Having explained *spelling and expanding words*, *sentence reduction*, *expanding sentences* and *the four square writing*, there were some discussions of the implementation of those four writing games during community service activities, particularly, in the fourth phase, observation-simulation.

It could be said that the participants were excited to find out more techniques to teach writing, especially games as students would be having fun if they were implemented in the classroom. Most of the participants were delighted to practice these four games, however, they also faced some difficulties to implement the last game, *the four square writing* as it demanded teachers to cover the topic, to understand the content and its language accuracy as well as lexical complexity used in the writing. The other three games were quite simple and the participants handled them very well.

In summary, those four writing games were useful to be applied in the classroom. In terms of simplicity and students' low writing competence, the first three games should be used extensively before they acquired sufficient skills to move on to a more challenging task, *i.e.* writing an essay using *the four square writing*.

4.1. Result Evaluation

This community service was done in June 2013 with 25 participants, who were teachers at junior high school and senior high school of Muhammadiyah Foundation in Purwokerto. Based on the evaluated results, this activity was able to inform teachers as participants that writing was important to be taught in the classroom. It was also possible to teach writing using games so that this productive skill would not be left out anymore. Teachers were promised that they were going to apply these games in the classroom. The monitoring of the process was then carried out by interviewing teachers of how they used those games and whether or not they faced any obstacles.

4.2. Analysis Evaluation

Based on the results of community service activities, participants showed great interests and motivation to try the writing games in their own English classroom. Some of them told the presenters that they had applied 1 out of 4 writing games in the classroom. It was fun to use *spelling and expanding words* since it was easy and simple, where students were able to demonstrate their vocabulary knowledge.

On the other hand, they said that it was difficult to use *sentence reduction*, *expanding sentences* and *the four square writing* as those games required students to have good grammatical knowledge as well as depth understanding of coherent and cohesive writing.

4.3. Constructive and De-Constructive Factors

4.3.1. Constructive Factors

Constructive factors could be obtained through this community service, such as refreshment of ideas and funding. Firstly, teachers got refreshment of their knowledge in terms of innovative and informative teaching techniques. Secondly, this activity was free of charge so it would assist teachers maximally. These factors were in line with teacher certification program, where they had to increase their own professionalism through several ways, for example, participating in a workshop or seminar.

4.3.2. De-Constructive Factors

There were several factors which made teachers reluctant to leave school to join this community service activity, *i.e.*, (1) their demanding tasks at schools, which meant they did not have enough time to do activities between or after school hours, (2) permission from schools to join academic-related activities was sometimes difficult to get as it required a permission letter from Educational office, which was under The Ministry of Education and Culture.

5. Conclusion

Based on the evaluation of the results and their analysis, it can be concluded that:

- 1) This activity succeeded in helping teachers to develop innovative strategies of English language teaching and learning, especially writing skills.
- 2) Teachers were excited and motivated after having learnt *sentence reduction*, *expanding sentences* and *the four square writing*. These four games were expected to help students to write better English sentences and paragraphs. Although, only 1 out of 4 games was applied in the classroom, it pointed out that this activity gave positive effect towards teachers' ways of teaching.

3) This activity was beneficial both for teachers and students since it helped teachers to upgrade their own professional ways of educating students. Moreover, it also motivated students to be interested to learn English writing.

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**THE APPROPRIATENESS OF THE DESIGN OF STRUCTURE
SYLLABUS OF THE FIRST SEMESTER OF ENGLISH
EDUCATION OF
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

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Abstract. Students of English Education of Muhammadiyah University of Surakarta still have many grammar errors in writing a research paper, and the cause is that the result of the teaching of structure, the subject belonging to the separated subject curriculum, is not satisfactory. The structure curriculum can be the factor affecting it. This study is aimed at describing the structure syllabus of the first semester in terms of the items and their sequence. The data of this study are the items taken from the structure curriculum, and they are collected by the document analysis. The data are analyzed based on the goal of teaching structure and the criteria used as the basis of deciding them and what sequence they have to be put. This study does not recognize the appropriateness of the items to be taught in it, but what is recognized is the appropriateness of the sequence of the first and second item and the inappropriateness of the sequence of the other ones. The significance of this study is to improve the knowledge as to the structure syllabus, to do the research as to the structure curriculum, to evaluate and revise or design a structure syllabus.

INTRODUCTION

In the writing of research paper, the students of English Education of Muhammadiyah University of Surakarta must, of course, master what they have to write in order that they are able to do it quickly. Besides, the sentences they have to produce must be correct in terms of grammar, punctuation, capitalization, spelling, and diction. As a matter of fact, they still have many errors, notably grammar errors although they have tried to take the structure subject in the first, second, third, and fourth semester. The cause of the errors they have is that the result of the teaching of structure, the subject belonging to the separated subject curriculum (Idi, 2007: 141), is not satisfactory. In other words, they are still poor at grammar while writing a research paper, notably the use of article a, an, the, or without an article; preposition in, of, to, etcetera; singular or plural noun; verb is, are, ending with a suffix, or ending without a suffix; and adverb or adjective.

Why are they still poor at grammar? This is a question that is worth answering for the sake of improving the result of teaching it. There are, of course, many factors affecting it. They can be structure curriculum and a

means of achieving the goal contained in the Competency Standard stated in it, such as: material, method, and media. The structure curriculum itself is the first one that is necessary to recognize whether or not it greatly affects it since it is used as the guideline of structure teaching and learning process. In fact, the available structure curricula of English Education of Muhammadiyah University of Surakarta have been discussed. Which one is recently applied is the one discussed in the last time, but it is actually not perfect yet. As a structure lecturer, what he has to do is applying the appropriate one or revising it if it has been developed inappropriately.

Since the structure curriculum is one of the factors affecting it, it is necessary to know more about the one of the first semester of English Education of Muhammadiyah University of Surakarta. In the structure syllabus of the first semester, there are many items that should be determined based on the goal of teaching structure. Consequently, the curriculum developers must have analyzed the learners' needs by looking for the information as to and from the learners. It can be obtained by observation, interview, test, or questionnaire. The result of analysis can be used to state the goal of teaching structure in the first semester. According to Richards (1996: 27), goal is a broad statement. That is why the verbs used in stating it are the ones showing an unobservable human behavior. In this case, the curriculum developers themselves are not likely to always have some knowledge as to how it is stated in the curriculum.

Based on that goal, there must be certain items in that syllabus in a certain number as well. The items do not belong to the process items, but content items. If the content items belong to the part of speech, what is included are not always all the parts of speech, but it greatly depends on the criteria used in deciding those items. In this case, the designers of the structure syllabus of the first semester are, of course, not able to determine those items appropriately unless they do know the criteria in deciding them. Besides, some of them are not likely to know that all the items in a syllabus must belong to the same thing.

The items they have determined are further arranged in such a way that they have an appropriate order. In arranging them, they have to know which one must be taught for the first time, second time, third time, and so forth. The order of the items is determined using a certain reason. If it is determined without any reason, they have an inappropriate order. Besides, they have to have grammar mastery in order that they have an appropriate order. Due to the items arrangement, it is possible that they are arranged inappropriately because of the knowledge they do not have as to how they are arranged or their lack of grammar mastery.

Based on the items listed in the structure syllabus of the first semester, the materials taught must be relevant to them and its order. If they are relevant to them, the structure lecturer has applied the curriculum.

Consequently, it can be said that it must contain the appropriate ones and they have an appropriate order. If they contain the inappropriate ones and they have an inappropriate order, the result of teaching the materials that are relevant to them cannot be maximal. Furthermore, the result of teaching structure to the first semester students of English Education of Muhammadiyah University of Surakarta can affect the result of teaching it to the second ones since structure in the first semester is as a pre-requisite subject of structure in the second semester. In fact, the result of teaching it to the first ones is usually not maximal, and curriculum is likely to be the factor in terms of the items to be taught and their order.

RESEARCH METHOD

The type of this research is a descriptive qualitative research since this research enables the researcher to obtain the qualitative information more accurately and the aim of descriptive research is to describe the characteristics of the condition that runs temporarily while doing the research. The object in this research is the appropriateness of the items and their order in the structure syllabus of the first semester of English Education of Muhammadiyah University of Surakarta. The data of this research are qualitative data, viz. the items in it taken from the structure curriculum of the first semester of English Education of Muhammadiyah University of Surakarta. The technique used to collect the data is a document (Sugiyono, 2006: 329). That document constitutes a note of last event and writing form. Those data are analyzed qualitatively using the indicators of the appropriateness of the items in a syllabus. Those items belong to the ones stated in the goal, the purpose of teaching all items in it. In this case, the content items are listed in the structure syllabus of the first semester, and they are as a means of achieving that purpose (Richards, et al., 1985). Besides, they are relevant to the criteria stated by Harmer (2001), viz. frequency and usefulness. The indicator of the appropriateness of the order of the items in a syllabus is that it is relevant to the criteria stated by Harmer (2001), viz. learn ability or coverage or the way of sequencing stated by Oliva (1982), viz. from the easiest items to the most complex ones, in a chronological order, or in a reverse chronological order.

FINDINGS AND DISCUSSION

The results of data analysis are of the findings of this research, and the result is that: (1) The appropriateness of the items in a structure syllabus of the first semester of English Education of Muhammadiyah University of Surakarta are not able to recognize and (2) the appropriate orders of the items in it are Basic Sentence Patterns, such as: S+P (Int. V), S+P (LV)+C, S+P (Tr)+O, S+P (Doubl.Tr.V)+O+O, or S+P

(cert.tr.v)+O+C) and Subject (Sentence Components), such as: Pronoun, Noun, Compound Noun, Noun-Phrase, Noun-Clause, Gerund (Gerund-Phrase), Infinitive (Phrase), Adjective, or Prepositional Phrase (item 1 and 2). The inappropriate orders of the items in it are Subject (Sentence Components), such as: Pronoun, Noun, Compound Noun, Noun-Phrase, Noun-Clause, Gerund (Gerund-Phrase), Infinitive (Phrase), Adjective, or Prepositional Phrase and Object (Sentence Components), such as: Pronoun, Noun, Compound Noun, Noun-Phrase (Simple Construction), Noun-Clause (Simple Construction), Gerund (Gerund-Phrase), or Infinitive (Phrase) (item 2 and 3), Object (Sentence Components), such as: Pronoun, Noun, Compound Noun, Noun-Phrase (Simple Construction), Noun-Clause (Simple Construction), Gerund (Gerund-Phrase), or Infinitive (Phrase) and Agreement (Concord), such as: Subject ⇔ Predicate (concord in Person and Number) and Number ⇔ Noun (Count-Noun and Non-count-noun, Noun Determiner, Collective Noun, or Individuals vs. collective) (item 3 and 4), Agreement (Concord), such as: Subject ⇔ Predicate (concord in Person and Number) and Number ⇔ Noun (Count-Noun and Non-count-noun, Noun Determiner, Collective Noun, or Individuals vs. collective) (item 4 and 5), Adjective and Adverbs of Time, of Frequency, of Manner, of Place, and of comment (item 5 and 6), Adverbs of Time, of Frequency, of Manner, of Place, and of comment and tenses (item 6 and 7), and Tenses and Passive Voice (item 7 and 8).

In order that the appropriateness of the items in a structure syllabus of the first semester of English Education of Muhammadiyah University of Surakarta is able to recognize, the goal contained in Competency Standard must be determined in the curriculum for the first time. Based on that goal, the items listed in it can be determined. Syllabus is a part of curriculum since it describes the items to be taught in a certain order. The items can be the content items, but they must be the ones belonging to the same things, for example: based on the grammatical arrangement, they can belong to the class of word (noun, verb, adjective, adverb, pronoun, preposition, article, conjunction, and interjection), phrase type (noun phrase, adjective phrase, verb phrase, adverbial phrase, prepositional phrase, gerund phrase, infinitive phrase, and participial phrase), clause type (main clause or independent clause and subordinate clause or dependent clause), sentence type (based on the function and type and number of clause), etcetera. Besides, they can belong to the other one, such as: sentence pattern (S P, S P O, S P SC, S P IO DO, and S P O OC) or tenses (present tense and past tense). The items listed in that syllabus are not the ones belonging to the different thing. The first one, viz. basic sentence pattern can be of one of the items to be taught. That one belongs to the sentence in term of its pattern, and the other one belongs to the sentence in the other term, for example in term of its type. Besides, that item can be not as the one to be

taught, but can be of the thing stated in the goal. The example is that students are able to master basic sentence pattern. Based on that goal, the items to be taught are S P, S P O, S P C, S P IO DO, and S P O OC. In this case, what is stated broadly in the goal is not basic sentence pattern, but sentence since basic sentence pattern is of a part of sentence discussion. The second item, viz. Subject (sentence components) and the third one, viz. Object (sentence components) are actually not the ones to be taught, but as the function of the item. The example is that the function of noun, pronoun, gerund, infinitive, noun phrase, gerund phrase, infinitive phrase, and noun clause can be as a Subject or Object. The fourth item, viz. agreement is actually the item of verb belonging to the class of word since in this case, word, phrase, or clause as a Subject must be in accordance with the word as a Predicate. In other word, the verb as a Predicate is determined by the word, phrase, or clause as a Subject. The verb am, is, or are or added with suffix -s or -es depends on the word or phrase as a Subject. Number must also be in accordance with the noun. If there is more than one number, the noun must be added with suffix -s or -es. Besides, Subject and Object are not as the sentence components, so that the writing of Subject (sentence components) and Object (sentence components) are inappropriate. The fifth item, viz. adjective is the one belonging to the class of word. The sixth item, viz. adverb of time, of frequency, of manner, of place, and of comment is as a type of adverb, and the adverb itself is as an item belonging to the class of word. The seventh item, viz. tenses is actually not as an item to be taught, but as the one stated more appropriately in the goal. The example is that students are able to master tenses. Based on that goal, the items to be taught are present tense and past tense. The eighth item, viz. passive voice is actually not as the item to be taught although it always contains auxiliary verb be and past participle, but it is more appropriately discussed in the teaching of verb or tense type.

After the items are determined in the structure syllabus of the first semester of English Education of Muhammadiyah University of Surakarta, they are sequenced in a certain order. The ones sequenced in that order are as follows:

1. The first and second item

In these items, Basic Sentence Patterns, such as: S+P (Int. V), S+P (LV)+C, S+P (Tr)+O, S+P (Doubl.Tr.V)+O+O, or S+P (cert.tr.v)+O+C) that constitutes the first one and Subject (Sentence Components), such as: Pronoun, Noun, Compound Noun, Noun-Phrase, Noun-Clause, Gerund (Gerund-Phrase), Infinitive (Phrase), Adjective, or Prepositional Phrase that constitutes the second one are relevant to the criteria coverage since the scope of the first item is broader than the one of the second item. In other word, the second one is as a part of the

first one. What is more appropriate is actually that there is merely the first one, and there is no second one since in the teaching of the first one, the second one and what functions as a Predicate, Object, Subject Complement, and Object Complement must automatically be discussed in the teaching of it.

2. The second and third item

In these items, Subject (Sentence Components), such as: Pronoun, Noun, Compound Noun, Noun-Phrase, Noun-Clause, Gerund (Gerund-Phrase), Infinitive (phrase), Adjective, or Prepositional Phrase that constitutes the second one and Object (Sentence Components), seperti: Pronoun, Noun, Compound Noun, Noun-Phrase (Simple Construction), Noun-Clause (Simple Construction), Gerund (Gerund-Phrase), or Infinitive (Phrase) that constitutes the third one are not relevant to the criteria of the way of sequencing, viz. in a chronological order since in all the sentence patterns, it is not an Object, but Predicate. Besides, all the sentences always contains a word, phrase, or clause that functions as a Subject and verb that functions as a Predicate. Based on the chronological order as well, it is a Predicate or Subject Complement before Object.

3. The third and fourth item

In these items, Object (Sentence Components), such as: Pronoun, Noun, Compound Noun, Noun-Phrase (Simple Construction), Noun-Clause (Simple Construction), Gerund (Gerund-Phrase), or Infinitive (Phrase) that constitutes the third one and Agreement (Concord), such as: Subject \Leftrightarrow Predicate (concord in Person and Number) and Number \Leftrightarrow Noun (Count-Noun and Non-count-noun, Noun Determiner, Collective Noun, or Individuals vs. collective) that constitutes the fourth one are not relevant to the criteria learn ability, coverage, or the way of sequencing. Object, in this case, is the function of item, such as: word (noun, pronoun, gerund, or infinitive), phrase (noun phrase, gerund phrase, or infinitive phrase), or clause, viz. noun clause. After that, it is an Object Complement that is also as a function of an item, viz. noun or adjective. The fourth item here is not as a function of an item, but as a concordance of the items that function as a Subject and Predicate or of the number and noun. The order is the function of the item as a Subject, Predicate, Subject Complement, Object, and Object Complement.

4. The fourth and fifth item

In these items, Agreement (Concord), such as: Subject \Leftrightarrow Predicate (concord in Person and Number) and Number \Leftrightarrow Noun (Count-Noun and Non-count-noun, Noun Determiner, Collective Noun, or Individuals vs. collective) that constitute the fourth one and Adjective that constitutes the fifth one are not relevant to the criteria learn ability since which one is easier or more difficult is not recognized. Besides,

they are not relevant to the criteria coverage since adjective is not a part of an agreement. They are also different in their categories. Agreement does not belong to the class of word, whereas adjective belongs to the class of word. After agreement, the next appropriate item is not recognized. In order to be relevant to the way of sequence, viz. in a chronological order, before adjective, the item noun is more appropriately listed as the item to be taught since it can function as a modifier of the noun.

5. The fifth and sixth item

In these items, Adjective that constitutes the fifth one and Adverbs of Time, of Frequency, of Manner, of Place, and of comment that constitute the sixth one are not relevant to the criteria the way of sequence. They both belong to the class of word, but they are not relevant to the chronological order. The appropriate order before an adverb is a verb since the adverb itself, notably adverb of manner, is not only used as an adjective modifier, but also as a verb modifier.

6. The sixth and seventh item

In these items, Adverbs of Time, of Frequency, of Manner, of Place, and of comment that constitute the sixth one and tenses that constitute the seventh one are not relevant to the criteria learn ability, coverage, or the way of sequencing since they are of the items that belong to the different things. Adverb belongs to the class of word, whereas tenses do not belong to it. Tenses belong to the sentence emphasizing on the use of a verb. If tenses are of the discussion about the verb, the order of the item adverb and verb is inappropriate since it should be an adverb first, one of the types of which is an adverb of manner that constitutes the item used as a verb modifier.

7. The seventh and eighth item

In these items, Tenses that constitutes the seventh one and Passive Voice that constitutes the eighth one are not relevant to the criteria learn ability, coverage, or the way of sequence since they belong to the sentence emphasizing on the use of a verb. If there is an item passive voice, there must also be the item active voice.

CONCLUSION

Based on the result of this research, it can be concluded that the items listed in the structure syllabus of the first semester of Muhammadiyah University of Surakarta are the ones that can be taught in that semester, but are not determined as the ones based on the goal achieved in the teaching of structure in that semester. It is possible that some of the items are included more appropriately in the structure syllabus of the semester other than the first one of English Education of Muhammadiyah University of Surakarta. The ones in that semester can

influence the result of teaching them. The influence is that the students in the first semester taking the subject of structure in that semester merely have certain grammar capability, and they are not able to have the other grammar capability that they ought to have, except they have some efforts to learn the ones their lecturers do not teach.

Since the items in the structure syllabus of the first semester of English Education of Muhammadiyah University of Surakarta are sequenced inappropriately, the teaching of structure in that semester cannot be efficient or it needs a long time to be able to master the materials. The efficient teaching, in this case, does not only need an appropriate sequence of the teaching material, but also an appropriate sequence of the items in it.

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Effective Instructional Multimedia for English Learning

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Abstract. Many researches shows that the utilization of technology can improve English learning process. However, it is necessary to utilize effective technology for students. This essay focuses on instructional multimedia application for English class in university level. One of the potential media, discussed in this essay, is CD product. It is developed by using software Macromedia Flash 8. This media does not need any internet connection so it is flexible to use in many computers. Most of universities have computer laboratory for learning. So, it is assumed that students can access the computer easily to learn English. The utilization of multimedia can be one of the solutions to visualize abstract concept. The discussion will highlight some theoretical framework based on multimedia theory, English learning characteristic in Indonesia and material design. In conclusion, technology can help students in learning English but technology is not just a tool. Technology is about the concept of using technology to deliver message to students. Therefore, there should be a good collaboration between technology and material design to present the message effectively and reach the learning goal.

Key words: *Instructional Multimedia, English Learning, Material Design*

1. Introduction

The development of technology in education field brings rapid changes into learning process. However, it is not easy to select the best technology for learning. It needs specific need analysis because using technology is not about media but creating effective learning. This paper will discuss instructional multimedia for English learning in university level. The main focus is choosing effective instructional multimedia for English learning based on effective material design. Effective material design in this paper means learning design that integrate students' character, content and technology support.

In terms of students' character, Smaldino et.al (2005:49) states that there are three things to be analyzed, they are general characteristic, specific entry competencies and learning style. Students' general characteristics are ages, gender, or social culture background. Mean while, specific entry competencies shows background knowledge of students before learning. Last character is learning style. It will help lecture to select appropriate media such as e.g: audio, visual, audio visual or kinesthetic. For content, English learning in university level mostly covers academic skills in listening, speaking, reading and writing. It is possible to integrate some skills to present one material but it needs special

material design to combine between content and technology support. It is essential to do because most of listening skills require audio recording or visualization in the learning process. Technology supports play an important role. Although most universities have established media center, computer laboratory, language laboratory or online learning but the capacity must be different. Some universities have big computer laboratory for 40 or 50 students but some others have small computer laboratory for 20 students.

Based on the description above, choosing effective instructional multimedia for English learning in university level involves preparation. One of the preparation is observing many kinds of technology that can be a potential support in English learning. Nowadays, there are several media that can help lecture to share materials, for instance: audio recording, LCD, computer and internet. The most common media is audio recording, LCD and computer but the usage of computer is only for sharing the material by using common features, for example: text format, pictures, video player and audio recording player. Actually, there is another way to maximize the usage of computer to share material, for example: develop material by using software. This paper will highlight one potential media, that is CD product, developed by software Macromedia Flash 8.

Software Macromedia Flash 8 is one software for developing interactive presentation . It is developed by Jonathan Gay in early 1990s (Bouhleh, 2010:1) This software is a tool that provides multimedia features to develop CD-ROMS. All features in flash consist of writing text, drawing pictures and shapes, modifying colors and object, creating video, music and animations. Nowadays, presentation files from flash can be uploaded into many website to minimize CD-ROMS usage. However, online learning brings a challenge in terms of internet connection. Not all public places or home has internet connection, especially in Indonesia. To solve this problem, the usage of CD-ROMS still can be one of the effective media to present materials without internet connection. Students can access material by using regular computer in the university. In addition, software does not need to be installed in each computer. In sum, it is easy, cheap and effective to present interactive presentation for students.

2. Literature Review

2.1. Instructional Multimedia

Instructional multimedia refers to a system in which several media are combined into one presentation by using computer (Newby et.al., 2000: 101). The advantage of using multimedia in presenting material is it uses the natural information procesing

abilities of humans that can understand the message by reading written text and looking at pictures (Fenrich, 1997 in CEMCA, 2003: 05). In addition, Smaldino et.al, (2005: 142) describes several advantages such as multisensory, creating cooperative learning experience and present real life experience. However, multimedia has some disadvantages in terms of high cost expense, time consuming in preparing the materials and technical problems. To minimize the challenges in using multimedia, there should be well-planned material design by using ASSURE (Analyze Learners; State Objective; Select methods, media and materials; Utilize media and materials; Require learner participation; and Evaluate and revise) model (Smaldino, et.al, 2005: 48).

Analyze learners include input process about students' background such as demography, gender, age and computer literacy. Next step is designing learning objective. It is important because the point of using technology in learning is helping students to reach learning objectives through the media. Based on students' background and learning objective, it is easy to choose appropriate method, media and material and use it in the classroom. Well-planned material design is expected to gain more students' participation. However, every material should be evaluated and revised at the end of class or semester to make sure that all of the plan really help students to learn. Evaluation and revision can be done based on students' suggestion or observation during the process.

2.2. English Learning

The concept of English learning in this paper is English for Academic Purposes (EAP) in the university level. Freshmen students in all universities attend English class as a part of basic courses in the first semester. Usually, they will learn English to support their academic activities, for example: listening comprehension, speaking ability, reading comprehension and writing technique (Cox & Hill, 2004: V). Listening usually focuses on introducing many varieties of spoken English, for example different accent from people from different nation. Meanwhile, speaking ability focuses on academic conversation based on university context, for example: greeting, requesting help, mini debate, speech or presentation skills.

Reading comprehension skill can be their reference to support listening and speaking skill. In reading, students are not only expected to comprehend but also conduct some critical analysis. This process is good to increase their curiosity. Finally, listening, speaking and reading skills can be used as mind mapping to apply writing technique. Students will synthesize all ideas for writing references by using many styles (narrative, descriptive, argumentative, etc). In sum, materials for EAP should integrate all skills in

one topic because students will get comprehensive understanding if they have sufficient exposure in English.

2.3. Technology-based Material Design

Material design for multimedia presentation is different from material design for printed media. Phillips (1997:78) states several graphic design as consideration in presenting material by using multimedia such as layout, font and colors. It is suggested to make draft for material layout. There are many examples of lay out pattern for example:



Figure 1. Z Pattern



Figure 2. F Pattern

Source: Limecuda

For font, Arsyad (2011: 99) suggests that fonts for computer display should consist of uppercase and lowercase letters, use two kinds of font styles in one frame or slide, write short sentences, choose double line space, use bold, italic or underline for important information and visualize text by using box if it is displayed among many pictures.

Technology Utilization
Technology is not about using the tools
but it is about how to use the tools to reach
learning goals

Figure 3. Inappropriate use of font style

Technology Utilization
Technology is not about using the tools
but it is about how to use the tools to
reach learning goals

Figure 4. Appropriate use of font style

In terms of color, it includes some considerations, for example: topic relevance, psychological effect and combination. Color wheel is one good reference in seeing many combinations to create multicolors in computer layout (Phillips, 1997, 84).



Figure 5. Color Wheel

Source: DeviantART

Specifically, there is a guide to combine colors for learning:

Table 1. Appropriate use of colors

BACKGROUND	SUGGESTED COLORS	COLORS TO AVOID
Dark blue	Yellow, pale orange, white, light blue	Bright orange and reds, black
Dark green	Soft pink, white	Bright oranges and reds, black
Pale yellow	Medium to dark blue, medium to dark violet, black	White, warm colors, light shades of most colors
Pale green	Black, dark green	Red, yellow, white, light shades of most colors
White	Black, medium to dark shades of most colors	Light shades of most colors especially yellow

Source: Phillips, Rob. 1997. Interactive Multimedia. Kogan Page Limited: London

In conclusion, learning English by using multimedia is not only about delivering written text but also pictures, video, audio and animation. Appropriate visualization is important to help students to learn better. One practical suggestion for educators is making design of layout, font style and pictures before putting them together on the computer screen or slide. Draft will help us to predict students' response in reading the message and using the media.

3. Findings and Discussions

The discussion will describe the application of instructional multimedia in STAIN Samarinda as a part of research, conducted in 2012. Based on the observation, all freshmen students in STAIN Samarinda had English class for two semesters (1 year-program). They studied four English skills such as listening, speaking, reading and writing to support their academic task. However, English was difficult subject for them. Based on the interview, most students did not like English. It was understandable because they focused on learning Arabic as their basic demand from STAIN. One potential solution to increase students' motivation was maximizing technology in the learning proces. Therefore, researcher chosed to use instructional multimedia in the classroom. The description of the product is as follow:

Title	: Topic and Main Idea
Course	: Reading II
Time Alocation	: 100 minutes
Presentation technique	: Tutotial/Self-study
Content	: Theory about topic and main idea The example of Islamic paragraphs Quiz
Format	: Soft File
Hardware requirement	: minimum Windows XP with CD-ROM, speaker and 100 MB harddisk capacity.

The instructional multimedia used three times for three different classes. During the process, students were asked to answer questionnare about their opinion toward the product. After three meetings, the result of questionnare showed that students had positive response in learning English by using techology. The visualization of product is as follows:

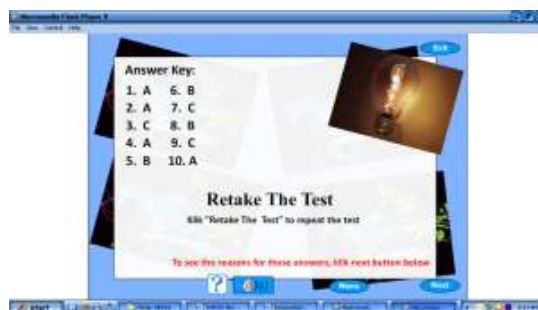


Figure 6. Quiz



Figure 7. Competency Standard

In conclusion, material design and technology can be a good combination to create effective learning based on students' need analysis. It is suggested to all educators to do procedural step in developing or planning instructional multimedia for English learning. The procedures include at least three points such as students' analysis, select material and media and evaluation. Effective technology can bring positive impact in learning process.

4. Conclusion

Multimedia is a perfect presentation for English learning because it is not only present written text but also audio, video, image and animation. These features supports English skills in listening, speaking, reading and writing. In Listening, students can listen to audio with some relevant pictures that can help them to understand the context. Meanwhile, students can speak based on some references, for example animation or video. Various kind of references can give many ideas for students to comprehend reading and start writing.

However, complete features will not help students to learn if the presentation is developed randomly without deep analysis about students' background. The material can be too easy or too difficult for students. In addition, students will get too much exposure from the media that can make them confuse and loose focus. ASSURE (Analyze Learners; State Objective; Select methods, media and materials; Utilize media and materials; Require learner participation; and Evaluate and revise) model in Smaldino et.al (2005: 48) is systematic guideline for educators to start planning material design by using instructional multimedia.

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**PROMOTING LANGUAGE TEACHERS PROFESSIONALISM
THROUGH GLPDN (GLOBAL LITERACY PROFESSIONALISM
DEVELOPMENT NETWORK) PROJECT: WHY AND HOW**

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Abstract. GLPDN is facilitated by International Reading Association (IRA) cooperated with Pearson, Nokia, CTL, and Perhimpunan Baca-Tulis Masyarakat (PBTM) Indonesia. GLPDN is a based project program demanded on the teaching and learning qualities especially in developing teachers' professionalism in literacy at the elementary school level. Teachers in target schools implement the Diagnostic Teaching Model with fidelity, improving their literacy practices and improving the literacy experiences of their students. Besides, the teachers systematically increase their use of active, participatory, child-friendly, research-based classroom practices, improving the relevance and delivery of curriculum. This project offers the Diagnostic Teaching Model (DTM) techniques such as Before-During-After (BDA) phase, EPR, Anticipation Guide, My turn Your turn through the training from Module 1, Module 2, and Module 3. After the training, the teachers involve in weekly mentoring to share their experiences of applying the DTM for elementary students in Ambon city, Maluku. The result of this project are many students are participating in the learning process, the students can have more critical thinking in making and answering questions, the teachers can analyze the words in a narrative and expository texts, the classroom is intentionally supports the students interest and learning, and the learning processes are highly interactive and engaging for teachers.

Keywords: *Promoting language teachers, GLPDN*

Introduction

Language teaching in elementary school is important. If children are given good teaching and learning of language, hence their literacy skill become better because it will support students to understand all main subjects. Therefore, language teacher's quality should be developed as well as their professionalism especially in reading and writing skills.

GLPDN is facilitated by International Reading Association (IRA) cooperated with Pearson, Nokia, CTL, and Perhimpunan Baca-Tulis Masyarakat (PBTM) Indonesia. GLPDN is a based project program demanded on the teaching and learning qualities especially in developing teachers' professionalism in literacy at the elementary school level. GLPDN promotes training to elementary school teachers to enhance elementary school children literacy skills. The teachers who were selected to follow this three-module training of DTM (Diagnostic Teaching Model) attended five-day training and eight weekly mentoring session.

The strategies selected for GLPDN are intended to promote best practice in teaching and learning, particularly diagnostic teaching. The guide provides technical information and practical examples. In order to promote the use of

evidence-based practices, a workshop approach is encouraged along with teachers' inputs, to adapt the techniques for use in various classroom contexts.

The other important thing here is that the teachers can correlate between assessment and instruction in the case of making assessment practices such as formative assessment during learning activity. Improvement by teachers of formative assessment practices will usually involve a significant change in the way they plan and carry out their teaching, so that attempts to force adoption of the same simple recipe by all teachers will not be effective. Success will depend on how each can work out his or her own way of implementing change (Black, 1998).

Change in teaching and learning that are closely linked to everyday teaching will not come through occasional in-service days or special workshops. Teacher professional development research (Loucks-Horsley, Hewson, Love & Stiles, 1998) indicates that a "one-shot" teacher professional-development experience is not effective in almost any significant attempt to improve teaching practice. Because the kind of diagnostic assessment and instruction practices discussed in this guide is intimately associated with a fundamental approach to his/her responsibilities and not simply an add-on to current practice, professional development must permit the examination of basic questions about what it means to be a teacher. Professional development needs to become a continuous process, where teachers have opportunities to engage in professional growth throughout their careers.

This paper aims at introducing GLPDN to language teachers so that the teachers may gain an understanding over why and how this project may facilitate language teachers' professionalism specifically in teaching their students to develop literacy skills. Therefore, this paper will begin by describing GLPDN as a project in which promotes an active, participatory, child-friendly and research-based classroom practices. It will then provide the outline of the project implementation including the examples of DTM techniques to offer a comprehensible view of literacy skills development.

Defining GLPDN (Global Literacy Professionalism Development Network)

The Global Literacy Professional Development Network is a strategy to enhance the quality of teaching and learning in schools through the use of active, participatory, child friendly and evidence-based approaches. Teachers are key actors in GLPDN; they develop, adapt/adopt and model effective classroom behaviors. To facilitate and support the enhancement of teaching behaviors, GLPDN enables teachers to participate in not only training workshops, but also ongoing mentoring, where teachers can participate in informal professional learning sessions to share their ideas, support each other's efforts, and learn from their Master Trainers in an informal setting. In addition, these professional learning sessions allow teachers to model practice in their classrooms and receive feedback from Master Trainers.

GLPDN follows a teacher driven strategy, recognizing that to improve the quality of teaching it is essential to enable these actors to use their experience and resourcefulness. Primary teachers everywhere face the same challenge – to help their students build learning skills and acquire knowledge essential for their future. Whether this is in classrooms lacking resources in underserved areas, or in fully equipped classrooms in well resources areas, the intended outcomes are the same, and all children have the right to learn. Moreover, if education is to play a role in promoting development with equity, all schools must be effective. Accordingly, GLPDN brings teachers together for professional motivation and skills development, improvement in the services children receive; and, ultimately increased learning achievement.

The main issue of teachers' professional development is the action to broaden teachers' professional practices in order to increase students' learning outcomes (Maggioli, 2003; Wilde, 2006; Loucks-Horsley, et al., 2010). However, successful and lasting change takes time and deep examination. It becomes critical to root professional development experiences in what teachers actually do. Therefore, Maggioli (2003) emphasized the importance of enhancing an ongoing process in which teachers adjust their teaching practices with students' needs in an effort to develop teachers' professionalism.

Objectives of GLPD

The objectives are to help teachers:

- acquire a set of easy-to-use teaching techniques that are content relevant, participatory and child-centered;
- develop an understanding of the connection between instruction and assessment;
- gain access to various forms of monitoring student learning;
- establish the ability to plan and deliver effective lessons;
- adapt or create suitable materials to support lessons;
- develop an understanding of appropriate classroom management strategies; and
- acquire a diagnostic teaching approach as a habit for reflecting on their understanding and in supporting others as teacher leaders.

Focus of GLPD

Focus of GLPD is to involve teachers in target schools to implement the Diagnostic Teaching Model with fidelity, improving their literacy practices and improving the literacy experiences of their students. Therefore, GLPD through Literacy Leadership Team (LLT) did the preliminary observation to see teachers with students in the learning activity at schools in Ambon city, Maluku. Then,

GLPD prepared Master Trainer and the selected teachers before the training which is done in module 1 to module 3 for three years. They are facilitated with a training module about how to conduct the DTM in Before-During-After phase.

Shaping Effective Workshops

Workshops in this program introduce participants to techniques that can be used to monitor and assess learners' literacy development. Diagnostic teaching techniques are provided to participants with feedback processes and tools on the effectiveness of their instruction to help them make informed decisions about how to adapt their instruction to fit learners' needs. This process of using assessment to inform instruction is known as the diagnostic teaching approach. The techniques provided in the workshops offer a broad range of strategies and skills for the instruction and assessment of student achievement in reading, writing, and mathematics; as well as teacher discussions.

The workshop components are intended to produce an interactive discussion, to encourage Master Trainer-participant and participant-participant mentoring, and to promote guided experimentation in educational settings- during, between, and after workshops.

During workshops, there should be group activities such as demonstrations, guided practice, and design of diagnostic teaching lessons, implementation in educational settings, and peer observation. All these activities contribute to a firmer understanding of the techniques.

Use of mobile technologies to support implementation

The GLPDN project will be supported through the use of mobile technologies. The mobile hand-held devices are not the property of the Master Trainer, but instead, belongs to the project management team at the country level, and should be kept in the school setting, and used only for the purposes noted above. The hand-held you are receiving today has been pre-loaded with the necessary sim card and mobile links to ensure that you are connected to the project leadership team in Ambon.

In Indonesia, the mobile handheld devices are being provided only to Master Trainers. The device will be used for three purposes:

- To download NED video content for use in weekly after-school professional mentoring sessions with local teacher groups. The content and strategies for these after-school mentoring meetings will be provided/guided by your Indonesian Literacy Leadership Team (LLT), through weekly email correspondence.

- To communicate with your LLT about those weekly after-school mentoring sessions (using the Global Literacy Professional Development Network).
- To upload video and still images of classroom practice and products to the Global Literacy Professional Development Network for further use in professional development and mentoring

GLPD Strategy

GLPD strategy is useful for teachers in using materials that showing processes. It emphasized on participatory and active learning techniques in order to develop students' literacy skills in reading and writing. Besides, GLPD explains about strategy to understand kinds of text like narrative and exposition. And finally, the teachers can practice of writing process through an exposition paragraph.

GLPD contains of the diagnostic teaching model from module 1 until module 3. Each module has different focus of implementing DTM through Before-During-After phase such as: EPR (every person response), Anticipation guide, and My turn Your turn.

Strategy 1. Before-During-After phase

Phase 1: Before - Introduction

Diagnostic teaching techniques used in this phase emphasize strategies learners use to draw on what they already know about the topic. The techniques help the teacher to bring out/discuss/assess the learners' background knowledge and personal attitudes about the topic/activity. The diagnostic teaching techniques remind learners that the topic/activity connects with their lives and with other things they have studied. They raise motivation by giving learners a purpose for learning. Learners become curious about what will come next. The diagnostic aspect of these techniques help teachers monitor how well their students are applying these strategies before they read, write or compute.

Phase 2: During - Development

Diagnostic teaching techniques used in this phase guide learners to develop meaning from new information they read or hear. Teachers use this phase to provide learners with strategies they can use as they search for answers to their own questions or for ideas to satisfy learners' curiosity. Techniques used during this phase include strategies learners can use to monitor their own learning. The diagnostic teaching techniques help teachers monitor when learners are struggling with the task, to prevent a breakdown in the learning process.

Phase 3: After - Conclusion

Diagnostic teaching techniques used in this phase emphasize strategies learners can use to reflect on information they have read, heard, or learned. The techniques provide learners with strategies they can use to organize and remember important information, ideas, and relationships. The techniques provide learners with strategies that enable them to use new information or to solve problems. Other techniques provide learners with opportunities that help them evaluate this new information. In doing all of this, learners come to re-examine their thinking and incorporate new ideas. The diagnostic aspects of these techniques enable teachers to monitor whether their teaching has been effective and whether students are applying these strategies.

Strategy 2. Assessment Tool: Every Pupil Response

Diagnostic teaching techniques enable teachers to identify individuals' strengths and weaknesses. Teachers use the information they get from diagnostic teaching to:

- monitor student learning;
- provide feedback to students on their progress;
- receive feedback on their teaching effectiveness; and
- adapt instruction to help students stay on track.

Diagnostic teaching techniques are useful ways to evaluate students' knowledge about literacy or numeracy. The important thing about diagnostic teaching techniques is that they are part of the instructional lesson plan. Teachers will be assessing students' learning while instruction is taking place.

It would be ideal to assess students individually. In fact, some skillful teachers with class-sizes as large as 40 students are able to organize a classroom management plan that allows them to assess students in small groups and individually. In some cases, this may not be realistic, particularly in the context of very large classrooms. However, even in very large classes, a diagnostic teaching approach can still be used effectively. One diagnostic teaching technique termed "Every Pupil Response" is especially effective for monitoring large groups of students.

Demonstration Lesson: YES/NO Cards

Provide each participant with an index card (or ask them to tear a piece of scrap paper from their notebook). Ask them to write in large print the word "YES" on one side of the card. Have them write the word "NO" on the other side.

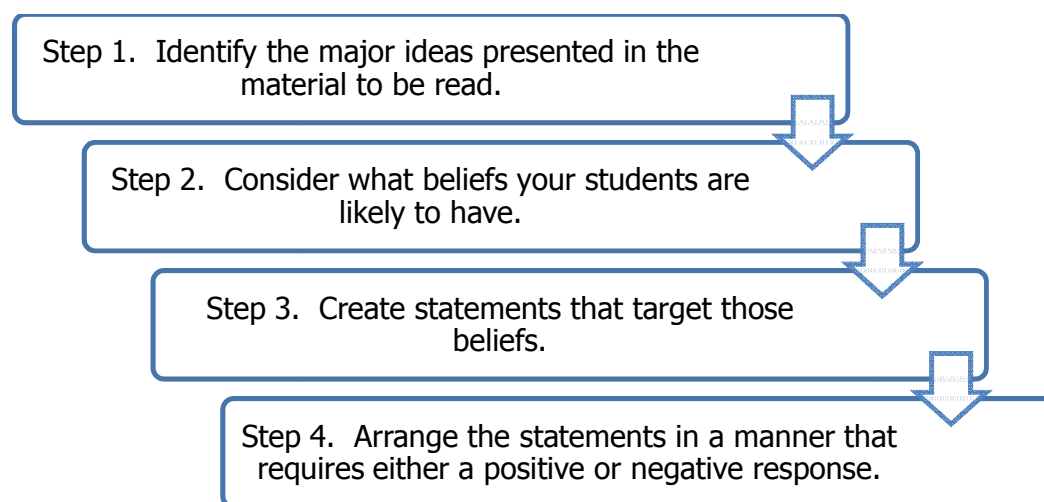
Test the “YES/NO” system with questions such as:

- “*Did you have a good night’s sleep?*” “Show your response using cards.”
- “*Do you think this workshop will be useful for you?*” “Show your response.”

Explain that you will be reading aloud. Tell participants you will be asking questions from time to time as you read and you would like them to respond using their “YES/NO” cards.

Strategy 3. Anticipation Guide

The anticipation guide is a special type of reading guide useful with nonfiction selections that may challenge students’ preconceived ideas about certain topics. Such a guide consists of a series of statements about the material covered by the selection. Students read the statements prior to the selection and indicate whether they agree or disagree with each statement. The teacher and the class openly discuss the statements, but the teacher refrains from suggesting responses. The rationale of the anticipation guide is simple. The statements activate appropriate prior knowledge, and a student’s responses provide hypotheses to be tested through reading. The purpose for reading is to test their hypotheses. Duffelmeyer (1994) offers four steps for creating an effective anticipation guide:



Demonstration Lesson: Anticipation Guide

Anticipation guide is an effective way to activate students’ ideas and information about a topic. Before reading a selection, hearing a presentation, or viewing a film,

students respond to several statements that will support or challenge their prior knowledge about the subject. The teacher usually presents these statements on a prepared think sheet or Prediction Chart.

Purpose

1. To create interest in a topic and help students focus on the goal of the lesson.
2. To identify and correct misconceptions in prior knowledge.

Steps

1. On the left side of a think sheet, the teacher writes a series of statements about the subject to be studied. The statements are designed to elicit student opinions.
2. Students write an initial response to the statements. The teacher may ask students to explain or defend their responses in small-or-large group discussions.
3. After the lesson, students write another response and explain why their responses have or have not changed.

Strategy 3. My Turn /Your Turn

My Turn /Your Turn is closely related to Think-Aloud.

Demonstration Lesson: My Turn /Your Turn

Before Reading:

- Write the name of the article
- Read the title aloud and practice think-aloud
- Have the participants work in pairs to come up with a question that they think might be answered in the article
- Call on four or five pairs to share the questions they came up with, and list their responses on chart paper or on the chalkboard

During Reading

- Begin by reading aloud the first paragraph
- Model strategy use by holding up the worksheet and saying “*My Turn*:
- Continue reading aloud
- Model “My Turn” again
- Invite discussion (keep it brief, to maintain momentum).
- Have participants then use their My Turn Your Turn worksheet
- Continue in the same manner through the rest of the article

After Reading

- Have participants return to the questions they wrote before reading the text

- Finally, have participants discuss if the title of the article was a good one.

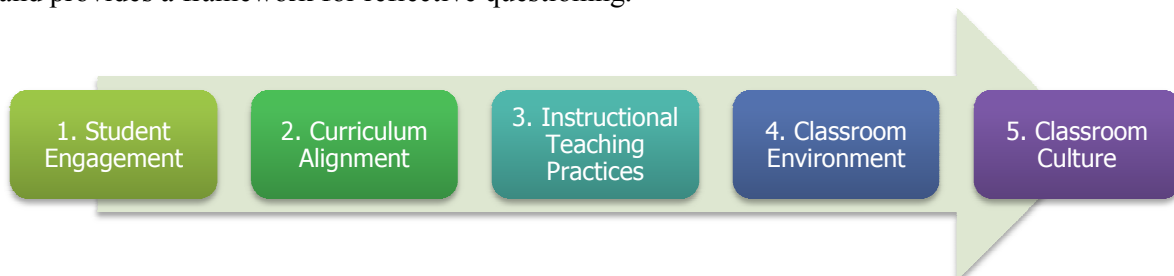
Teacher Mentoring Session

The GLPD program calls for the teacher mentoring sessions weekly. Master Trainers are expected to facilitate sessions in local school settings, whereby colleagues can share, discuss and solve classroom-related problems. This is supported by Master Trainer use of the GLPD Online Network, where they will learn strategies and approaches to mentoring, and be supported in planning and implementing mentoring activities. It is also supported by the Nokia Education Delivery system (NED). Master Trainers will have a hand-held device they can use to download NED video training supports, to use with teachers in local after-school meetings.

The goal is to help teachers develop, plan, and improve on their teaching and learning in the classroom. In order to accomplish this, it is imperative that teachers also have the opportunity to be observed and receive feedback. This is accomplished through the joint efforts of the country Literacy Leadership Team and the assigned Master Trainer.

Observing Classroom Practice - The Walk-Through Approach

Classroom walkthroughs provide mentors/coaches with strategies for using a 5-step structured walk-through approach that focuses the classroom observation and provides a framework for reflective questioning.



The model is focused on teacher decisions, not on the teacher's actions. This approach enables coaches and mentors to collaborate on criteria being used in making those decisions and thus becomes an excellent tool for teacher mentoring. One of the outcomes of using the walk-through model is that the culture of the school will change to become more collaborative, reflective and inquiry-based, one of the aims of the program.

Using the walk-through approach with reflective dialogue helps to:

- Develop reflective, self-directed, self-analytical, interdependent teachers who examine their own practices; and
- Facilitate a process for teachers to work towards higher student achievement.

The walk-through approach encourages a positive relationship between the coach/mentor and teacher. Therefore the relationship is one that is collegial. It is focused on teacher development and encourages a collaborative approach to instructional improvement efforts.

The classroom observation tool can also be used to help facilitate and focus the reflective conversations and questions. Feedback in the form of reflective questions will be shared with individual teachers. During any mentoring sessions, portions may be used to model how the reflective conversations and questions can be used to inform school practice.

Conclusion

The result of this project are many students are participating in the learning process, the students can have more critical thinking in making and answering questions, the teachers can analyze the words in a narrative and expository texts, the classroom is intentionally supports the students interest and learning, and the learning processes are highly interactive and engaging for teachers.

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The Use of Conversation Analysis Data as Authentic Input

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Abstract. Conversation Analysis (CA) studies organization of talk including such aspects as turn taking, turn organization, action formation, sequencing, repair, word/ usage selection, recipient design and overall organization of the occasion of interaction (Schegloff, Koshik, Jacoby & Olsher, 2002). Further, McCarthy (2000) suggests that language teachers may make the most of conversation analysis data to make sense of the form and patterns of adjacency pairs, exchanges, turn taking, interactional and transactional talk, stories, anecdotes, jokes and other spoken discourse types. Naturally occurring talks therefore provide rich sources of organizations of talks possibly adopted for second language learning. This article discusses the possibility of using recorded or transcribed naturally occurring conversations as authentic materials in second language classrooms to enhance the learning of second language conversational skills. One obvious benefit, among others, of using such materials in ESL classrooms is to provide learners with real life language. Previous studies also show that using naturally occurring conversations as teaching materials will raise students' awareness of not only the mechanisms but also the sociocultural norms of spoken interactions. The data shown are taken from previous relevant studies as well as the author's own.

Keywords: *Conversation Analysis, authentic materials, spoken language*

I. Conversation Analysis and Language Learning

This paper attempts to show how naturally occurring talks as Conversation Analysis (CA) data can be adopted in second/ foreign language classrooms as authentic learning materials. Conversation Analysis, in its origin, was initiated by sociologists Sacks and Schegloff and it was seen as a sociological 'naturalistic observational discipline that could deal with the details of social action rigorously, empirically and formally' (Schegloff & Sacks 1973, p. 289). The development of CA shows that, in the last decade or more, it has had a growing impact on studies of second language talk, classroom interaction and second language learning (Gardner, 2002) and the field of language learning and language teaching as well as Applied Linguistics (Seedhouse, 2005).

CA has implications for second language teaching and learning because it has been able to reveal the 'social organization of natural language-in-use' (Button & Lee, 1987, p.2). It implies that the work of the conversation analyst is to examine how speakers and listeners achieve order and social organization. To be

able to do this, CA relies on naturally occurring spoken interactions to explain its orderliness, sequence organization and turn-taking. Other than that, CA has proved that the data, i.e. naturally occurring talks, can be used in second/ foreign language classroom as teaching-learning materials to enable learners to be exposed to real life language and situations. As CA data comprises conversations spoken in real life situations, using a CA-based materials implies using real life language and thus enabling learners to analyze the authentic situations. Research on CA have showed that CA has implications to second language teaching and learning in that CA data can be incorporated in second language classroom either as a pedagogical approach or teaching learning materials which offer real life language used in authentic situations.

In employing CA-based pedagogical approach in second/ foreign language classroom, it is suggested that important second language interactional resources that both speaker and listener employ be made explicit. A study found that such a way can facilitate learning as learners cannot notice differences and similarities between first and second language (Mitchell & Myles, 1998). Using similar approach, Barraja-Rohan (2011) proves how CA data can be made use to teach learners interactional competence. The study shows that CA offers teachers insights into this interactional machinery, and they can then transfer this knowledge to second language students by making it explicit. Interactional features need to be taught in context through the use of recorded and transcribed naturally occurring conversations, which will form the basis of the lessons. She then suggests that the features of interactional competence relevant to second language students will depend upon their level of second language mastery and include the following (as cited from Barraja-Rohan, 2011, p. 481-482)

1. The turn-taking system, which involves how and when to take the floor, overlapping, the role of gaze and intonation, etc. The turn-taking system is also linked to the role of participants, either the primary speaker or secondary speaker (listener);
2. The sequential organization of utterances, which entails adjacency pairs. Adjacency pairs are connected to the preference organization system, such as preferred response (e.g. granting a request) or dispreferred response (e.g. refusing a request);
3. Actions performed by interactants. Interactants use talk to perform actions and orient to them, as for instance in the case of the adjacency pairs of greeting and leave-taking;
4. Repairs, i.e. being able to know when and how to initiate and accomplish a repair;
5. Intersubjectivity. How intersubjectivity is achieved, in other words how interactants make meaning to each other and display common understanding and knowledge;
6. Paralinguistic activities, which are produced purposefully and are therefore relevant and meaningful to the participants, such as pauses (e.g. the

meaning of silence prefacing a dispreferred response as opposed to intraturn pause), intonation, gaze, gestures, perturbations (stuttering, hesitation markers, etc.), laughter, and others;

7. Context. Context is created by the participants, their utterances and actions, which reflect their relationship, e.g. how they address or greet each other.

In brief, it is stated that as CA analyzes talk-in-interaction, it provides teachers with a structure of conversation and an approach to the teaching of interactional competence.

Seedhouse (2005) stated that CA data are potentially used in Applied Linguistics areas, such as: teaching languages for specific purposes, language teaching materials design, language proficiency assessment, language classroom interaction, NS-NNS (native/non-native speaker) talk, and code-switching. In addition, CA research findings may also support Language for Specific Purposes curriculum, materials and assessment design. He further mentioned the settings that have been covered by CA studies which include legal hearings, news interviews, visits by health visitors, phone calls to emergency services and help lines, psychiatric interviews, airplane cockpit talk, mediation and counseling.

To exploit CA data for the learning and teaching in the classrooms, specifically for those of Language for Specific Purposes classrooms, Jacoby (1998) suggests three ways as the following. First, it is suggested that CA data are extracted for pedagogical content and to inform learners of criteria for communicative success. Another way to make use of CA data in classroom is to bring in data samples to class for the students to observe, analyse and appreciate. Further, it is suggested that CA data can be used to compare commercial Language for Specific Purposes teaching materials with the reality observable in the data. The last suggestion implies the fact that what have been presented in commercially available materials might not authentically represent the real life language.

Referring to the facts stated earlier, CA is seen to be in place to well picture the gap between dialogues contained in textbooks and naturally occurring interaction, in terms of both ordinary daily conversations and institutional interactions. Wong's (2002) work is a clear example of how CA data were employed to describe the gap. Analyzing eight textbooks and specifically examining telephone dialogues contained in those books, Wong found that the examples of telephone dialogues did not satisfactorily fit with what conversation analyst describe about naturally occurring telephone dialogues. The identified four sequence types which typically occur in American English telephone conversations, namely summons-answer, identification-recognition, greeting and How are you? were not found in the examples of dialogues. In examining the presentation of thirty inauthentic phone conversations in ESL textbooks, Wong found that the above sequences were 'absent, incomplete or problematic'

(2002, p. 37). It is then evidenced that CA research findings, such as the above sequence types, can support language teaching materials design.

II. What Do Conversation Analysis Data Inform?

A. Organization of Sequences

Organization of sequences is grounds for adjacency pairs, which are inevitably connected to the preference organization system, such as preferred response, for example accepting an invitation, or dispreferred response, for example declining an invitation.

There are two types of turns that are important for the understanding of relationship between talk and action, which are current and next turn. A current turn will determine the next turn being projected, which are made in the forms of analysis, appreciation or understanding of the previous turn. As illustration, a certain type of turns such as greeting, invitation will determine the next turns, which are made in the form of returning greeting, accepting or declining invitation. In Schegloff's words :

One of the most fundamental organizations of the practice for talk-in-interaction is the organization of turn taking. For there to be the possibility of responsiveness—of one participant being able to show that what they are saying and doing is responsive to what another has said and done—one party needs to talk after the other, and, it turns out, they have to talk singly. It is the organization of the practices of turn-taking that is the resource relied upon by parties to talk-in-interaction to achieve these outcomes routinely. (Schegloff, 2007, p. 1)

Given the fact that the knowledge of organization of turn taking plays crucial role in achieving social order in conversation, CA data can then provide second/foreign language classroom with information on how a conversation should be organized in accordance with the social functions. Below shows Schegloff's illustration on sequence of telephoning conversations.

- (1) [#247. R stands for the recipient/answerer and C for the caller.]
- | | | | |
|----|---|---|------------------------------------|
| | | ring | summons-answer sequence |
| 01 | R | Hallo | |
| 02 | C | Hello, Jim? | identification sequence |
| 03 | R | Yeah | |
| 04 | C | It's Bonnie, | |
| 05 | R | Hi, | greeting sequence |
| 06 | C | Hi, how are yuh | first <i>how-are-you</i> sequence |
| 07 | R | Fine, how're you, | second <i>how-are-you</i> sequence |
| 08 | C | Oh, okay I guess | |
| 09 | R | Oh, okay, | |
| 10 | C | Uhm (0.2) what are you
doing New Year's Eve? | |
- (Schegloff 1986: 115)
- (2)
- | | | | |
|----|----------|-------------------|------------------------------------|
| 01 | ((ring)) | | summons-answer sequence |
| 02 | Nancy: | H'llo:? | |
| 03 | Hyla: | Hi: | identification and greeting |
| 04 | Nancy: | ^Hi: | |
| 05 | Hyla: | Hwaryuhh= | first <i>how-are-you</i> sequence |
| 06 | Nancy: | =Fi:ne how'r you, | second <i>how-are-you</i> sequence |
| 07 | Hyla: | Oka; y | |
| 08 | Nancy: | [Goo:d, | |
| 09 | | (0.4) | |
| 10 | Hyla: | mkhhh [hhh | |
| 11 | Nancy: | What's doin, | |
- (Schegloff 1986: 114, #1)

From the above transcript, it is identified that naturally occurring telephone conversations comprise stages of sequences as summons-answer, identification-recognition, greeting and How are you? However, by analyzing eight textbooks and specifically thirty telephone conversations in the books, Wong (2002) found that the dialogues did not successfully picture organization of sequences as it is in real world situation. The results of Wong's study show that none of the thirty dialogues contain the four stages of sequences based on principles used in real life telephone conversations. The following is a transcript illustrating a dialogue that misses a summons-answer and thus resulting in _____ Wong p.15

Given that there is possibly a mismatch between organization of sequences in naturally occurring conversations and that in dialogues in textbooks, CA based materials are in place to bridge the gap. As CA data explicate orderliness, sequence and turn taking organization in naturally occurring conversations, using

CA-based materials in classroom will expectedly build learners' knowledge of sequence in conversation as structure of conversation.

Also, such a material can equip learners with interactional skills of, for example, producing a coherent turn and adopting appropriate turn taking system in order to maintain intersubjectivity. An example of using CA-based materials in classroom aimed to build interactional skills, in terms of adopting adjacency pairs is seen in Baraja-Rohan's (2011) transcript below.

1. *Paul*: hi Jan how are you↓
2. *Jan* : g'day Paul↓ I'm good↑
3. *Jan* : gee it was cold this morning though, wasn't it↓
4. *Jan* : it was really hard getting out of bed↓
5. *Paul*: it certainly was↓ I really didn't want to get out of bed and to
6. *Paul*: work↓
7. *Jan* : no: still it is Friday↓
8. *Paul*: I know isn't it great↑
9. *Jan* : [yeah↓
10. *Paul*: [and it's supposed to be good on the weekend↑ the weather↑
11. *Jan*: yeah↑ barbeque weather↑ thirty degrees_
12. *Paul*: fantastic
13. *Jan*: yeah, great↓

The conversation shows some resources of adjacency pairs of, among others, response tokens made by the two interactants, such as 'I'm good' (line 2) made as the response to 'how are you', and 'it certainly was' (line 5) as the response to utterance made by Jan in line 3 and 4. In addition, the transcript has been proved to provide learners with knowledge of sociocultural norm, which in this particular conversation is used in Australian context, as seen in response 'g'day Paul' in line 2.

In brief, giving explicit explanation to learners about the ideas of adjacency pairs is very important as that will raise learners' awareness on how to respond to certain prior utterance.

B. Real life language

As CA data are taken from real life conversations in authentic situations, it is argued that the data contain languages used in real life situations. As a consequence, using CA data in classroom will benefit learners in that they will be exposed to authentic languages used in target situations. As Wong (2002) found that the organization of sequences in textbooks is not matched with that in real life situations, this might also be the case with the expressions or languages used. Referring to the same transcript (Baraja-Rohan, 2011) discussed in the previous part, it can be seen that the conversation consists of some useful expressions to learn.

1. *Paul*: hi Jan how are you↓
2. *Jan* : g'day Paul↓ I'm good↑
3. *Jan* : gee it was cold this morning though, wasn't it↓
4. *Jan* : it was really hard getting out of bed↓
5. *Paul*: it certainly was↓ I really didn't want to get out of bed and to
6. *Paul*: work↓
7. *Jan* : no: still it is Friday↓
8. *Paul* : I know isn't it great↑
9. *Jan* : [yeah↓
10. *Paul*: [and it's supposed to be good on the weekend↑ the weather↑
11. *Jan*: yeah↑ barbeque weather↑ thirty degrees_
12. *Paul*: fantastic
13. *Jan*: yeah, great↓

In terms of vocabulary knowledge, given that the conversation takes place in Australian context, an expression of 'g'day Paul' (line 2) made as a response to a greeting 'how are you' (line 1) can be considered useful information on Australian sociocultural norms. The use of a question tag of 'wasn't it' (line 3) is another resource that can be taught to learners as the alternate use of 'yes' or 'right', expressions chosen by Indonesian learners in general to be used in similar situation. The other response tokens made by the two interactants, such as 'it certainly was' (line 6), 'no' (line 7), 'yeah' (line 9, 11, 13), 'fantastic' (line 12) and 'great' (line 13), which show a sense of agreement, provide learners with alternate ways of expressing acknowledgement or agreement, which Indonesian learners likely say with 'yes' or 'okay'.

Particular attention might be given to a token of 'no' in line 7, which is made to agree with negative expression of 'didn't want' in line 5. This pattern employs different rules from that in Bahasa Indonesia in which 'yes' is used to express agreement with any expressions including negative ones. Further, 'yeah' in line 9, 11, 13 can be discussed in terms of context in which the utterance can appropriately be used.

III. Conclusion

This paper has shown that CA data can potentially be incorporated in foreign/ second language classrooms. First, CA-based pedagogical approach is adopted to teach interactional competence. A study (Barraja-Rohan, 2011) found that CA was made use to initially examine learners' interactional skill and finally provide resources to overcome learners' interactional difficulties. Also, the notions of organization of talk-in-interaction, sequence, context and so on will

raise learners' awareness of rules and structure of conversations so that learners can manage to be effective conversationalists.

Second, CA data or findings of CA-informed research are considered authentic materials to teach conversational skills as the data consist of naturally occurring talk. CA data provide language teaching learning process with discussion of not only *how* but also *what to say* in order to appropriately construct talk. In brief, CA data are rich sources to explicate both the structure of conversations and the lexical items contained in the data.

As for the implications to foreign/ second language pedagogy, using CA based teaching materials indeed requires teachers' and material designers' analysis skills and adequate knowledge on principles of CA to make sense the data as the bases of the material design.

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**APPLYING CTL MODEL TO ACTIVATE STUDENTS' PARTICIPATION IN
SPEAKING CLASS AT ENGLISH EDUCATION PROGRAM**

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Abstract. In English Education Program Speaking Class starts at Semester I until Semester V. It starts from imitative, intensive, responsive, interactive and extensive speaking. In semester IV the students are expected to be able to communicate in local, national, or even international settings about economic, social, environmental and politic issues.

However, speaking skill is not easily obtained. There are some factors that make speaking class is not maximal. It might be caused by class setting, teaching method, teaching materials, students' knowledge or even students' interest. Further, getting speaking skills for all students in the classroom is not easy as they often face uneven participation, little talking time as certain students dominate the class. So, it is the lecturer's role to set the speaking activity that can facilitate both the active speakers and silence speakers. The silence speakers need to practice speaking in low-pressure situation such as in small group before practicing in high-pressure situation like presentation in class.

This research aims to describe the way to apply CTL model to activate students' participation in Speaking Class. Through CTL the lecturer relates the learning materials and students activities that are relevant to their needs in their real life. The reseacher choses issues on economy, social, and environment for the topic of the discussion and she used prolem-solving approach.

The population of the research is the fourth semester of English Education Program in the academic year 2013/2014. The total number of population is 210 students which consists of 6 classes. The researcher took 65 students (30%) from class A and B as the sample. The instrument used in the research were classroom observation and questionnaire . The data were analyzed through descriptive analysis.

Based on the finding and the discussion, the conclusion can be drawn that CTL model is able to activate students' participation in Speaking Class of the fourth Semester of English Education Program in academic year of 2013/2014.

Key words: *CTL, activate, participation, speaking*

I. Introduction

Speaking skill is one of the language skills that must be mastered by English Education Program students. Speaking is taught in ten credits, a compulsory subject which is included as MKK subject (*mata kuliah keilmuan dan keterampilan*) – MKK subjects provide students with basic knowledge and skills. These skills consist of microskills and macroskills. Microskills refer to the producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal unit. While, the macroskills imply the speaker's focus on the larger elements: fluency, discourse,

function, style. Cohesion, nonverbal communication, and strategic option (Brown, 2004:146).

In English Education Education Program Speaking Class starts at Semester I until Semester V. It starts from imitative, intensive, responsive, interactive and extensive speaking. In semester IV the students are expected to be able to communicate in local, national, or even international settings about economy, social, environmental and politic issues.

However, speaking skill is not easily obtained. There are some factors that make speaking class is not maximal. It might be caused by class setting, teaching method, teaching materials, students' knowledge or even students' interest. Class setting often doesn't support students to have optimal interaction in speaking class. Class setting relates to the seat arrangement. Traditional seat arrangement is not appropriate with speaking class. The seat must be arranged in U shape, in circle or semi circle. Lecturer teaching method of speaking often make students less active. Sometimes the lecturer often gives long lecture and gives little time for the students to have speaking activity.

Some lecturers give speaking materials which are less relevant to the students' need and knowledge. This often make the many students become speechless. The students do not participate maximally because they are lack of knowledge and experience in that topic/area. So, there are only few students participate in the class while the rest of the class are quiet. Finally their speaking skills do not develop.

Seeing this fact we lecturers must be responsive with the students' need. The students are active learners and they must be involved in the learning process in all subjects, particularly speaking. They need to learn the speaking skills or even communication skills as it is as one of soft skills that will be needed in obtaining their profession.

However, getting speaking skills for all students in the classroom is not easy as they often face uneven participation, little talking time as certain students dominate the class. So, it is the lecturer's role to set the speaking activity that can facilitate both the active speakers and silence speakers. The silence speakers need to practice speaking in low-pressure situation such as in small group before practicing in high-pressure situation like presentation in class.

Seeing these facts the lecturer must try to resolve the problems faced by students. This can be done by changing the teaching approach, teaching technique, teaching activities and teaching strategies in order that the students can obtain the English skills particularly speaking skill maximally. One of the solution is by applying Contextual Teaching and Learning (CTL) in teaching speaking. Through CTL the lecturer can relate the learning materials and students activities that are relevant to their needs in their real life. The lecturer can apply several teaching models that are suggested by the guidelines (2008) of the application of Competence-based Curriculum in high institution such as Small Group Discussion, Project Based Learning (PjBL), Problem Based Learning (PBL), Discovery Learning, Debate and others. The purpose of this study is to find out whether CTL teaching model can activate students' participation in Speaking class of *the fourth semester students of English Education Program of Muhammadiyah University of Purworejo*.

2. Review of related Literature

2.1. Definition of CTL

According to Johnson (2002:25) CTL is educational process that aims to help students see meaning in the academic material they are studying by connecting academic subjects with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances. To achieve this aim, the system encompasses the following eight components: making meaningful connections, doing significant work, self-regulated learning, collaborating, critical and creative thinking, nurturing the individual, reaching high standards, using authentic assessment.

Contextual teaching and learning (CTL) is the concept of learning that help teacher's link between the subject with the real world situation of student and encourage students to make relationship between knowledge by implementation in their society.

Contextual is a respond to an approach was well-known behaviorism with emphasizes on stimulus respond with a drill practice. To be able to speak naturally in our real life in various situations, we need critical thinking significant teaching. If the students understand that there is a relation between knowledge gathered in their faculty with their life out side. They will realize the significant of the learning and will know to be engaged in the classroom is very important.

From the description above it can be concluded that contextual teaching and learning process that uses an approach which is able to help teachers/lecturers to relate the material of the lesson to the real situation this approach motivate students to relate their knowledge which gathered in the class to application in their life as a member of family, society and as an employer of an instantiation later.

2.2. Characteristics of CTL

Johnson (2002) presents characteristics of CTL into eight important elements as follows:

(1) Making Meaningful Connections

The heart of CTL is the connection that leads to meaning. Connecting learning to one's life makes studies come alive.

(2) Doing Significant Work

Work that has a purpose, matters to others, involves making choices, and result in product, tangible or intangible.

(3) Self-Regulated Learning

It is a learning process that engage students in independent action involving sometimes one person, usually a group. This independent action is designed to connect academic knowledge with the context of students'

daily lives in ways that achieve a meaningful purpose.

(4) Collaborating

Students are able to work together. The teacher helps students in order to work effectively in a group. There are many advantages of working in small groups. Collaboration removes the mental blinders imposed by limited experience and narrow perceptions. It makes it possible to discover personal strengths and weaknesses, learn to respect others, listen to open mind, build consensus.

(5) Critical and Creative Thinking

Is systematic process that enables students to formulate and evaluate their own beliefs and claims. It is an organized process that lets them evaluate the evidence, assumptions, logic and language underlying statements made by others. Students are able to apply higher level thinking critically and effectively. They are able to analyze, to synthesize, to tackle the problem, to make a decision and to think logically.

(6) Nurturing the Individual

Students carry on their selves, understand, give attention, possess high wishes, motivate and empower themselves. Students can't get the success without the support from adult people. Students should respect their companion and adult person.

(7) Reaching High Standards

Students know and reach the high standard. It identifies their purposes and motivates them to reach it. Teacher shows to students how to reach what called 'excellent'

(8) Using Authentic Assessments

Students use academic knowledge in the real world context to the meaningful purposes. For example, students may describe the academic information that have learnt in subject of science, health, education, math, and English subject by designing a car, planning the school menu, or making the serving of human emotion or telling their experience.

2.3. Teaching models based on CTL

a. Problem based-learning (PBL)

Barrows in Ong (2006: 69) defines PBL as educational process that requires the learner to go through the same activities during learning that valued in practice both as a stimulus for learning and, a focus for organizing what has been learned for later recall and application to future work.

According to Ong (2006:70) teacher/lecturer takes on a supportive role, much like coach, offering assistance when needed and providing guidance in strategy building and strategy testing. As a coach the teacher/lecturer bring out the best in his students by:

- (1) Asking leading and open-ended questions that challenge their thinking and lead them to consider the next steps and processes in solving the problem
- (2) Monitoring progress and providing timely feedback
- (3) Encouraging and helping them to reflect on the experience they currently going through
- (4) Providing stimulating and safe environment for students to ask and reask questions as they seek clarification.

The goals of PBL are to help the students develop flexible knowledge, effective problem solving skills, self-directed learning, effective collaboration skills and intrinsic motivation. Working in groups, students identify what they already know, what they need to know, and how and where to access new information that may lead to resolution of the problem. The role of the instructor (known as the tutor in PBL) is that of facilitator of learning who provides appropriate scaffolding and support of the process, modelling of the process, and monitoring the learning.

Unlike traditional instruction, PBL actively engages the student in constructing knowledge. PBL includes problems that can be solved in many different ways and have more than one solution. A good problem is authentic, meets students level of prior knowledge, engages students in discussion, and is interesting.

Ong (2006:70) mentions some benefits of PBL, namely:

- (1) Increase motivation to learn
Learning is a construction of meaning that must have relevance and applicability to the learner. In PBL, students are engaged through the natural pull of a problem that creates tension. They become more and more involved as they delve deeper into the problem, learning about new issues and inquiring further into possible solutions. This makes learning relevant to the real world and answers the question of why the learner needs certain information and whether the learning at college has relevances with the world outside. When the learning is relevant, the learner becomes more attuned to a new ideas and new concepts, and is more motivated to learn more.
- (2) Promote learning in context
Schmidt in Ong (2006) says that the closer the resemblance between te situation in which something is learned and the situation in which something is applied, the greater the performance. Students acquire a better grasp of the new knowledge learned when they can relate this new

knowledge with their existing and related prior knowledge, constructing and reaffirming concepts as they progress. PBL thus engages the student in a real-world problem that enables him to find meaning in the learning.

(3) Promotes higher order thinking

In finding the solution of the problem the learner must gather information critical to the problem, access its validity and credibility and bring forth evidence that will support a solution. This calls higher order thinking.

Mathews-Aydinly (2007) has concluded the four main step of PBL process for students, namely:

- (1) being introduced to the problem;
- (2) exploring what they do and do not know about the problem;
- (3) generating possible solutions to the problem and;
- (4) considering the consequences of each solution and selection the most viable solution.

There are also suggestions for teacher by Mathews-Aydinli as the following:

(1) *Pre-teach*. The teacher needs to make sure students understand the goals and benefits of a problem-based approach for language learning and emphasizes the importance of using English in problem-solving activities.

2. *Introduce problem and vocabulary*. The teacher may use pictures, video, or texts to introduce the problem to students. Students also need to be prepared for vocabulary related to the problem. The teacher may ask students about previous personal experiences with the problem and provide pre-reading exercises about it.

3. *Group students and provide resources*. Firstly, the teacher needs to make sure that students understand the problem and the expectations of them that there is no single answer or solution, and that students need to choose what appears to be the most viable solution to them and be prepared to explain why they chose that solution. Secondly, the teacher should give students access to resources such as the Internet, books, magazines, brochures, newspapers, television, and telephones and make sure that students are aware of the range of resources available and know how to use them. Finally, group the students with different language backgrounds and proficiency levels.

4. *Observe and support*. The teacher observes students and provides support as needed, by do not attempt to direct their efforts or control their activity in solving the problem. While observing, the teacher takes notes and provides feedback on student participation in the activity and on language used during the activity.

5. *Follow up and assess progress*. The teacher provides students with opportunities to present and share the results of their work, provides follow-up activities based on his/her observation and assesses students' participation and success in the activity.

b. Project-based learning

Project-based learning can be defined briefly as “a model that organizes learning around projects” (Thomas, 2000:1). Even though assigning projects to students in traditional classrooms is not a new phenomenon, project-based learning is quite different from the usual application. Thomas listed five major criteria for a method of learning to be called project-based learning:

- project-based learning projects are central, not peripheral to the curriculum,
- project-based learning projects are focused on questions or problems that “drive” students to encounter the central concepts and principles of a discipline,
- projects involve students in a constructive investigation,
- projects are student-driven to some significant degree, and
- projects are realistic, not school-like. (Thomas, 2000: 4)

He also (2000) states that Project-based learning is a complex task based on challenging questions or problems that involve students in design, problem solving, decision making or investigative activities. It gives students the opportunity to work in a relatively independent manner over extended periods of time and resulting in realistic products and presentations.

Projects which focus on questions or problems that drive the students to connect the conceptual knowledge with the project tasks are another feature of PBL. The projects may focus on activities, products, performances and presentations that challenge the cognitive and learning skills of the students. There must be connectivity between academic work, life and the work skills of the students in completing the project (Railsback, 2002)

Further, Klein (2009: 8) defines that Project-based learning is the instructional strategy of empowering learners to pursue content knowledge on their own and demonstrate their new understandings through a variety of presentation modes.

Effective project-based learning has the following characteristics:

- (1) Leads students to investigate important ideas and questions
- (2) Requires the use of creative thinking, critical thinking, and information skills to investigate, draw conclusions about, and create content
- (3) Connects to real world and authentic problems and issues (Klein, 2009: 8).

The purpose of project-based learning is to provide a structure through which students can demonstrate mastery of a subject by creating, and presenting, a research-based project that is driven by their own interest in a topic and allows them to work within the same parameters as real researchers. While the projects can assess the students’ knowledge of content, concepts and skills and the level of depth and complexity to which students have understood them, they also allow students to think deeply and analytically and to question a topic which has particular resonance and meaning for them.

From those definitions and description it can be inferred that project-based learning demands the students to be active and having critical thinking in

facing the problems and designing a project based on the theories and their understanding about the theories and how to implement them in real life situation.

c. Discussion

Dale and Wolf (2000) state that discussion is an argument for the sake of arriving at decision. Discussion is one of the most effective teaching strategies that encourage greater classroom participation. But the discussion is best used only during certain situation, for example finding solution for certain problem which appear in society.

According to Dale and Wolf (2000) the technique of discussion are

- (1) The class is divided into small groups consisted 4 to 5 members.
- (2) Each group form a circle
- (3) Appoint a group leader from each group
- (4) Assign each group with a different/the same topic to be discuss.
- (5) The assign topic is discussed by each group for about 15 to 20 minutes prior to class discussion.

Further, they explain on the role of group leader.

She/he should:

- (1) State the problem to be discussed.
- (2) Encourage all group members to participate.
- (3) Ask questions and make summaries.
- (4) See that all aspects of problem are explored.
- (5) Encourage an informal, cooperation and permissive group climate.
- (6) Keep the discussion on the subject and keep it progressing toward the objective made by the group.

While to member of group discussion cannot be just passive or having no contribution. But, in facts they also have similar roles, namely:

They should:

- (1) be prepared with evidence by researching quotations, facts and examples.
- (2) Make sufficient number of contribution.
- (3) Don't monopolize the discussion.
- (4) Be open-minded by acknowledging other person's opinions and their right to express them.
- (5) Pay close attention to other participant contribution.
- (6) Refer to all participants by name.

Once the students know the roles foe both leader and member, teacher must also decide problems that will be discussed. The purpose of the discussion is to solve a problem. A good discussion is that the group can organize the discussion into a logical sequence of events so that the participants can find one or more solution to a problem.

Once the teacher or the lecturer decided the topic he/she distributes Group Discussion worksheet to each group (see the appendix). With this

worksheet the students can search the source in the internet and discuss each aspect in the worksheet. In the group discussion make sure that the students use the expression for asking and giving opinion, agreeing or disagreeing, and other language expressions.

When each group has completed the discussion of all aspects the teacher or the lecturer calls each group to present the discussion result to the entire class. Of course it is unwise for each to presents all aspects cause, effect and solution. So, the teacher or the lecturer divides task for each group whether they have to present for cause, effect or solution. The audience can participate by asking questions, giving explanation, agreeing, disagreeing or giving response. In this section the class will be very alive and the teacher or the lecturer roles as moderator to solve the problem in oral report. When all aspects have been presented by the groups the teacher or the lecturer summarizes the solution to the problem.

d. Debate

Debating is a formal method of interactive and representational argument aims at persuading judges and audience. It is a rhetoric practice in which different strategies of logic building as well as delivery used pull in the target audience to conclusion on a controversial issue. Debating can be used in EFL classes as tools to make the students practice the skills of English in real-life situation.

According to Dale and Wolf (2000:176) debate is a speaking situation in which opposite points of view are presented and argue. Each speaker attempts to convince the audience to agree with his or her idea. A debate thus consists of two opposing persuasive speeches from the two teams that may have two or three speakers. The speakers take turns giving main speeches and rebuttals. In the main speeches, the speaker focus on presenting evidence to convince the audience to agree with them. In rebuttals, they focus on attacking the opponent's position and trying to disprove his or her evidence.

Earlier O'Malley and Pierce (1999:87) stated that debate is most appropriate for intermediate and advanced learners who have been guided in how to prepare for them. Debate requires extensive preparation by learners, call for interaction in groups, and make use of at least the language functions of describing, explaining, giving and asking for information, persuading, agreeing and disagreeing.

Krieger (2005) comments: debate is excellent activity for language learning because it engages students in variety of cognitive and linguistic ways. In addition to provide meaningful listening, speaking and writing practice. Debate is also highly effective for developing argument skills for persuasive speech and writing.

Further Krieger (2005) said that with practice, many students have the obvious progress in their ability to express and defend idea in debate and they quickly recognize the flows in each other argument. Nisbett (2003) states

that debate is important educational tool for learning analytic thinking skills and for forcing self- consciousness on the validity of one's idea.

2.3. Speaking

a. Definition of Speaking

Speaking is the process of building and sharing meaning contexts (Chaney, 1998: 13). Speaking is a crucial part of foreign language teaching and learning. Despite its importance, for many years teaching speaking has been undervalued and English language teachers often teach speaking just as a repetition of drills or memorization of dialogue.

The goal of learning is to enable students to communicate with other people by using the language being learned. The communication here means to talk to others orally or in spoken form. It the process of using a language that is done by speaker by combining both codes and messages. As Chastain (1975:334) states that speech combines both a code and a message. The code is composed of sounds , vocabulary, and structure of the language. These components are organized in appropriate combinations in order to convey the speaker's ideas and opinion.

Speaking is considered as productive skill just like writing (Brown, 2001). The other language skills are listening and reading. These skills are closely related. To able to speak well students must listen to English a lot. And to be able to write well students need to read often.

b. Basic Types of Speaking

According to Brown (2004: 141) there are five types of speaking, namely:

(1) Imitative : At one end of a continuum of type of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence.

(2) Intensive

A second type of speaking frequently employed in assessment contexts is a production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements- intonation, stress, rythem, juncture). Example of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion, limited picture-cued tasks including simple sequence, and translation up to the simple sentence level.

(3) Responsive

Responsive assessment tasks include interaction and test comprehension but at somewhat limited level of very short conversation, standard greetings and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken

prompt (in order to preserve authenticity), with perhaps only one or two follow-up questions or report.

(4) Interactive

The difference between responsive and interactive speaking is the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which has the purpose of maintaining social relationship. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistics conventions.

(5) Extensive

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberately (planning is involved) and formal for extensive tasks, but we can not rule out certain informal monologues such as casually deliver speech (for example, my vacation in beach, a recipe for outstanding local dish , recounting the plot of a novel or movie.

In this research, however, the lecturer will use interactive type as later the students will exchange specific information related to the recent issues such as social, environmental or economic issues. The class will be interactively as there will be an interaction between student-student, lecturer-student, and student -lecturer.

According to Nunan (2003:1) teaching speaking is to teach learners to:

- (1) Produce the English speech sounds and sound patterns.
- (2) Use words and sentence stress, intonation pattern and rhythm of English language.
- (3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- (4) Organize their thoughts in meaningful and logical sequence.
- (5) Use language as a mean of expressing values and judgment.
- (6) Use the language quickly and confidently with few unnatural pauses, which is called fluency.

As a matter of fact, that the speaking lecturer teach the students to learn what had been stated by Nunan, but many students still find it difficult to speak with good fluency, means their speech flows like water without any obstacles. The fact, many students are still not brave enough to take the floor and express their ideas freely. This might be lack of mastery in language aspects such as vocabulary, pronunciation and grammar or lack of knowledge in the topic areas of discussion.

3. Research Method

In this part, the writer will explain how she conducted her research. In conducting a research, method is important as a guideline to attain the objectivity of the study. It provides type of research, variable of research, population and sample, sampling technique, research instrument, technique of collecting data, technique of data analysis, and the last is time and location of the research. Those will be presented as follows:

3.1. Type of research

This research is an experimental research because the writer did experiment and ga treatment to find out whether the CTL model can activate the fourth semester of English Education Program in the academic year 2013/2014.

3.2. Variable of the research

According to Arikunto (2006: 118), variable is the object of a research, or things that become points of attention of the research. There are two types of variables. They are independent variable and dependent variable. Independent variable was simbolized by “X” called a variable that influence (Arikunto, 2006:119). In this research, as the independent variable is the method of teaching Speaking. It is the treatment in the form of applying CTL model during teaching Speaking III. The dependent variable was simbolized by “Y” called the effect variable (Arikunto, 2006:119), and as the dependent variable is the students’ participation in Speaking Class manifested in the scores of achievement.

3.3. Population and sample

In this research, the population is the fourth semester students of English Education Program of Muhammadiyah University of Purworejo in the academic year 2013/2014. The total number of population is 210 students. The writer took 30% of the population as the sample. The sample is 66 students which consist of class A and C.

3.4. The research design

In this research, the writer used pre-experimental design using one-group pretest-posttest design. The design is described as follows:

X 0

Sugiono (2010: 111)

X = treatment using CTL Model

0 = Observation/test

During the treatment the researcher apply CTL model by relating the teaching materials to the problems which appear in the society like regional, national or international problems related to social, economic and environmental issues. The Speaking Class start with brainstorming

vocabulary related to the topic of the discussion, then assigning the students to find the cause, effect and solution that they discussed in groups and followed by class discussion.

3.5. Research instrument

In this research the writer used test, questionnaire and observation as instrument. A Speaking test was given after treatment. There are 11 items of questionnaire related to the students participation in Speaking Class. Classroom observation was also done to know the number of student who are active during the class.

3.6. Technique of data analysis

Descriptive Analysis is used to analyze the data by describing the data that has been collected. The statistics used are mean analysis and standard deviation analysis. Additionally, the mode, and median, SD, the lowest and the highest scores are also used to analyze the data.

To classify the students' achievement in Speaking Class the researcher based on the criterion referenced scales (Arikunto, 2009:245).

Classification of students' Achievement

Score	Grade	Level
80-100	A	Excellent
66-79	B	Good
56-65	C	Sufficient
40-55	D	Fairly-sufficient
30-39	E	Fail

4. Findings and Discussion

4.1. Findings

a. Students' Achievement of Speaking III

In this part the writer would present the research finding and analysis. She applied CTL model to teach Speaking III, then observed and gave the students speaking test and questionnaire to know whether CTL model can activate students in the class of the fourth semester of English Education Program in the academic year 2013/2014. She applied descriptive analysis.

Before discussing students' achievement, the researcher determined the category of scores of the students' achievement. It is classified in the following table.

Tabel 1. Classification of students' Achievement

Score	Grade	Level
80-100	A	Excellent
66-79	B	Good
56-65	C	Sufficient
40-55	D	Fairly-sufficient
30-39	E	Fail

The level of achievement shown in the table is defined based on the criterion referenced scales (Arikunto, 2009:245).

Here, the writer would present the scores of students' achievement in Speaking III. From the data, it is found that the highest score (H) is 87.50 the lowest score (L) is 69.80 the median (Me) is 76, the mode (Mo) is 73.47 the range (R) is 17.70, and the total score of pre-test (T) is 5064.30.

After finding the mean score, the researcher calculated the variance (s^2) and the standard deviation (SD) by using SPSS. From the result, the writer got the mean score of post-test (M) is 76.73 and the standard deviation (SD) is 4.84. Variance is the total square of deviation standard divided by N-1. It is 23.47. The mean score is 76.73. It belongs to good category. According to Arikunto (2009:245) the criteria of assessment of the students achievement are shown in the following table.

Tabel 2. Frequency and percentage of Students' achievement of Speaking III

Interval	Interpretation	Grade	Frequency	Percentage
80 – 100	Excellent	A	16	24.25
66 – 79	Good	B	50	75.75
56 – 65	Sufficient	C	0	0
40-55	Fairly Sufficient	D	0	0
30-39	Fail	E	0	0
Total			66	100

The table above shows that there are 16 students belong to excellent category and they get A grade. And there are 50 students belongs to good category and they get B grade. There is no student belongs to sufficient, fairly sufficient nor low category. To present the finding clearer it can be seen in chart below.

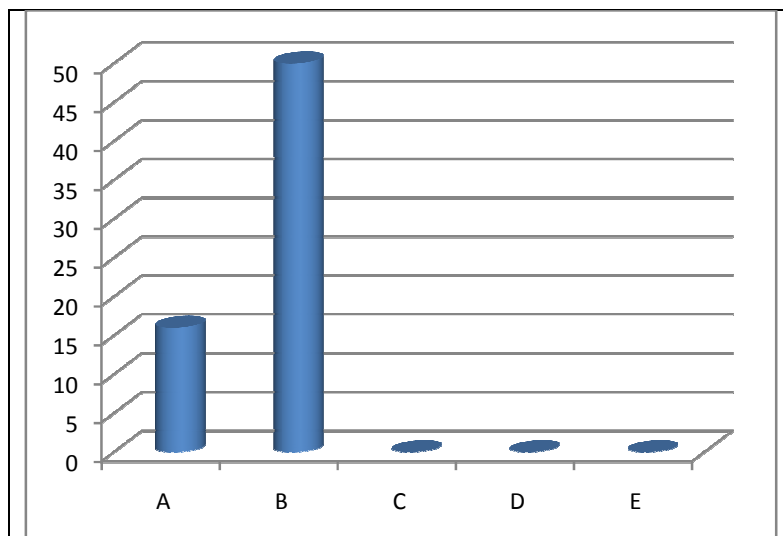


Table 3. Table of descriptive analysis of Students' achievement of Speaking III

Descriptive Statistics

Mean	76.73
Median	76.00
Mode	73.80
Standar Deviation	4.84
Max	87.50
Min	69.80
Varians	23.47
Sum	5064.30

b. Students' Participation in Speaking III

Table 4: The questionnaire result on Students' Participation in Speaking III

No	Statement	Yes	No	Yes (%)	No (%)
1	I like speaking class more than other classes.	59	7	89.39	10.60
2	I feel braver to participate in the speaking class than before.	64	2	96.96	3.03
3	The topics in the speaking class are relevan to the problems in the society.	65	1	98.48	1.51
4	I can use my knowledge about today issue to be engaged in the speaking class.	61	5	92.42	27.57
5	I often find source and read it before class so that I can participate in the speaking class.	50	16	75.75	24.24

6	I feel that Contextual Teaching and Learning (CTL) makes the learning become more meaningful.	66	0	100	0
7	CTL model of teaching stimulates my critical thinking.	61	5	92.42	27.57
8	Finding solutions to today problem makes the learning more authentic.	60	6	90.90	9.09
9	I pay more attention in the speaking class because I can learn to solve today problems.	66	0	100	0
10	Problem solving method helps me to think more critically.	66	0	100	0
11	The lecturer strategy in teaching speaking makes the students become more active in the speaking class.	66	0	100	0

4.2. Discussion

After describing the analysis in previous section, the writer would discuss the interpretation of students' achievement of Speaking III. The highest score achieved by the students is 87.50 and the lowest score is 69.80. The mean score is 76.73. It means that the students' achievement of Speaking III belongs to good category as the mean is in the range score 66 – 79. This achievement as the proof that most students feel that CTL method is a good method for teaching speaking and they become more active in the Speaking Class. This active participation is supported by the questionnaire result.

For more detail response in the questionnaire for the students can be seen below.

- (1) *I like speaking class more than other classes.* Based on the students' response 89.39% students like speaking class. This fact was indicated by students involvement during the class.
- (2) *I feel braver to participate in the speaking class than before.* Based on the students' response 96.96% students feel braver to participate in the speaking class than before. This fact can be seen from the number of students who participated in the class during the class discussion, debate or panel discussion.
- (3) *The topics in the speaking class are relevant to the problems in the society.* The topics in the speaking class are relevant to the problems in the society. Based on the students' response 98.48 agree that the topics in the class are relevant to the problems in the society. Because the lecturer always presents the topics that related to social, economy and environment that are concerned by all of us.
- (4) *I can use my knowledge about today issue to be engaged in the speaking class.* Based on the students' response 92.42 students think that they can use their knowledge about today issue to take a part in the class either by expressing opinion or expressing disagreement.
- (5) *I often find source and read it before class so that I can participate in the speaking class.* Few students (24.24%) do not often find source and read it before class but more students (75.75%) often find source and read it

before class so that they can participate in the class to express their opinion, express agreement or disagreement.

- (6) *I feel that Contextual Teaching and Learning (CTL) makes the learning become more meaningful.* All of the students (100%) agree that CTL makes the learning become more meaningful.
- (7) *CTL model of teaching stimulates my critical thinking.* Based on the students' response 92.42 agree that CTL model of teaching stimulates their critical thinking as it one of CTL characteristics. Students are able to apply higher level thinking critically and effectively. They are able to analyze, to synthesize, to tackle the problem, to make a decision and to think logically.
- (8) *Finding solutions to today problem makes the learning more authentic* Based on the students' response 90.90% students think that finding solutions to today problem makes the learning more authentic. As one of CTL characteristics is using authentic assessment. It must be started by the authentic learning.
- (9) *I pay more attention in the speaking class because I can learn to solve today problem.* Based on the students' response all students (100%) pay attention in the class because they can learn to solve today problems such as social, economy and environment.
- (10) *Problem solving method helps me to think more critically.* Based on the students' response all students (100%) agree that Problem Solving method in CTL helps them to think more critically as they learn how to solve the problems based on Cause-Effect-Solution.
- (11) *The lecturer strategy in teaching speaking makes the students become more active in the speaking class.* Based on the students' response all students (100%) think that the lecturer strategy makes them become more active in the class. As the students mostly have background knowledge about the problems/issues before. They become more active and antuastic to participate in the class. Beside that the lecturer (researcher)has strategy by distributing *participatation card* when the students participate in the class t such as presenting discussion result. expressing opinion, agreement and disagreement, making presentation, asking questions and giving response.

5. Conclusion

Contextual Teaching and Learning model is able to activate the students' participation in the Speaking Class. This can be proved by the students' responses in the questionnaire and the students' achievement in Speaking III Class as the mean scores is 76.73 belongs to good category. There are 16 students get A and 50 students get B. There is no student gets C, D or E.

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AN ANNOTATED TRANSLATION OF “TECHNIQUES AND PRINCIPLES IN LANGUAGE TEACHING” (TEACHING TECHNIQUES IN ENGLISH AS A SECOND LANGUAGE

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Abstract. This study is an annotated translation. The object of the study is a book which is entitled techniques and principles in language teaching by Diana Larsen – Freeman. The problem of this study are: (1) “what are the difficulties encountered by the researcher when translating techniques and principles in language teaching into Indonesian, and (2) ‘how are those difficulties solved in the translation?’. The purposes of this study are: (1) to attain factual information concerning the problems faced by the researcher in translating the source text; and (2) to give plausible solutions to the difficulties. In conducting this annotated translation, the researcher answers the questions that emerge in the introspective and retrospective study. The result of the study covered two main points. First, the finding revealed that from the twenty five most difficult problems, eight were in the form of grammatical structures, and seventeen.

Key Words: Annotation and Translation

A. Background

In this study, the researcher wants to find out the difficulties during the process of translation from English into Indonesian faced by the translator to analyze several grammatical structures and lexical items that pose problems for him.

This area, namely analysis on the translation from one language into another is chosen by the researcher in order to widen his experience in translation which is in line with his study and to detect the problems emerging during the process of the translation. The problems encountered will then be analyzed and given plausible reasons for their translation. The translation from English into Indonesian is taken due to the familiarity of the language, Indonesian, mostly known by the researcher as his native language. The researcher chooses analysis on the translation of techniques and principles in language teaching in order that Indonesian learners who study the English language can understand more about the book in English verses.

It is important to carry out this study as annotated translation applies in practical sense the theories the researcher has studied in class, namely theories of translation, theories of the English as well as Indonesian language. Furthermore this deepens the study’s ability in analyzing source language and target language texts, especially for those who are interested in translation.

B. The Aim of Study

The purpose of this study is to attain factual information concerning the problems faced by the researcher in the course of translating the source text, and to give plausible solutions to the difficulties.

C. Theoretical Framework

Larson (1984) in the translation work, a translator usually encounters some difficulties both in the source language text and in the receptor language text. The difficulties are dealing with words, phrases, clauses, and sentences, situation communication, and cultural context (pp.3-11). And Newmark (1988), affirmed that first sign of translation problem is where automatic procedure from language to language, apparently without intercession of thought are not adequate.

If the problem is about clause, Newmark (1988) suggested, within the clause, you may take next the two obviously cohesive types of collocation, adjective – plus noun verb plus object, or the various groups that are ‘least context – bound’ (p.32). If the problem is about the sentence translation Newmark (1988) explained ‘your problem normally how to make sense of a difficult sentence. You should bear in mind, however, if long sentence and complicated structure are an essential part of text, are characteristic of the author rather than of the norms of the source language, you should reproduce a corresponding deviation from the target language norms in your own version.

a. Definition of Translation

Translation, by dictionary definition, is the process of changing something that is written or spoken into another language., and according to Hornby (2000) translation as a text or that has been changed from language into another (p. 328).

According to Catford (1965) translation may be defined as the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). He also stated that translation is an operation performed on languages; a process of substituting a text in one language for a text in another. (1965; pp.1 – 20). Larson (1984) stated that translation consist of transferring the meaning of the source language into the receptor language. This done by going from the form of the first language to the form of a second language by way semantic structure. (p.3). it is meaning which is being transfered and must be held constant; only the form changes.

According to Newmark (1988) translation is rendering the meaning of a text into another language in the way that the author intended the text. Hence in many types of text (legal, administrative, dialect, local, cultural) the temptation is to transfer as many SL (Source Language) words to the TL (target language) as possible. (p.9). Eugene A. Nida and Charles R. Taber (1982) in their book *The Theory and Practice of Translation* state that translating consist in reproducing in the receptor language the closest natural equivalent of the source language

message, first in terms of meaning and secondly in terms of style. The elements that have to be concern in translating are: reproducing the message, equivalent rather than identity, a natural equivalent, the natural of translating, the closest equivalent, the priority of meaning, the significance of style, and system of priorities. (pp. 12-14)

b. Definition of Translation Strategies

The theory of cultural words and the theory of translation strategies are the main theories used in this research. The theory is taken from Mona Baker, in other words (1997) and Newmark a Textbook of Translation (1988) the use of translation strategies and cultural categories was analyzed using their definitions.

While Newmark (1988) stated “while translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language” (p.18). it means translation strategies are more appropriate to translate cultural items, but in this case the researcher will use the term strategies to analyze the data. According to Baker (1997) “the more common types of cultural words which often pose difficulties for the translator and some attested strategies for dealing with them”. (p.18) the choice of suitable strategies may be deal with non equivalent in the context.

Baker (1997) divided translation strategies into eight types which are:

1. Translation by a more general word

According to Baker (1997) “this is one of the commonest strategies for dealing with many types of cultural words which have no meaning, particularly in the area of propositional meaning. It work equally well in most, if not most, language, since the hierarchical structure of semantic fields is not language specific, (p, 26 – 27).

2. Translation by a more neutral word

Here a translator uses a more neutral word to give closest natural equivalence. The following example is the example of the use of these strategies given by Baker: source text (English): many of the species growing wild here are familiar to us as plants cultivated in European garden – species like this exotic lily.

3. Translation using a loan word plus explanation

This strategies is particularly common in dealing with culture specific items, modern concepts, and buzz words. The loan word with an explanation is very useful when the word in question is repeated several times in the text. As with the strategy of cultural substitution, the freedom with which translators use loan will often depend on the norms of translation prevailing in their societies. Once explained, the loan word can than be used on its own; the reader can understand it and is not distracted by further lengthy explanation.

4. Translation by Cultural Translation
This strategy involves replacing a cultural specific item or expression with a target language item which does not have the same propositional meaning but is likely to have a similar impact on the target reader. The main advantage of using this strategy is that it gives the reader a concept with which she or he can identify something familiar and appealing.
5. Translation by paraphrase using a related word
This strategy tends to be used when the concept expressed by the source item is lexicalized in the target language but in a different form, and when the frequency with which a certain form is used in the source text is significantly higher than would be natural in the target language. Source Text (English); there is strong evidence, however, that giant pandas are related to the bears. Target Text (Chinese); but there is rather strong evidence that shows that big pandas have a kinship relation with the bears.
6. Translation by paraphrase using unrelated words
If the concept expressed by the source item is not lexicalized at all in the target language, the paraphrase strategy can still be used in some context. Instead of a related word, the paraphrase may be based on modifying a super ordinate or simply on unpacking the meaning of the source item, particularly if the item in the question is semantically complete.
7. Translation by Omission
This strategy may sound rather drastic, but in fact it does no harm to omit translating a word or expression in some contexts. If the meaning conveyed by a particular item or expression is not vital enough to the development of the text to justify distracting the reader with lengthy explanations, translator can and often do simply omit translating the word or expression in question.
8. Translation by Illustration
This is a useful option if the word which lacks of meaning in the target language refers to a physical entity which can be illustrated, particularly if there are restriction space and if the text has to remain short, concise, and to the point.

D. Principles of Translation

Duff (1981) stated that principle of translation consist of:

- a. Meaning. The translation should reflect accurately the meaning of the original text. Nothing should be arbitrarily added or removed, though occasionally part of the meaning can be transposed.
- b. Form. The ordering of the words and ideas in translation should match the original as closely as possible. (this is particularly important in translating

- legal documents, guarantees, contracts, etc) but different in language structure often require changes in the form and order of words.
- c. Register. Language often differ greatly in their levels of formality in a given a context (say, the business letter). To resolve these differences, the translator must distinguish between formal and fixed expression and personal expression, in which the writer or speaker sets the tone.
 - d. Source language influence. One of the most frequent criticisms of translation is that ‘it does not sound natural’. This is because the translator’s thoughts and choice of words are too strongly molded by the original text.
 - e. Style and Clarity. The translator should not change the style of the original. But if the text is sloppily written, or full of tedious repetitions, the translator, for the reader sake, correct the defects.
 - f. Idioms. Idiomatic expressions are notoriously untranslatable. These include similes, metaphors, proverbs and saying (as good as gold), jargon, slang, and colloquialism (user friendly, the Big apple, yuppie, etc), and (in English phrasal verbs. (p.40)

Larson (1984) translation may always start with the clearest situations, the most concrete messages, the most elementary universals. But as it involves the consideration of a language in its entirety, together with its most subjective messages, through an examination of commons situations and a multiplication of contacts that need clarifying, then there is no doubt that communication through translation can never be completely finished, which also demonstrates that it is never wholly impossible either. (p.36). it is clearly the task of the translator to find a solution to even the most daunting of the problems.

Newmark (1981) translation is par excellence the process by which the thrush behind the verbal works of man ...can be directly transfered, carried on, allowed to continue...work of literature are highly organized instances of such thrush...these blocks force themselves on, through time, from culture to culture. (p.34). In translation, texts are reborn, given new life, stimulated with new energy.

Graham (1981) much that has been written on the subject of translation yields very little when sifted for theoretical substance because it has always been written as if spoken in the workshop. The personal anecdotes and piecies of advise may well provide some help, but certainly not the coherent and consistent theory required for translation. (p.23). the translation style nearly written in spoken in the workshop.

E. Process and Procedure of Translation

For the purpose of this accountability to his finding of the equivalent in his acronyms, researcher that is also the translator is necessary to adopt the theory of the process of translation is for which the translator referred to the theories of Larson (1984) and Nida and Taber (1982). In this theory, Larson (1984)

reminded, “the translator’s goal should be to reproduce in the receptor language but using the natural grammatical and lexical choices of the receptor language. (p.3) his goal is an idiomatic translation. An idiomatic translation reproduces the meaning of source language (that the meaning intended by original communication) in the natural form of receptor language’. In order that this naturalness can be achieved, Nida showed his process of translation. He said ‘translation’, then consists of studying in lexical, grammatical structure, communication situation, and cultural context’.

Meanwhile Nida and Taber (1982) stated five elements comprised by his theory of dynamic translation such as; (1) Reproducing message; to reproduce the message one must make a good many grammatical and lexical adjustments (2) equivalent; the translator must strive for equivalence rather than identity (3) natural equivalent; the best translation must does not sound like translation (4) closest equivalent; (5) priority of meaning; meaning must be given priority. (p.33). According to Nida ‘the dynamic equivalent translation is not more meaningful to receptor but also more accurate’ (1982; p.28)

In order to find the acceptable equivalent researcher used theory of translation procedures as directed by Newmark (1988) which are describe based on the application in research as follows;

- a. Transference; is the process of transferring a source language word to a target text as a text translation procedure. It is the same as Catford’s transference, and includes transliteration, which relates to conversion of different alphabets. The word then becomes loan words. Example; a mall – mal, ambition – ambisi, product – produk, etc.
- b. Naturalization; this procedure succeeds transference and adapts the SL word first to the normal morphology (word forms) of TL. Example’ distribution becomes distribusi, test becomes tes, etc.
- c. Shift or Transpositions; is a translation procedure involving a change in the grammar from the normal morphology (word forms) of TL. Examples; thus, for your info – *demikian harap maklum*. (Noun Phrase sentence).
- d. Modulation; is a variation though a change of viewpoint, of perspective and very often of category of thought. Example; I broke my leg – *kakiku patah*.

F. Translation Techniques

John Dryden in Schulte and Biguenet in theories of translation; an anthology of Essays from Dryden to Derrida stated that translation may be reduced to these three heads. First, that of metaphrase, of tuning an author word by word, and line by line, from one language into another, the second way is that of paraphrase, or translation with latitude, where the author kept in view by the translator, so as never to be lost, but his words are not altered. The third way is that imitation, where the translation of imitation, where the translator (if now he has not lost that name) assumes the liberty, not only to

vary from the words and sense, but to forsake them both as he sees occasion; and taking only some general hints from the original, to run division on the groundwork, as he pleases.

Translation technique, according to Newmark (1988), can be described as follows;

1. Naturalization; this procedure succeeds transference and adapts the SL word first to the normal pronunciation, then to the normal morphology (word – forms) of the TL.
2. Cultural Equivalent; this is an approximate translation where a source language culture word is translated by a target language cultural word. The main purpose of the procedure is to support or supplement another translation procedure in a couplet.
3. Functional equivalent; this is common procedure, applied to cultural words, requires the use of a culture free word, sometimes with a new specific term, it therefore neutralizes or generalizes the source language word; and sometimes adds a particular. This procedure, which is a cultural componential analysis, is the most accurate way translating i.e. deculturalising a cultural word. This procedure occupies the middle, sometimes the universal, are between the SL language or culture and the TL language or culture. If practiced one by one, it is an under translation.
4. Descriptive equivalent; description sometimes has to be weighed against function. Description and function are essential elements in explanation and therefore in translation.
5. Shift or Transposition; is a translation procedure involving a change in the grammar from SL to TL. One type, the change from singular to plural, or in the position of the adjective. A second type of shift required when an SL grammatical structure does not exist in the TL. Here there are always options. The gerund can be translated by verb noun, or sub ordinate clause, with a recast main clause, or in some language, a noun infinitive, or an infinitive. The third type of shift is one where literal translation is grammatically possible but may not in accord with natural usage in the TL.
6. Note, additions, glosses; there is a rule about when and when not to use notes or supplying additional information in a illustration. The additional information a translator may have to add to his version is normally cultural (accounting for difference between SL and TL culture), technical (relating to the topic), or linguistic (explaining way ward use the words), and is dependent on the requirement of his, as opposed to the original, readership. In expressive text, such information can normally only given outside the version, although brief ‘concessions’ for minor cultural detail can be made to the reader. (pp. 45 – 93).

G. Definition of Terms

Hornby (1987) defined terms as words used to express an idea, especially specialized concept. But in his newer dictionary, he stated that terms is a word or phrase used of the name of something, especially one connected with a particular type of language; technical/ legal/ scientific term (p.891). and Hornby (2000) term is word or combined of word which accurately express the meaning of concept, process, situation, or specific characteristic in certain field (p.1340). specific term is the term which is used and/ or its meaning is limited in the specific field.

H. Annotation

An annotation is a note that is made while reading any form of text. This may be as simple as underlining or highlighting passages. [Annotated bibliographies](#) give people a source that is useful to an author in constructing a paper or argument. Creating these comments, usually a few sentences long, establishes a summary for and expresses the relevance of each source prior to writing. The term also has a special meaning in a number of other fields.

Text annotation is the practice and the result of adding a note to a text, which may include highlights or underlining, comments, footnotes, tags, and links. Text annotations can include notes written for a reader's private purposes, as well as shared annotations written for the purposes of collaborative writing and [editing](#), commentary, or social reading and sharing. In some fields, text annotation is comparable to metadata insofar as it is added post hoc and provides information about a text without fundamentally altering that original text. Text annotations are sometimes referred to as [marginalia](#), though some reserve this term specifically for hand-written notes made in the margins of books or manuscripts. This article covers both private and socially shared text annotations, including hand-written and information technology-based annotation, as well as Web-based text annotation. For information on general annotation of Web objects.

It is an annotation research. How the annotation is known in the translation, researcher adopts Hatim's and Newmarks' explanations. Hatim (2001) stated, annotation is a translation that seek with its annotations and its accompanying glosses to locate the text in a rich cultural and linguistic context' (p.137). As it is a gloss of text, Newmark (1988) explained in his theory of Notes. Addition and glosses of translation which mean 'supplying additional information in translation (p.91). Additional information in the translation may take various forms; (1) within text (2) Notes at bottom of page (3) Notes at end of chapter (4) Notes or glossary at end of book'.

I. The Communication Situation in Translating

In order to interpret a text correctly, it is necessary for the translator to know certain thing about the communication situation. The meaning is determined in

part by; who the author was, the purpose of the communication for whom the information was intended, the relationship between the author the audience, the culture of the source text, how much common information is shared by the audiences who read the source text and the audience for whom the translation is being prepared, and other factors of the communication situation.

1. The Author

Larson (1984) states that “the goal of the translator is to communicate to the receptor audience the same information and the mood as was conveyed by the original document to the original audiences. To do this, he must have the author’s intent firmly in mind as he translates’ (p.421 – 422). In this respect, the following are significant; intent (some language begin each discourse with an appropriate performative statement), style appropriate to a particular discourse, emotional tone (which is often the key to communication effectiveness), and attitude (some language have lexical signals to indicate the attitude of the author toward the information).

2. The Audiences

Larson (1984) explains, ‘the author’s attitude towards the audience also plays an important part in the communication situation. Every good writer writes with his audience mind. He write to a certain person or group of people. The translator must be aware of who the original text was written for. But he also has a further factor; who is his translation intended for” (p.426). in this respect, the following are significance; effective information transfer depends on the extent to which the information has been adjusted to the level of education of the audiences, to the cultural context of the audience and to the purpose of the audience. In some language, special attention may have to be given to the social relationship between author and audience to render the information significant. These can involve questions of age, status, and appropriate recognition of superiority and inferiority.

3. The Relationship between the Author and Audiences

Larson (1984) states that ‘the social relationship between the original author and his audience affects the content and form of the original document. These relationship may have to do with such matters as age, status, and the culture’s ideas of superiority and inferiority (p.49).

J. Introspective and Retrospective Research

The researcher also uses the terms of introspective and retrospective research. These definition of terms are taken from Webster’s Third New International Dictionary (1993)

- a. Introspection is “the examination of one’s own thought and feeling; a looking into one self; self examination; also such examination including one’s sensory and perceptual experience undertaken under

controlled conditions of experiment opposed to retrospection.’ And introspective is ‘of or belonging to introspection, employing, marked by, or tending to introspection’ (p.1187) so the term of introspective research is a research that investigates one’s own thought and feeling; a looking into oneself; in line with translation, asking oneself, in which part the researcher had difficulty and what the solutions are.

- b. Retrospection is an observation of mental processes through primal memory immediately after their occurrences.’ And retrospective is contemplative of or relative to past event; characterized by; given to, indulging in retrospection’ (p.1941). so the term of retrospective research is a research where the researcher is contemplating of what theories and strategies he has used in the process of translating.

K. Conclusion

This study solved the problems that were detected when the researcher translated the English source text into Indonesian. The finding revealed that the hardest problems to solve which amounted to twenty five items were in the aspect of grammar. Those twenty five items were eight grammatical structure and seventeen lexicons.

The theories used in solving the problems besides theories of translation. The difficulty in the course of translating the text that should be overcome by using the relevant theories forms the application of what the researcher has studied in class.

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**ERROR ANALYSIS IN LISTENING TEACHING LEARNING
PROCESS: A CASE STUDY IN ENGLISH LEARNING
PROCESS: A CASE STUDY IN ENGLISH DEPARTMENT OF
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

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Abstract. This research paper elaborates some errors and strategies in learning listening skill for College students, a case study. The case will be analyzed using the theory of error analysis. The objectives of the study are to analyze the error made by college students in learning listening and to introduce some solutions and strategies to cope the difficulties in learning listening.

This study belongs to a descriptive qualitative one. The data of the study are the English Department students of Muhammadiyah University, Surakarta. While the data are taken through interview and observation during the listening teaching learning process in English Department of the University of Muhammadiyah Surakarta. The method to analyze the data is descriptive analysis.

Having analyzed the data, the writer comes to the conclusion that students have lack opportunity to listen to native speakers, have no habit of listening and watching English program, and also have difficulties of coordinating the listening and writing skills. While the solutions and strategies suitable to cope the problems are by giving them more opportunity to speak with native speakers, making the listen more to some English materials and drilling them.

A. BACKGROUND

Listening is the language skill that is used most frequently. Human being used most of his time listening to others. In short, we may say that listening is the most important skill in learning any knowledge. That's why, every subject in schools and colleges which is presented in English require students to have good English listening skill. Yet most students tend to make mistakes during the teaching learning process and there are many problems are believed to be the reasons.

Based on research students may receive as much as 90% of their in school information through listening to instructors and to one another. Often, however, language learners do not recognize the level of efforts that goes into developing listening ability. Since the 1970, the listening comprehension has become an important part in foreign language teaching methodology. Instructional program expanded their focus on language skills to include listening as well as reading, writing and speaking. In the 1980s listening was given special attention and it was incorporated into new instructional frameworks as in communicative approaches. Throughout the 1990s, attention to listening in language teaching increased dramatically. It was an integral part in language instruction. Listening

comprehension is now regarded as a prerequisite for oral proficiency as well as an important skill in its own right. (Celce-Murcia in Fauziati, 2010:2)

In learning language, especially listening, students make errors. It might be because of several reasons. Among others are the listening habit, interference of mother tongue, or may be because of the sound system. In teaching listening comprehension we must be careful not to go to extremes, either by being concerned too much with theories without thinking about their application to teaching, or by following the dull routines of playing the tape recorder and asking some questions to the students. It is essential for language teachers to have thorough understanding of the nature of listening (psycholinguistics perspective of listening) as well as several activities which help the students develop their listening comprehension skills. Consequently, the teachers can vary their classroom presentation that result in the more interesting classroom activities.

B. ERROR

The learners make error because of their lacks of knowledge of the languages rules they are learning. When the learners make errors, they will not be able to correct it by themselves. As stated by James in Afida (2006:12) errors require further relevant learning to take place before they can be self corrected. It means that the students will probably make some at other time so the errors should be corrected as soon as possible.

The Error can be the part of language learning activity. As stated by Selinker (1992:119), errors are the part of circular progression in learning viewing them as a dynamic process involved in the learning process. An error is a deviation from what is correct, accurate and believe in something untrue.

B.1 Classification of Error

According to Dulay, Burt and Krashen (1982) in Afida (2006:15) the classification of error can be divided into four, they are:

1. Linguistic category
2. Surface strategy Taxonomy
3. Comparative Taxonomy
4. Communicative effect Taxonomy

B.2 Sources of Error

According to Brown (1993:213) there are three sources of error:

- 1) Interlingual Transfer

James in Afida (2006:20) describes it as mother tongue influence. Larsen (1997:58) states that the interlingual error are the errors committed by the learner, which could be traced by native language interference. According to Brown (1993:213), in this stage, before the system of the

second language is familiar, the native language is the only linguistic system in previous experience upon which the learner can draw.

2) Intralingual Transfer

James ((18998:179) describes it as target language causes. Brown (1993:213) noted that it is caused by the negative transfer between the elements in the target language itself. According to Brown, (1993:214), Once learners have begun to acquire parts of the new system, more and more intralingual transfer-generalisation within the target language is manifested.

C. ERROR ANALYSIS

Error analysis was established in the 1960s by Stephen Pit Corder and colleagues. Error analysis was an alternative to contrastive analysis. Error analysis showed that contrastive analysis was unable to predict a great majority of errors, although its more valuable aspects have been incorporated into the study of language transfer. A key finding of error analysis has been that many learner errors are produced by learners making faulty inferences about the rules of the new language. Although error analysis is still used to investigate specific questions in SLA, the quest for an overarching theory of learner errors has largely been abandoned. Contrastive analysis emphasized the study of phonology and morphology. It did not address communicative contexts, i.e. contrastingocio-pragmatic conditions that influence linguistic production. Recent work in erroranalysis has emphasized errors as a source of knowledge of a learner's interlanguageand linguistic hypotheses. (http://en.wikipedia.org/wiki/Second_language_acquisition).

Brown (1993: 205)in Rustipa (2006) differentiates between mistakes and errors. A mistake refers to a performance error that is either a random guess or slip in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situations. Native speakers are normally capable of recognizing and correcting such mistakes, which are not the result of a deficiency in competence but the result of some sort of breakdown in the process of production. Corder in Larsen (1992) claims that a mistake is a random performance slip caused by fatigue, excitement, etc. and therefore, can be readily self-corrected. An error is a noticeable deviation, reflecting the competence of the learner. It is a systematic deviation made by the learner who has not yet mastered the rules of the target language. The learner cannot self correct an error because it is a product reflective of his or her current stage of L2 development, or underlying competence (Larsen, 1992: 59).

Error analysis is the study of kind and quantity of error that occurs, particularly in the fields of applied linguistics. These errors can be divided into three sub-categories: overgeneralization, incomplete rule application, and the hypothesizing of false concepts, reflected a learner's competence at a certain stage and thereby differed from learner to learner (findarticles.com/p/articles/mi_7571/, January 26th, 2011).

The methodology of error analysis (traditional error analysis) can be said to have followed the steps below:

1. Collection of data

2. Identification of errors (labeling with varying degree of precision depending on the linguistic sophistication brought to bear upon the task, with respect to the exact nature of the deviation.
3. Classification into error types
4. Statement of relative frequency of error types
5. Identification of the areas of difficulty in the target language;
6. Therapy (remedial drills, lessons, etc.).

While the above methodology is roughly representative of the majority of error analyses in the traditional framework, the more sophisticated investigations went further, to include one or both of the following:

1. Analysis of the source of the errors (e.g. mother tongue interference, overgeneralization, inconsistencies in the spelling system of the target language, etc.);
 2. Determination of the degree of disturbance caused by the error (or the seriousness of the error in terms of communication, norm, etc.).
- (vsites.unb.br/il/let/graham/conan, January 27th 2011)

Error analysis was criticized for misdiagnosing student learning problems due to their "avoidance" of certain difficult L2 elements. The result today is that both contrastive analysis and error analysis are rarely used in identifying L2 learner problem areas. The debate over contrastive analysis and error analysis has virtually disappeared in the last ten years. Most researchers agree that contrastive analysis and error analysis alone can't predict or account for the myriad errors encountered in learning English (Schackne, in Rustipa:2006).

D. METHODS

D.1 Participants

The participants were students of English Department students of Muhammadiyah University Surakarta. There are at least 150 students were observed by the writer

D.2 Data and Sources of Data

The data are collected by interviewing the students on their way of learning English especially listening. The data are also taken through an observation during the teaching learning process.

E. DISCUSSION

A great deal of research has thus investigated listening difficulties EFL and ESL learners have confronted. There are numerous factors affecting L2 listening. Some researchers investigate the problems from the perspectives of listener factors, speaker factors or text factors while others identify the difficulties through the aspects of learners' background knowledge such as linguistic information, knowledge of the world and knowledge of discourse structure.

(Hsieh, 2010: 2). The present writer herself has made some interviews and observations in the listening class during the Teaching Learning Process. The followings are some problems and errors found in learning listening:

1. Communication with Native Speaker

Most students feel hesitate when they have to communicate with native speaker. They're too afraid of bungling the grammar or mispronouncing words in a way that would embarrass them. They feel shy even before they see the native speaker.

2. Having no habit of Watching and Listening to English Programs

There's a school of linguistics that believes language learning begins with a "silent period". Just as babies learn to produce language by hearing and parroting sounds, language learners need to practice listening in order to learn. This can reinforce learned vocabulary and example

Listening is the communicative skill we use most in daily life, yet it can be difficult to practise unless you live in a foreign country or attend immersive language classes. The solution is by finding music, podcasts, TV shows and movies in the target language, and listen, listen, listen, as often as possible. (Hoge:2012)

In fact, most learners of English seldom use their time practicing their English especially listening. When they are listening to English songs and watching English program, it is merely for the sake of entertainment. Very few of them really make the most of these activities to enrich their skill of listening.

3. Coordination between Listening and Writing Skill

Students commonly make mistakes in converting the listening materials in the written form. They tend to make mistakes in spelling the English words for example:

1. What does the woman **implay**? (should be: imply).- spelling
2. Do you think I should **shoe** the company? (should be: sue) – minimal pair
3. **Are** you have a few minutes? (should be: Do) –grammar
4. Is it **plank done**? (should be: plugged in) - vocabulary

4. Translating in Their Heads

Some students have habit of translating what every English words they hear in their heads. Actually it does not help students develop fluency, and in fact, it hinders it as they must constantly pause to translate before they can reply.

5. Being too Ambitious

Sometimes students do not recognise their own limitation. They buy audio and video CDs, listen to music or podcasts or even watch entire movies in English. They buy things that is not appropriate for their level. It is due to the fact that sometimes those materials do not use standardized English.

6. Consulting to dictionaries very often

Most students take notes during the process of listening. It depends on the listening strategies they choose. But the problem arises when students look up at the dictionary very often to translate English words. Though it is useful for them to find out the meaning of a word they don't understand, this type of behavior won't help them improve overall listening comprehension.

7. Not Using the Right Listening Strategies

A lot of students don't know that there are some strategies in learning listening. Even how to use them.

8. Relying On English Schools

Most English learners rely totally on schools. They think the teacher and the school are responsible for their success. So they tend to ignore other resources of knowledge.

WHAT TO DO TO OVERCOME THE PROBLEMS

1. Tell students that in a real life situation, there's nothing wrong with asking the native English speaker to slow down, repeat or rephrase. Native speakers are often polite, understanding and absolutely willing to help out. Students must be taught right from the start to lose the fear of asking for repetition or clarification.
2. Teach students early on (even if they're beginners!) about the importance of thinking in English. Translating is hard enough as it is; it takes professional interpreters years of practice to get simultaneous translation just right.

Remind them that they are not training to become translators; they are learning to speak English. And if they want to speak it, they have to think it.

3. When you catch students biting off more than they can chew in terms of listening you'll need to steer them in the right direction. Recommend films where the actors speak very, clear educated English and instruct them to approach the listening in steps. First they watch with subtitles in English and then they turn off the subtitles. Maybe they should watch the movie in parts and not all of it in one sitting. Also, tell them that a short, but focused listening exercise is a lot better than a longer listening where you have more chances of getting lost.
4. Students must understand that sometimes it's more important for them to understand the conversation in general, than the meaning of a single word. Suggest to your students that, in fact, **it's not necessary for them to understand every single word all the time**. Listening comprehension takes time to build, and they start by listening and getting the gist of a conversation. Then, they are able to listen and pick up more details. In time, there will be few words they won't understand.
5. One of the hardest things about improving listening comprehension is that you can't give your students a set of rules like the ones you give them for correct grammar and proper speaking. Students simply practice listening – either they get it or they don't. Now, there is of course a set of things you can do, certain ways to approach listening exercises to maximize the listening comprehension potential. Here, I'll focus on the mistakes ESL students make when approaching listening practice. Teach them to work on eliminating these, and they'll be better prepared to meet a listening challenge.
6. Familiarize students with the different types of listening strategies, which include:
 - Listening for gist – students try to get the main idea/context.
 - Listening for key words – students try to listen for a specific word, idea or thought, for example, a date, historical fact or piece of information
 - Listening/checking for comprehension – a great strategy is listening to what someone has to say, like directions to get to a place, and then saying them back to check for comprehension (Anne, 2010:1)

CONCLUSION

Listening is often considered to be one of the most difficult skills in learning English. Students tend to make mistakes and have wrong perception in Learning Listening. As Teachers, we have responsibilities to guide them to the right way. Show them that listening is the key to be a good English speaker. At the same time, learning listening can be fun. It's not too complex as they imagine

in their mind. In teaching listening, you can't give your students rules like you do for speaking or writing, but you can give them a powerful set of tools.

Listening comprehension is not an exact science, not in any language, and not even for native speakers. Sometimes we hear what we want to hear. Help students set realistic expectations and goals, and provide them with the set of tools that will get them there.

In teaching listening comprehension we must be careful not to go to extremes, either by being concerned too much with theories without thinking about their application to teaching, or by following the dull routines of playing the tape recorder and asking some questions to the students. It is essential for language teachers to have thorough understanding of the nature of listening (psycholinguistics perspective of listening) as well as several activities which help the students develop their listening comprehension skills. Consequently, the teachers can vary their classroom presentation that result in the more interesting classroom activities.

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THE IMPLEMENTATION OF GREEN TEACHING AS AN EFFORT TO AVOID THE GLOBAL WARMING (A GREAT EXPECTATION FOR OUR FUTURE)

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Abstract. Global Warming is the most currently term and it has evolved into an international issue that received special attention from all countries in the world. It is proven with more frequent and routine organized conferences devoted to the world level about the global warming.

The effects of global warming increasingly appears. A series of catastrophic flooding due to erratic rainfall which occurred lately in Indonesia can be said as a result of global warming. The question is what actions can be done to minimize the impact of global warming?

Go Green is the act of saving the earth which are running into global warming . This action invited the people to concern about the surroundings by creating a green environment . Just imagine if our environment has shortage of trees , the atmosphere will definitely crowded , too much pollution and certainly unhealthy. Then the various terms related to the go green movement comes up. For instance green campus, green construction, green community, green economy, green science, and others. Why we do not try to apply green teaching or paperless teaching? This method is believed to reduce the amount of paper, because students are free to source from which any reading, whether it be from the internet or digital library. The activities include the use of e-books, using e-learning platforms, such as social media-based education, posts assignments digitally, students put up any task in digital form, then provides online tests.

Furthermore, the application of green teaching has many strength and weaknesses. The strengths are (1) to create the joy learning, (2) More efficient and effective, (3)Increasing the students' level of knowledge (4) Joining the education-based community (5) stacking of paper can be minimized. The weaknesses are (1) financial capabilities of students is still low, (2) students are not able to learn independently, (3) lack of knowledge of IT of the lecturers and students, (4) copying and pasting more increasingly, (5) The difficulty for the lecturer to examine directly the files on the computer, (6) Limited network connection

Keywords: *implementation, green teaching, global warming, e-learning*

Introduction

The writer found some of the terms related to the earth's greening efforts. Among others, the use of the term green building, green architecture, green fashion, green economy, green office and others. The call to defend the existence of natural resources more intensively conducted. Not only that, the government also launched a variety of programs in order to stay awake for the sake of the natural harmony of human survival. However, not many people can understand the desire of the government. Most people do not seem concerned with the condition of the increasingly critical nature. The forests felled to expand the housing area, park or city square transformed into a shopping center, marshes and rivers stockpiled to build luxury apartments and condominiums. Along with this, the floods and landslides also hit township residents. Not only that, the water of the river, the sea and the marsh was contaminated. Did anyone concern with this situation?

Global Warming Issue

The term Global warming began to appear around 1989, introduced by Bill McKibben. McKibben is known as an active critiquing the post publication of the book *The End of Nature*, published in 1989. *The End of Nature* is a collection of scholarly essays published in *The New Yorker* in almost every edition of the later recorded. In the book *The End of Nature*, McKibben began to introduce the basic concept of Global Warming is reviewed through natural phenomena, pros, cons, and the mechanism of the symptoms of global warming.

Since then the observer of nature including the scholars who deals in the field of forestry and the environment as well as various groups and elements of society, increasingly concerned about the deteriorating condition of nature by human hands who just want to enrich themselves at the expense of the preservation of nature and the forest.

World summit was initiated by the United Nations held. Delegates from many countries gathered to discuss efforts to maintain natural conditions. Beginning of reforestation activities, people were asked to plant trees in deforested. The results of the world summit resulted in a memorandum related to the ratio of residential land with forest land. Further activities to enable sorting and processing waste by spreading the slogan REDUCE, REUSE, RECYCLE; besides that the government launched a program with the slogan SAVE PAPER, SAVE TREES, SAVE THE EARTH.

Not only that, even among educators are encouraged to make efforts to avoid activities that support and reduce global warming. It becomes a challenge for us. Look around us, how much paper and ink we have used? What efforts that can be done as the educators? Not by simply planting trees that are used as raw material for paper, isn't it?

E-learning system or paperless classroom, or digital classroom as the complex components of green teaching

If some sectors of the government has been promoting green building programs, green architecture, green fashion, green economy, green office and others, then we are as teachers may also introduce the term green teaching. The writer got this term from Bitterlin and Damrau's (2010), entitled *Going Green: Less Paper and More Paperless Activities in the ESL Classroom*. Initially, the writers assume that the term green teaching related to how to introduce students to the greening program. Apparently, the term is associated with a learning system that maximizes the use of IT and minimize the use of paper as an effort to save the earth.

Understanding the e-learning or e-learning as an alternative learning activities carried out through the use of computer technology and the Internet. Someone who cannot follow the conventional education because of various factors, such as having to work (time constraints), the geography (geographical constraints), distance (distance constraints), physical condition does not allow (physical constraints), conventional school capacity not allow (limited seats available), phobia against school dropout, or because it educated through family education at home (home schoolers) it is possible to be able to keep learning, namely the E-Learning.

In another article written by Thomas N.Robb (1997) mentioned the term paperless classroom. Where teaching and learning activities to apply computer technology. Learning system by using e-learning where the teacher and student interactions occur in cyberspace. Teachers can divide the material in the form of an e-book, gives assignments in the form of e-documents, then students gathered in the form of e-paper.

Other authors Jennifer E.Clark in his article mentions the term digital classroom. He stated that the tendency of students in front of computer game play is very high, when compared with their interest to learn in school with the traditional class (read: face to face class). If educators cannot compensate for the situation

and offer learning by using technology, it is feared the learning interest of the students will decrease.

Paperless classroom, digital classroom, e-learning, then what we called green teaching strategy is not new to most educators. But in my region, precisely Parepare, South Sulawesi. It is still relatively rare. Liability lecturer in attending face to face classes, daily attendance for students, sharing handouts and worksheets as a medium of learning, still commonly found. The reason is the lack of knowledge about the use of digital technology for the lecturer. It impacted on the teaching and learning process. The halls is overcrowded by the students, then the lecturers require an adequate sound system in teaching to overcome this problem.

The strengths and the weaknesses of Green Teaching

Technology invented to make our lives more comfortable and easier. Education is a reflection of the development of society and is the foundation of the future of the nation has undergone a drastic change. Computer technology is not a new concept, but the writer tries to see the reality from the other side according to the conditions that occur in its region.

1. The strengths of green teaching

Based on the positive standpoint, green teaching becomes a phenomenal thing. Using the Internet and computers as an effective medium to establish communication between schools, teachers, students and parents, educational agencies have been able to overcome many problems that previously could not be solved easily because of geographical limitations or lack of adequate technology.

1.1. Create joy learning

Compared with the conventional classroom, students are more comfortable with green teaching. Lack of psychological pressure for students who do not have confidence in expressing their ideas, they feel better than when dealing directly with a lecturer. They are also more actively creative, express opinions freely, finding a variety of sources related to their duties, exchange opinions with their classmates, ask the lecturer, and others. For the lecturers itself, the set of green teaching is a valuable experience in interacting with students in the virtual world. Lecturers can post the e-book as a course teaching materials, correcting and

adding value to the student, until the student was able to see their own progress report.

1.2. More efficient and effective

The writer experienced a fundamental change associated with the efficiency of teaching time. Initially, face-to-face in a classroom is one thing that must take place according to the rules of the faculty. The problem that arises then if in the meantime, the lecturer has some academic activities outside. Such as attending seminars, training, research, and others. With the e-learning system, material and time lag can be overcome.

1.3. Increasing the students' level of knowledge

Competence of students in a class very varied. Some of them can easily understand English textbook, but those are do not. Along with the development of increasingly sophisticated technology, the internet also provides the translate tool to facilitate students to understand the foreign language literature. Dissemination of information is also becoming unstoppable. Information is no longer just comes from the textbook, but students will be more independent and able to choose the material according to their own abilities, either from the blogs, articles, as well as the source of learning communities where they join.

1.4. Joining the education-based community

With the LMS (Learning Management System) such as Moodle, Edmodo, TurnItIn, and so forth, which facilitates the formation of the education community are positive. Students are also able to exchange information and ideas in which group they joined .

1.5. Stacking of paper can be minimized

The writer simulated her appropriate experience. In prose class, there are 5 parallel classes with the number of 235 students. If each student must submit the analysis assignment in hardcopy at least 10 pages, it will produce 2350 pieces of paper that will surely pile up on my desk. Concerned with the situation, finally initiated to implement the green teaching system which tries to using less paper.

2. The weaknesses of green teaching

2.1. Financial capabilities of students is still low

Financial capability of students determines the success of green teaching system. I experienced and observed in the class I teach, there is still a small proportion of students who do not have a laptop, they still rely on internet cafe. Not just a laptop / PC, to connect with this system, students need a wifi modem. It is also often inhibit students to join the green teaching class.

2.2. Students are not able to learn independently

The students has various learning styles. Some of them are able to learn independently, some are able to learn in groups. If given an independent assignment, the student's who like to learn in groups, often find difficulty.

2.3. Lack of knowledge of IT lecturers and students

In applying of green teaching, must be accompanied by a qualified IT skills. If not, then the lecturers and students will encounter many obstacles in the learning process. Technological developments are increasingly experiencing significant progress, will greatly affect the success of the learning process.

2.4. Copying and pasting are more increase

It was realized that the chances of copying the work of a friend, will be even greater. However, if the lecturer implement an anti-plagiarism rules, then it will be avoided.

2.5. The difficulty for the lecturer to examine directly the files on the computer

In fact, checking student's assignment using the hardcopy is easier than checking tasks directly on the computer screen. The computer lighting may cause the eye is getting tired.

2.6. Limited network connection

Network interference problems is a complicated problem. However, teachers should choose a more flexible way to overcome it. For example, students put up quite a task in soft copy.

Conclusion

One thing that needs to be emphasized and understood is that the complexity of the teaching strategy green (paperless classroom, digital classroom, or e-Learning)

cannot completely replace conventional learning activities in the classroom. However, such a strategy may be complementary with the conventional learning in the classroom. Although it is recognized that self-learning is the basis of electronic learning activities, but the type of learning activity is still in need of adequate interaction in an effort to maintain quality.

Green teaching strategy on the other hand will cause the pros and cons in the implementation. But if we realize that the availability of natural resources are very limited, will lead us to find a more sensible way overcome. Due to damage the ecosystem, will have a negative impact on the survival of humans as well.

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Exploring factors affecting EFL learners' speaking performance: from theories into practices

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Abstract. Theoretically, the ultimate goal of any language learning including EFL (English as a Foreign Language) is to communicate, that is to exchange ideas, knowledge, and information. Among the four language skills the learners pursue in their language learning, they often value speaking more than the other skills – reading, writing, and listening. Some studies show that despite learners' strong motivation to learn and practice speaking in English, on many occasions they turn out to stay silent (instead of saying passive) rather than struggle to make any attempt to speak words. Exploring any possible factors causing this phenomenon to happen is of great value for teaching practitioners as it is commonly believed that speaking is interconnected with other skills. Therefore, the development in speaking is likely resulted in the development of the other language skills.

In relation to the above issue, hence, this short article tries to examine factors affecting EFL learners' speaking performance and to identify some feasible ways of coping with the demotivating factors of the speaking performance. Drawing from some literature reviews it was found that EFL learners' speaking performance may stem from three major aspects, namely linguistics, socio-cultural, and affective factors which includes motivation and personality aspects such as anxiety, self-esteem, inhibition, risk-taking, empathy, and extroversion.

Keywords: *EFL (English as a Foreign Language), speaking performance/proficiency*

1. Introduction

Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. As Shumin (1997) says learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange, in which many factors interact. For this reason, it is understandable that EFL learners find a significant difficulty to speak the target language fluently and appropriately. Despite this fact, however, many learners often measure their success in language learning as well as the effectiveness of their EFL course on the basis of how much they feel they have improved in their speaking proficiency (Juhana, 2012). Currently, the tendency to prioritize the mastery of EFL speaking skill is even more increasing as English often serve as the *lingua franca* for the so called a global society. In response to this, in order to provide guidance in developing learners' speaking proficiency, this short article

tries to examine factors affecting EFL learners' speaking performance and to identify some feasible ways of coping with the demotivating factors of the learners' speaking performance.

2. Nature of speaking

As stated above, many language learners often assess their language learning success from their ability to speak in the target language fluently and appropriately. In other words, they regard their speaking ability as the measure of knowing the target language. In order to have similar perception regarding the notion of speaking, initially this short article will discuss the nature of speaking especially the one which takes place in the second or foreign language learning context.

Speaking is a multifaceted construct. Quoting from some language experts (e.g. Thornbury and Slade, Nunan, and Van Lier) Nazara (2011) tries to define speaking on its threefold, that is based on its *features*, its *functions*, and its *conditions*. Those three aspects can be elaborated as in the following.

Viewing from *its features*, speaking could be defined as a social, multi-sensory speech event, in which its topic is unpredictable. Speaking is social, in the sense that it establishes rapport and mutual agreement, maintains and modifies social identity, and involves interpersonal skills. The social element is expressed through wishes, feelings, attitudes, opinions and judgments, which can clash with the formal nature of the classroom when teaching speaking.

Based on *its function*, speaking is defined as a way to verbally communicate for mostly interpersonal and somewhat transactional purposes. Characterized by this function, speaking activities can be grouped into three categories, namely 1) interactive speaking, in which it focuses on primary social functions as meeting people, doing small talk, etc., 2) transactional speaking, in which it focuses on what is said or done such as conversation in a restaurant when someone orders a drink or in the ticketing counter when someone books a ticket, and 3) performative speaking, in which it focuses on transmitting information before an audience such as in presentation, speech, etc.. Performative speaking is often called as non-interactive or one-way speaking in which the listener/audience acts as a passive speaking counterpart.

Lastly, *viewing from the condition* when it takes place, speaking usually happens when people are face-to-face which makes it highly interactional and social. Along with the advancement of communication technology, however, speaking may not only be face-to-face but also can be mediated by technology such as computer, internet, cellular phone and the like. Speaking happens within a shared context such as in situational, institutional, social, and cultural environments in

real time and demands spontaneous decision-making and improvisation leading to a very dynamic discourse.

While acknowledging the three aspects above is important to all language learners before they carry out any speaking tasks, there are also three areas of knowledge which are paramount and need to be attended whenever they perform any speaking tasks. These areas of knowledge include mechanics, functions, and socio-cultural norms (Burnkart in Nazara, 2011; Bashir, Azeem, & Dogar, 2011). Mechanics comprises aspects such as pronunciation, grammar, and vocabulary which altogether mean using the right words in the right order with the correct pronunciation. Meanwhile, functions involve transaction and interaction that is knowing when clarity of message is essential (such as in the transaction/information exchange) and when precise understanding is not required (e.g. in the interaction/relationship building). And lastly, socio-cultural rules and norms include turn-taking, rate of speech, length of pauses between speakers, relative roles of participants which mean understanding how to take account who is speaking to whom, in what circumstances, about what, and for what reason.

Many EFL practitioners tend to agree that most of their EFL learners find performing speaking task as one of most stressing tasks. One of Woodrow's study findings (2006) reveals eleven stressors that contribute to EFL learners' speaking performance. Those stressors, in order, are 1) performing in English in front of classmates, 2) giving an oral presentation, 3) speaking in English to native speakers, 4) speaking in English in classroom activities, 5) speaking in English to strangers, 6) Not being able to understand when spoken to, 7) talking about an unfamiliar topic, 8) talking to someone of higher status, 9) speaking in test situations, 10) When interlocutor seems stern, and 11) not being able to make self understood. Another Dunbar's finding indicates that the EFL learners response to those stressors within the three domains, i.e. physiological, cognitive, and behavioral reactions with the first being the highest and the last being the lowest in terms of learners' choices. Physiological reactions includes sweating, racing heart, and blushing while cognitive reactions comprise worrying about performance and mind going blank. Lastly, behavioral reactions include fidgeting, talking too much and stuttering.

Taking into account on those above identified stressors is of great importance for the EFL teachers in designing every step of learning process, from the course planning phase up to the learning assessment phase. Along with these stressors, the teachers also need to consider other learning components so that the learning purposes can be achieved effectively.

3. Factors affecting EFL learners' speaking performance

3.1. Linguistics factors

EFL learners' speaking performance is characterized by not only their knowledge but also their ability to attend to some linguistic elements of the language such as phonology, syntax, vocabulary, and semantics. Each of these aspects will be described as follows.

For EFL learners, particularly Indonesian EFL learners, where their first language systems are quite different from those of English, phonology is quite a problematic aspect. It is widely understood that English is not a *phonetic* language, meaning that pronunciation of its words are not the same to its spelling. On several occasions, it even occurs when words with the same spelling are pronounced differently due to its surrounding contexts, such as tenses and phonemes following them. This becomes one of the main reasons why non-native speakers of English often get confused in pronouncing many English words, especially if their first languages are phonetic in nature.

It is widely known that English has its own standard accent, that is the up and down or stress pattern and rhythmic voice when one speaks the language. Similar happens in all other languages. For EFL learners, in particular, acquiring this standard accent becomes another constraint as they have already developed their mother tongue accent. Case of interlanguage interference is in fact what often happens in the real language learning process.

Beside knowing the pronunciation of the language, in order to convey meaning, the EFL learners must also have the knowledge of words and sentences. They must understand how words are segmented into various sounds, how sentences are stressed in particular ways (Latha, 2012). Grammatical competence enables speakers to use and understand the structure of English language accurately and unhesitatingly, which contributes to their fluency. Native English speakers can say what they want without much difficulty due to their familiarity of the language. If they have difficulty expressing a certain concept/thought in a certain way, they can just use other ways of saying those things. They may commit some mistakes in syntactical grammar, *but the mistakes do not distort or change the meaning of the utterances they want to convey*, thus, it doesn't give the listener much of a problem understanding them. On the other hand, the mistakes many non-native speakers of English commit are those that often change the meaning of sentences they want to express, and thus create a misunderstanding. That's exactly the reason why non-native speakers have to study grammar more than native speakers.

3.2. Socio-cultural factors

The environment and family background plays a vital role in the EFL learning process and specifically on how the EFL learners perform their oral speaking. In most cases, learners who are raised within labor family background tend to show passive speaking performance, not to say lower willingness to communicate in English. Same case happens from those who come from less advantaged economic background. On the contrary, the EFL learners who coincidentally grow up in more educated and well-established economic background tend to be more assertive in their speaking.

Latha (2012) discusses that rural background of learners where English is generally not used is another cause affecting the leaning process. Most of the learners coming from rural background are first generation learners of English language. Their parents being farmers and uneducated often results in the lack guidance the EFL learners receive from their elderly. When learners of such background are asked to do a speaking activity, they end up in saying nothing. Even if they try to speak, they often tend to use their mother tongue, resulting in the failure of the learning speaking process.

3.3. Psychological factors

3.3.1. Motivation

Motivation is constructed of some components; the essential one is attitudes (Merisuo-storm, 2007: 133). Motivation can affect and be affected by other essential components of learning as well. Thus Merisuo-Storm finds that an integrative and friendly outlook toward the other group whose language is being learned can differentially sensitize language learners to the audio-lingual features of the language, making them more perceptive to forms of pronunciation and accent than is the case for learners without this open and friendly disposition. If the learners' attitude is highly ethnocentric and hostile, many have seen that no progress to speak of will be made in acquiring any aspects of the language. Such learners not only are perceptually insensitive to the language, but apparently are also unwilling to modify or adjust their own response system to approximate the new pronunciational response required in the other language.

The explanation above supports the idea that communicative competence is not enough for EFL learners to succeed with their speaking performance. Without positive attitudes that characterize their speaking motivation, the goal of speaking they perform can hardly be achieved.

3.3.2. Personality

The fear of speaking in a foreign language may be related to a variety of complex personality constructs such as anxiety, self-esteem, inhibition, risk taking,

empathy, and extroversion. These personality factors are intertwined in which one factor is closely related to the others.

3.3.2.1. Anxiety

Speaking a second/foreign language in public, especially in front of native speakers often leads to anxiety. Sometimes, extreme anxiety results in the learners being tongue-tied or lost for words in an unexpected situation leading to discouragement and a general sense of failure in the learners (Bashir, Azeem, Dogar 2011). This statement seems to support what has been said by Woodrow (2006), almost a decade earlier. She said that Second language anxiety has a debilitating effect on the oral performance of speakers of English as a second language. Unlike children, adults are very cautious about making errors in whatever they say. For them making errors would be a public display of ignorance which would be an obvious occasion of losing face. This is one of the major factors for the inability to speak in English.

Language speaking anxiety, particularly the one happens in the classroom learning, may stem from a classroom condition with a large and mixed ability learners. In such classes, learners are quite often split up into two categories, i.e. strong and weak ones, where the strong and quick learners are often seen to be dominating and overtaking the slow and weak ones. The weak learners do not get opportunity in the presence of the strong ones which result in the shrinking of the weak learners as explained in Latha (2012).

The explanation above clearly shows that language anxiety is one of most detrimental factors contributing to the learners' low speaking performance. And in the EFL setting, Brown (2000: 151) has identified three components of foreign language anxiety, i.e. 1) communication apprehension, arising from learners' inability to adequately express mature thoughts and ideas; 2) fear of negative social evaluation, arising from a learner's need to make a positive social impression on others; and 3) test anxiety or apprehension over academic evaluation.

3.3.2.2. Self-esteem

Brown (2000: 145) stated that self-esteem is probably the most pervasive aspect of any human behavior. It could easily be claimed that no successful cognitive or affective activity (including oral performance) can be carried out without some degree of self-esteem, self-confidence, knowledge of self, and belief in one's own capabilities for that activity. Brown supported Coopersmith's definition of self-esteem as a personal judgment of worthiness that is expressed in the attitudes that the individuals hold towards themselves. Of the most important part, in Brown (2000: 146-147) it was revealed that some studies carried out by some EFL practitioners (e.g. Adelaide Heyde (1979), Watkins, Biggs, and Regmi (1991), Brodkey and Shore (1976) and Gardner and Lambert (1972)) had resulted that

self-esteem correlated positively with performance on the oral production measure. However, at the end of the section Brown explicitly stated that up to this time, the answer to the classic chicken-egg question, “Does high self-esteem cause language success, or does language success cause high self-esteem?” remains unknown. Clearly, both are interwoven factors.

3.3.2.3. Inhibition

Closely related to and in some cases subsumed under the notion of self-esteem is the concept of inhibition. Inhibition is a feeling of embarrassment or worry that prevents someone from saying or doing what she/he wants (Cambridge A.L. Dictionary, 2008). All human beings, according to Brown (2000: 147) in their understanding of themselves, build sets of defenses to protect the ego. While making mistakes in EFL learning is part of the learning process, yet it surely poses threats to one’s ego. These defenses discourage the learners to speak the language and tend to stay silent rather than being criticize or losing face in front of their speaking audience.

3.3.2.4. Risk taking

It looks obvious that risk-taking relates to inhibition and self-esteem. EFL learners with a low self-esteem seem to avoid taking a risk of making mistakes in their speaking activities which eventually leading to the inhibition to the improvement of their speaking proficiency.

3.3.2.5. Empathy

Communication requires a sophisticated degree of empathy (Brown, 2000: 153). In further, Brown explains that in order to communicate effectively someone needs to be able to understand the other person’s affective and cognitive states; communication breaks down when false presuppositions or assumptions are made about the other person’s state. So, in this foreign language learning situation, the problem of empathy becomes acute (Brown, 2000: 154). Not only must learner-speakers correctly identify cognitive and affective sets in the hearer, but they must do so in a language in which they are insecure. Then, learner-hearers, attempting to comprehend a foreign language, often discover that their own states of thought are misinterpreted by a native speaker, and the result is that linguistic, cognitive, and affective information easily passes in one ear and out the other.

3.3.2.6. Extroversion

It is not clear though whether extroversion or introversion helps or hinders the process of foreign language acquisition. The Toronto Study as quoted in Brown (2000: 155) found no significant effect for extroversion in characterizing the good language learner. Yet, any teacher needs to be considerably careful in their assessment of a student’s presumed “passivity” in the classroom. In doing so,

he/she certainly need to account for the cultural norms, where it is evident that American or western society values the stereotypical extroverts, while other societies, such as Asians, apt to be more introverts.

Brown cautiously explains that often people misunderstood the two terms because they tend to stereotype extroversion. Quite frequently they associate extroverts as gregarious, talkative, outgoing learners who participate freely in class discussion while conversely introverts are thought of as quiet and reserved, with tendencies toward reclusiveness, and therefore sometimes thought of as not being as bright as extroverts. This is extremely unfortunate to introverts as these stereotypes often influence teachers' perception towards them. The fact is that, contrary to the stereotype, introverts can have an inner strength of character that extroverts do not have. Above all, people in particular EFL practitioners need to be fully aware that it is apparent that cross-cultural norms of non-verbal and verbal interaction vary widely, and what in one culture (e.g. USA) may appear as introversion is, in another culture (e.g. Japan) respect and politeness.

4. Teaching proposal in coping with learners' speaking problems.

As reviewed above there are a number of aspects which can be detrimental to EFL learners' speaking performance. Despite the assumption that learners in the classroom generally want and expect their errors to be corrected, language teaching practitioners seem to agree that how to correct learners' errors is exceedingly complex. Teachers, therefore, need to develop intuition through experience and established theoretical foundations for ascertaining which correction option or combination of option is appropriate at a given moment. The best way to deal with the learners' speaking problems is by knowing the source(s) of the problems. Some studies have been done in this field, resulting with several proposals in coping with the EFL learners' speaking problems effectively. Some of those are outlined as follows.

One of Woodrow's study findings (2006) indicated that there is a negative relationship between second language speaking anxiety (both in-class and out-of-class) and oral performance. The study results also indicated that giving oral presentation in front of the class and communicating with the teacher are most stressful activities for the learners. In coping with the second language anxiety the learners reported some coping strategy namely perseverance, improving language/knowledge skills, positive thinking, compensation, and relaxation techniques. *Perseverance* refers to not giving up when speaking while *improving language* refers to preparing utterances and studying to improve speaking. *Positive thinking* includes positive self-talk while *compensation strategies* includes smiling and volunteering comments. *Various relaxation techniques* were also mentioned by the learners such as deep breathing and conscious efforts to calm oneself.

A more comprehensive construct, however, presented by Brown (2001:293) who identifies ten possible factors that any language instructors need to deal with learners' speaking errors. *First* is identifying the type of errors whether they concern with lexical, phonological, grammatical, discourse, pragmatic, or sociocultural errors. *Second* is identifying the source of errors whether they stem from learners' mother tongue, the target language, teacher-induced, other learners, outside second language input, or audio/visual/printed/ electronic media. *Third* is recognizing the linguistic complexity, whether the errors are intricate and involved or easy to be explained /dealt with. *Fourth* is identifying the translatability of errors, meaning that despite the occurring errors whether the utterance is interpretable (local) or not (global). Local errors can sometimes be ignored for the sake of maintaining a flow of communication meanwhile global errors by definition often call for some sort of treatment, even if only in the form of a clarification request. *Fifth* is deciding whether the errors are of performance slip (mistake) or competence errors. Mistakes rarely call for treatment, while errors more frequently demand some sort of teacher response. *Sixth* is deciding whether the errors made by the learners relates to their language ego concerning the learners' anxiety level, confidence, and willingness to accept correction. If the learners rarely speak in class or show high anxiety and low confidence when attempting to speak, it might be better to ignore the deviant utterance the learners' made. *Seventh* is recognizing the learners' linguistics stage of development whether they are in the emergent, pre-systematic, systematic, or post-systematic stage of learning. *Eighth* is considering the errors in relation to the pedagogical focus of the on-going learning process, such as the immediate task goal(s), the lesson objective, and course goals/purposes. *Ninth* is considering the communicative context of the errors, whether the learners in the middle of a productive flow of language, whether the learners are in the middle of individual, group, whole-class work, whether the learners are in the learner-learner or learner-teacher discussion/exchange. And lastly, *tenth* is considering the errors in relation to the teacher style. As for example if a teacher tends as a rule to make very few error treatments, a treatment at one point of time on a minor speaking mistake would be out of character and misinterpreted by the learners.

5. Conclusion

Despite the belief that currently many EFL learners valued speaking proficiency as the measure of their foreign language learning success, many studies had shown that it is in fact often perceived as the most difficult skill the EFL learners need to develop. There are many factors which clearly contribute to the EFL learners' improving their speaking performance. Identifying those factors is tremendously important so that both the learners as well as the teachers can take any appropriate and effective solution to overcome the learners' speaking problems.

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Developing a Prototype of Interactive Multimedia E-Book as a Medium to Learn English

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Abstract. Toward the goal of developing a new medium-based CALL, this study presents the process of developing a prototype of an interactive medium named “Interactive Multimedia E-Book”. This study used R & D method by Borg and Gall to develop the conventional PDF file into interactive multimedia E-Book as a means to learn English. Besides, the students’ responses toward the implementation of the product developed also investigated. The result of the experts validation showed that the features provided within the product supports the learning process. This product also fulfills the criteria of an interactive medium. Furthermore, data from interview showed that most of the students gave positive response and agreed that the product facilitated their learning.

Keywords: *CALL, electronic book, interactive medium, Interactive Multimedia E-Book*

Introduction

It is generally accepted that technology has a significant impact on the development of pedagogy. In English language teaching and learning area, the utilization of technology especially computers is generally called as Computer Assisted Language Learning (CALL). Motteram (2013) noted that CALL is nowadays making a significant contribution to language teaching and learning in many parts in the world. Specifically, he stated that the successful of CALL implementation was mostly affected by the availability of internet connection service. Considering the limited internet connection service in Indonesian schools, applying CALL will hardly materialized. To gain the benefit of CALL for Indonesian learners, the researcher developed a medium-based CALL which does not require an internet connection. The product proposed in this study named “Interactive Multimedia E-Book”. Additionally, the “Interactive Multimedia E-Book” in this study was the prototype only.

Regarding the essential of providing an internet connection in implementing CALL, the researcher equipped the E-Book with some features to substitute the internet function. Substituting the internet function here does not mean substitute the internet function as a search engine but substitute in terms of providing features to facilitate students’ learning. The previous studies showed that features within E-Book play a role in determining whether the E-Book enhance learning. The rich multimedia features in many newer e-

books (such as audio narration, sound effects, animations, etc.) support the reading of the text and help readers visualize meaning and comprehend more easily (Grimshaw, 2007). In conclusion, providing features within the E-Book developed is essential.

Therefore, systematic steps of R&D cycles were taken to develop the prototype of Interactive Multimedia E-Book so that the E-Book would maximally enhance learning.

What is Interactive Multimedia E-Book and How it Developed?

The “Interactive Multimedia E-Book” in this study was an electronic book created from Nitro PDF and Adobe Reader XI softwares. Thus, the format of the E-Book was PDF. Although it was created through two different programs, any PDF reader software could be used to open the product. However, the Adobe Reader XI would be the best software to open the E-Book because it provides more features.

Different from a common PDF file which is a read-only E-Book, the “Interactive Multimedia E-Book” enables the users experience many learning activities. Stated by Thorn (1995) there are six fundamental aspects in developing an interactive multimedia aid, one of them is, the aid should be *Overall Functionally*, which means the medium needs to provide learning in a way that users expect it to. The “Interactive Multimedia E-Book” covered *Overall Functionally* aspect. It provided larger possibilities operation such as enable the users to directly answer the questions, play the sounds as it needed in the listening section, directly make a recording in the speaking section, watch some inserted videos in a simple way, and so forth. Therefore, although the product designed was in the form of E-Book, it covered all the four skills in English learning: Listening, Speaking, Reading, and Writing.

Regarding to the material presented in this E-Book, the researcher took Anecdote text as the material discussed in this E-Book. Then, the researcher arranged the E-Book content based on the scientific approach procedures. There are five stages in the scientific approach procedures; observing, questioning, associating, experimenting, and communicating (Suharyadi, 2013). Those stages were arranged orderly in the product developed. The explanation below was the details of the material designed which was arranged based on the scientific approach procedures.

a. Observing stage

Suharyadi (2013) stated that in the observing stage the teacher provided a certain object or phenomena for the students. Through those things the students is hoped able to learn from what they have seen to construct their knowledge. By this reference, the researcher constructed a ‘Snapshot’ in the beginning of the E-Book page. Here is the picture of the ‘Snapshot’ page;



The researcher gave two different videos which could directly be watched by double clicking the red icon. The first video showed a tragic accident while the second video showed a funny experience. Below the videos icons, the researchers provided three questions related to the stories in the videos. Through observing the videos and answering the questions, the students would construct their basic knowledge, or at least, constructing a hypothesis regarding to the material that is going to be discussed.

b. Questioning stage

Questioning stage can be teacher giving students questions or students asking the teacher questions (Suharyadi, 2013). In this E-Book the questioning stage was a kind of teacher posing questions with the teacher was represented by the E-Book. The questioning stage in this E-Book was there in each beginning of the section; Listening, Speaking, and Reading section. The questioning stage example can be seen in the picture below:



Each question in the pictures above was marked by the red line. The question in Listening section dealt with unusual experiences such as horrible and embarrassing moment. The questions were completed with illustrator pictures. Here are the questions stated in the listening section:

In your opinion, which accident is the most annoying or horrible?

- ❖ *Meeting a terrible ghost*
- ❖ *Experiencing an earthquake*
- ❖ *Got slipped on the fashion show*

The question in Reading section dealt with a shocking accident while the question in the Speaking section dealt with a moral value behind an unlucky experience. The following flash true story was given before the students were posed a question in the speaking section:

Do you ever wish for getting a blind person to be your boyfriend or girl friend?

I don't!

My name is Siti Nur Banin. Some of my friends said that I'm unlucky because my future husband has a physical defect. He cannot see well because his retina is weak. Sometimes he do not realize that I stand beside him. He doesn't know what is the color of my clothes. He is unable to go everywhere at night. He

After reading the flash true story given, the students were asked by the following question:

Now, would you tell a story of yours? You can tell about your weakness which disturbs your life, but be sure you have to mention the positive thing behind that condition!

Record your story and attach it here: []

At this point, the students were introduced to a toreful experience which has a happy side to trigger off the students to create the similar story. Insensibly, through sharing a toreful or annoying experience by mentioning the positive thing from that condition, the students can make an unstructured anecdote story.

Finally, all the questions given were aimed to drive the students into one conclusion: Anecdote text was used to tell unusual moments, not only funny experiences but also bad or terrible experiences, and some of them tell a positive thing behind a sad moment.

c. Associating stage

Associating is the process of thinking logically and systematically over - the empirical facts that can be observed in the form of knowledge to obtain conclusions (Suharyadi, 2013). By this reference, the researcher emerged one more question in the E-Book which was aimed to construct the students' critical thinking in drawing the final conclusion. To lead the students to set the conclusion, the following question was given:

*Analyze your story; did it contain an **Abstract, Orientation, Reaction, and Coda**? If not, now try to revise your writing so that it will contain an abstract, orientation, reaction, and coda. Remember, don't be afraid of making mistake! Here we learn together, making mistakes is better than learning nothing!*

In the Speaking section, the students have made an unstructured Anecdote story (the story about positive thing behind a bad condition or experience). Then, in this stage, through the question above, the students were asked to identify whether their story covered the Anecdote's generic structure. By doing so, they would do an associating activity that would drive them to a revision activity. To ease the students' revision process, the researcher also equipped an Anecdote story example which adopted from Kangaroo Book for Senior High School. The example story given was divided into some parts which represent Anecdote's generic structure. Hence, the students could compare their story with the example provided.

d. Experimenting Stage

To get to the real or authentic learning, learners have to do experiment (Suharyadi, 2013). The Experiment activity in the E-Book was shown in the following picture:



In that page, the students were given an answer place to write their project. The project was the revised version of the students' story from the Speaking Section. By the clues and the small projects from the previous pages given, the experimenting stage was like battle field in challenging students' understanding.

e. Communicating Stage

The communicating stage in this study was not a kind of a collaborative activity due to the product implementation was aimed to conduct an independent learning. It is generally accepted that communicating is a process of sharing information. Thus, the process of fulfilling the tasks and then saving their own E-Book could be said as communicative stage because they shared something in it. They shared their story to be read by the teacher or other students.

Additionally, the researcher also equipped the E-Book with some enrichment material in the form of videos. One of the videos explained a cross culture differences between American and Indonesian culture. Cross culture understanding was an important point to learn. As stated by Adelman & Levine (1982), the students learning which solely language oriented could not fully assisted them in making a daily communication to the native speakers. Adelman & Levine (1982) noted that culture is an important point to learn beside others language skills and components so that the students will be able to adapt English when they talked to a native speaker. This was the consideration of providing cultural point in this E-Book.

Method

This study used research and development method with qualitative approach. Research and Development (R&D) is a process used to develop new educational products which are systematically field tested, evaluated, and revised until they meet specific criteria of effectiveness (Borg & Gall, 1983). For the purpose of this study, some steps in Borg and Gall's R and D design were omitted. A modification of Borg and Gall's design was made. The steps taken in developing the "Interactive Multimedia E-Book" were information collecting, planning, developing preliminary form of product, material and media expert validation, preliminary field testing, main product revision, main field testing, and final product revision.

Since this study was intended to develop a new product as teaching media, media and material experts were involved to validate that the product is appropriate to be used as an English learning aid. The material expert for this study was an English teacher of a school in which the researcher conducted the field test, while the media expert in this study was an English teacher of a school in Bojonegoro. To develop the product, preliminary and main field tests were done. The field tests were conducted in SMA N 1 Plumpang to know the students response toward the product's implementation. There were 3 students in the preliminary field test and 6 students in the main field test.

The data of this study was collected using three instruments; a questionnaire, a field note and interviews guidelines. The semi-structured questionnaire was used for both media expert and material expert. There were some aspects covered in the questionnaire; i.e. the suitability of the material to the students, the product's interactivity, simplicity, and attractiveness. In the last of the questionnaire sheet, the experts were given a blank page to write any critics and suggestion for the product development. The field note and interview was done to the students to investigate the students' response toward the product implementation. The informal interview to the English teacher was also done to know whether the product was suitable as an English learning medium and fitted the students.

Descriptive technique was used to analyze the data. The data obtained was analyzed based on the data collection technique order. Firstly, the data collected from questionnaire were read and studied. Secondly, the data were analyzed in order to prepare the new product before being tested. Thirdly, the data collection from the Interview and Field Note were also read and studied carefully. Fourthly, the data were described and arranged based on the date. The last, the data were analyzed based on the interpretation of the researcher. All data from the field note, questionnaire, and interview were presented in the form of word.

Findings and Discussions

Based on the data obtained from the questionnaire given to the media expert, it was known that the “Interactive Multimedia E-Book” enabled an interactive activity especially Interactive-Compensatory (I-C) model. Interactive-Compensatory activity was a condition where a certain medium compensates the learners’ weaknesses (McKeena and Zucker, 2009). The features in E-Book were believed be able to compensate the learners’ weaknesses. Moreover, the media expert agreed that the E-Book was simple in terms of format, operation, and appearance. It made the students be able to operate the E-Book easily. In terms of attractiveness, the media expert strongly agreed that the product was very appealing. The appearance of the product was colorful and there were some interesting pictures in it. She was quite sure that the E-Book would attract the students to read it. However, the sound quality in the E-Book was unclear, the media expert suggested that the researcher upgrade the sound quality.

The review from the material expert contained the judgment of the material suitability for the eleventh graders and how the material arrangement met the criteria of scientific approach procedures. The material expert argued that the material presented in the E-Book was suitable for the eleventh graders. The inserted PPT file in grammar section was also interesting because it explained grammar rule without mentioning its formula. Besides, the material arrangement was also met the criteria of scientific approach procedures i.e. observing, questioning, associating, experimenting, and communicating stages. Overall, both media and material experts agreed that the E-Book was appropriate to become a medium to learn English for EFL students.

Then, then the researcher conducted the preliminary field to investigate the students’ response toward the product implementation. In this stage, there were three subjects who were observed and interviewed. The interview was done to investigate how the E-Book facilitated their learning and how they feel after learning English using the “Interactive Multimedia E-Book”. All the subjects agreed that the E-Book assisted their learning. They used to memorize some formulas to apply a certain grammar rule. They admitted that memorizing a grammar formula was not easy to do. That is why, when the inserted PPT file in the E-Book explained grammar rule without mentioning its formula, it decreased their stress. The students’ response toward the implementation of the E-Book was also positive. It was known that the English teaching and learning practices in SMA N 1 Plumpang only used a black and white printed textbook. That is why, the colorful E-Book such as the “Interactive Multimedia E-Book” attracted them more to learn. Although the E-Book got positive response, two subjects complained about the annoying dotty answer place which made their answer collided to the dots. To ease the subjects in filling the answer, the researcher removed the dots from the answer place.

After revising the product, the researcher conducted the second field test. In this stage, 6 subjects were involved. The classroom condition and the interview result from the first to the second field test were almost the same. However, there was one major difference between the first and the second field test. In the second field test, the subjects found out that the mp3 file in the listening section could not be paused and stopped. It became a problem when the subjects only need to listen a certain word or sentence, they must replay the recording from the beginning. The subjects said that replaying the whole recording to listen a word only was very frustrating, triggering the boredom, and wasting time. Thus, they strongly hoped that for further development, the researcher should modify the MP3 sound so that it could be stopped or paused when needed.

Based on the findings above, it was concluded that the “Interactive Multimedia E-Book” fulfilled the criteria of an interactive multimedia. Thorn (1995) stated that there were six fundamental aspects in developing and evaluating an interactive multimedia, those are; ease of use and navigation, cognitive load, knowledge space and information presentation, media integration, aesthetic, and overall functionally. When the media expert judged that the E-Book was simple in terms of format and operation, it meant the E-Book fulfilled ease of use and navigation aspect. The E-Book contained additional information such as cross culture point, it meant the E-Book covered knowledge space and information presentation aspect. Since the E-Book appearance gained positive response from the experts and the students, it automatically covered aesthetic aspect. As it was believed that scientific approach procedure considered as an effective way of learning, the E-Book also covered media integration aspect. Toward the goal of developing a facilitating medium, the findings also proved that the E-Book supported the students’ learning. Not only supported the learning process, the E-Book was also considered as an appealing medium.

Conclusion and Suggestion

Based on all processes done by the researcher in developing “Interactive Multimedia E-Book”, it can be concluded that this study has successfully developed a multimedia aid which is suitable to be used as an English learning medium. This E-Book also fulfilled the criteria of an interactive multimedia aid. From the observation and interview done to the students, it was known that the students’ response toward the E-Book implementation in the field tests was positive. All of the students admitted that “Interactive Multimedia E-Book” was attractive and facilitate their learning. However, the effectiveness of the learning process through this E-Book was not investigated in this study. Therefore, it is suggested that other researchers or teachers conduct a research related to the effectiveness of the product for learning English.

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THE APPLICATION OF TEACHER TRAINING TECHNIQUE TO STUDENTS OF ENGLISH DEPARTMENT TRAINING AND EDUCATION OF FACULTY UNIVERSITY OF PRIMA INDONESIA TO IMPROVE LEARNING SKILL TO PRIMARY STUDENTS

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Abstract. Teacher Training Technique is the research which focuses to the training of the students who will become an English Teacher. This research will try to apply training technique to the students. The first object is for Primary School Students who do not able in Basic English (For examples; present tense, vocabulary near them), this research will give the simple material to the university students especially the material which consist of the vocabulary in their environment. The purpose of this research is to mastering the university students in teaching reading, vocabulary, grammar in simple material. The second purpose of this research is to give the training to the students in teaching before they go to the real job environment so they will not nervous anymore when they stand in front of the class. This research also applied teacher training technique method to the students. This method will give the train to the students so they will not fell nervous in teaching. This research is qualitative research. The data of qualitative research is given in two ways. First is the report of the observation of teacher training technique is done by the students in classroom. Second is the result of the interview of the students in experiment. The qualitative data will analyze with explanative description. The population of this research is university students in 2nd semester (now become 3rd semester) English Department of University of Prima Indonesia. The number of the students is 70 persons. It will be divided in two classes. Each class is consisting of 35 students. Here the researcher takes 40 students as a sample. This research is also trying to make the student of English Education Department able become a professional English teacher for the Primary Students firstly and a professional English teacher in high school next on. Finally, they became applied their theory in teaching. The final of the research is got that teacher training technique can improve their ability in teaching in the class. It means that this method give the good effect to train them in teaching.

Key Words: *Teacher Training Technique*

I. Introduction

Being an English teacher is a big challenge for students of English Education Department but the problem is most of them do not master teaching materials that make them feel scared to be an English teacher. Backgrounds they are afraid to stand in front of the class, make researchers were interested in presenting the Teacher Training Technique to students. It's a strange thing if undergraduate English Education Department are not able to teach English in front of the class, but it is an actual fact. This study is the technique of teacher training before becoming a real teacher in the community. Such problems backed up when researchers became supervisor of Teaching Practice. Questionnaire written by the students is very disappointing. Only a few students are able to master the material and making the class supervisor and researcher felt disappointed and looking for a way out.

There are a few things behind why the researcher used the technique in the application of teacher training education courses English Education Department FKIP University Prima Indonesia. First, Based on preliminary observations made in the Education Studies Program Guidance and Counseling English Education Department Universitas Prima Indonesia Medan Indonesia Prima conducted by researchers in conjunction with the implementation of the PPL course (Practice Field Experience), it is known that the process of teaching and learning in the classroom is still using lecture method, while learning more intensive practice is required by the student. With the above problems the need for the application of new methods that will be expected to learn by applying the Teacher Training in teaching methods.

Second, moving from the vision of English Education Department FKIP University Prima Indonesia "In the Year 2015 Best Third Becomes Leading Center In North Sumatra Produce English Teachers In The Professionals The Focus To Teaching English As A Second Language (TEFL)" then the application teacher training is expected to help students to train themselves before becoming an English teacher working in the field, it's not just the students are also expected to give birth containers employment or self-employment (entrepreneurship) in the field of education so that they are not only adept at looking for a job, but is also adept at creating employment professional in the field of education.

Third, English is an international language which is used as a communication tool between countries. Most people think learn English is learn the grammar so that most students do not like the lessons and eventually arise laziness to learn and if a person is able to speak English both oral and written it is not difficult to find a job. The researcher also believes that if someone able speak English it will be many great opportunities to get a good job. But the reality on the ground is only a few percent are able to master the English language, causing difficulties when

learning. For that teacher training is needed so that students are able to recognize the problems that exist in the field.

Here the researcher focus in two questions ; Does the application of technique teacher training department of education to the students of English Education Department FKIP University Prima Indonesia can improve teaching skills in primary education? And what are the benefits and constraints in implementing the methods of teacher training technique to students of English Education Department?

The research was in English Education Department in Faculty of Teaching and Education Universitas Prima Indonesia which located in Jalan Sekip Simpang Sikambing Medan. This research used qualitative. Researchers would provide the material before teach and also provide ways and techniques taught to children in elementary education, after which researchers will give the test to all participants in front of the class and ability to teach the children English basic in education. In addition, to obtain qualitative data, researchers would conduct interviews and classroom observations of the experimental group to reveal the attitudes and perceptions of students to teacher training technique.

The population was students of English Education Department in second Semester Universitas Prima Indonesia. The total number of population is 70 students. It divided in two classes, there are A and B class. The authors took class B only which consist of 40 students. There are several reasons why researchers took samples of the population in English Education Department; first students in English Education Department have not been able to master the basic material, second students in English Education Department wanted to get some extra money so hopefully by the time the study ended they can immediately apply it, they simply begin to children from the neighborhood where they live and third, the researcher is also a lecturer of them.

Teacher Training Technique

Teacher educators who are not only able to transfer the knowledge that he had to their students, but was able to guide, direct and able to be a parent and friend to students or their students. According to the guide book the Quality Assurance System of Higher Education (2010), educators are professionals in charge of planning and implementing the learning process, assessing learning outcomes, conducting and supervising training, and conduct of research and community service.

Teacher Training Technique is a competence which focuses on teaching the skills acquired by an institution of theory before plunging to the ground, Haris (1983) so that students are better able to master the problems that will arise when they will apply their material field of work. The skills taught by Yuliarti (2006)

include; (1) The purpose of teaching, (2) Teaching material, (3) Methods and techniques of teaching, (4) teacher, and (5) Evaluation.

A.1 The Purpose of Teaching

Before students begin to teach and deliver the material to the students, he had to understand what he was teaching purposes run at every meeting so that students can understand the original intent of teaching students in class, but the purpose of this teaching is focused so that students are able to deal with off-campus.

A.2 Teaching Material

The material is considered to be a good material created by the principle of selection, gradation, presentation and repetition. In selecting materials, teachers choose instructional materials that are tailored to the student's ability level and goals to be achieved. The teaching materials directed at achieving two objectives that language skills. Practice English as much as possible at least to help students apply their knowledge in the field.

A.3 Methods and Techniques of Teaching

Although there is no one method or the best teaching techniques for all aspects of language skills, but the methods and techniques is still one important factor in the teaching and learning process (PBM). In practice, teachers are not only using one method alone, but also using various methods and techniques available. (Eclectic) adapted to the situation and condition of the PBM implemented. Methods and techniques used in the teaching of language and education English Education Department, Faculty of Teaching and Education to British literature is: Ask and answer, discussion, role play, storytelling, lectures, drill. etc..

A.4 Teacher

You should be a teacher to have some competence (ability) elementary teachers in implementing teaching and learning. The teacher is a factor that cannot be ignored in the teaching of foreign languages. These factors include the ability of teachers to teach the language. Teachers who have the ability to be able to make the teaching methods and materials that are less attractive to be interesting. Many seminars and workshop-upgrading will be followed by the teachers with the aim of improving their knowledge of the teaching and learning insight.

A.5 Evaluation

To determine the extent to which the success of teaching, the author evaluates as follows:

Evaluation of the presence and participation of students in face-to-face activities in the classroom and in the language laboratory. Evaluation of the tasks given, either in the form of groups and individuals. Mid-Semester exam tests a semester and a final examination in the laboratory listening tests and oral tests in class. There are several things that will be applied into the teacher training technique; it is a skill to teach listening, speaking, reading and writing.

II. Discussion
Pre-Test and Post-Test Score (Experimental Group)

No.	Nama Mahasiswa	Pre-Test	Post-Tense
1.	Tommy Tantowi	60	75
2.	Damayanti Simatupang	65	70
3.	Yosefine	60	65
4.	Akmad Tommy Iqbal	70	85
5.	Tri Fani Manik	65	85
6.	Lydia Agraeni Sirait	60	65
7.	Putri Anggraeny Batubara	65	80
8.	Christina Valentine Napitupulu	60	65
9.	Yolanda Rizky Natalia Simarmata	70	90
10.	Vanessya Winda Manik	60	80
11.	Nova Yanti Tamba	60	80
12.	Sanrika Simbolon	60	75
13.	Tien Sitompul	65	80
14.	Yati Agustina Marpaung	65	80
15.	Derita Hotmauli Pasaribu	60	70
16.	Wahyu Jefriansyah	60	75
17.	Sella Jesika Br. Sitanggang	60	78
18.	Masdaliva Limbong	60	75
19.	Ayu Andari	60	75
20.	Matius Kenedy Ginting	60	65
SUM	Total	1245	1513
	Mean	49.8	60.52

Analysis Data of Experimental Group

No.	Nama Mahasiswa	Pre-Test (X1)	Post-Tense (X2)	d (X1-X2)	d ²	Dx (d-Mx)	dx ²
1.	Tommy Tantowi	60	75	15	225	1.6	2.56
2.	Damayanti Simatupang	65	70	5	25	-8.4	70.56
3.	Yosefine	60	65	5	25	-8.4	70.56
4.	Akmad Tommy Iqbal	70	85	15	225	1.6	2.56
5.	Tri Fani Manik	65	85	20	400	6.6	43.56
6.	Lydia Agraeini Sirait	60	65	5	25	-8.4	70.56
7.	Putri Anggraeny Batubara	65	80	15	225	1.6	2.56
8.	Christina Valentine Napitupulu	60	65	5	25	-8.4	70.56
9.	Yolanda Rizky Natalia Simarmata	70	90	20	400	6.6	43.56
10.	Vanessya Winda Manik	60	80	20	400	6.6	43.56
11.	Nova Yanti Tamba	60	80	20	400	6.6	43.56
12.	Sanrika Simbolon	60	75	15	225	1.6	2.56
13.	Tien Sitompul	65	80	15	225	1.6	2.56
14.	Yati Agustina Marpaung	65	80	15	225	1.6	2.56
15.	Derita Hotmauli Pasaribu	60	70	10	100	-3.4	11.56
16.	Wahyu Jefriansyah	60	75	15	225	1.6	2.56
17.	Sella Jesika Br.	60	78	18	324	4.6	21.16

	Sitanggang						
18.	Masdaliva	60	75	15	225	1.6	2.56
	Limbong						
19.	Ayu Andari	60	75	15	225	1.6	2.56
20.	Matius Kenedy	60	65	5	25	-8.4	70.56
	Ginting						
SUM	Total	1245	1513	D=268	71824		582.8
	Mean	49.8	60.52	10.72			

Pre-Test and Post-Test Score (Control Group)

No.	Nama Mahasiswa	Pre-Test	Post-Tense	d (Y2-Y1)	d ²	Dy (d-My)	dy ²
1.	Siti Maharani	70	80	10	100	0.5	0.25
	Sinaga						
2.	Thessa Edita	55	60	5	25	-4.5	20.25
3.	Renny Gultom	60	70	10	100	0.5	0.25
4.	Meta Margaretha	55	65	10	100	0.5	0.25
	Lasriati Br.						
	Simbolon						
5.	Arti Rumasingap	50	60	10	100	0.5	0.25
6.	Yusni Dekana	50	65	15	225	5.5	30.25
	Perangin-angin						
7.	Ribka Sitindaon	75	80	5	25	-4.5	20.25
8.	Ruth Hutasoit	65	75	10	100	0.5	0.25
9.	Muhammad Abrar	65	70	5	25	-4.5	20.25
	Kasmin						
	Hutagalung						

10.	Aminah Harahap	55	70	15	225	5.5	30.25
11.	Perida Roma Asi Siahaan	65	70	5	25	-4.5	20.25
12.	Wahyu Star Gultom	75	85	10	100	0.5	0.25
13.	Devi yanti Ana Nevalin	70	75	5	25	-4.5	20.25
14.	Christin Siregar	55	65	10	100	0.5	0.25
15.	Agus Permadi	45	60	15	225	5.5	30.25
16.	Winda Elisabeth Siregar	65	70	5	25	-4.5	20.25
17.	Yuni Sipahutar	60	70	10	100	0.5	0.25
18.	Gemilang Zein Akbar	45	55	10	100	0.5	0.25
19.	Monalisa Saragih	65	75	10	100	0.5	0.25
20.	Monalisa Wardani	60	75	15	225	5.5	30.25
SUM	Total	1205	1395	D=190	2050		245
	Mean	48.2	55.8				

From the data of table above can be concluded that:

$$M_x = 13.4$$

$$M_y = 9.5$$

$$dx^2 = 528.8$$

$$dy^2 = 245$$

$$N_x = 20$$

$$N_y = 20$$

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{dx^2 + dy^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{13.4 - 9.5}{\sqrt{\left(\frac{582.8 + 245}{20 + 20 - 2}\right) \left(\frac{1}{20} + \frac{1}{20}\right)}}$$

$$t = \frac{3.9}{\sqrt{\left(\frac{827.8}{38}\right) \left(\frac{2}{20}\right)}}$$

$$t = \frac{3.9}{\sqrt{(21.784211)(0.1)}}$$

$$t = \frac{3.9}{\sqrt{2.1784211}}$$

$$t = \frac{3.9}{1.4759475}$$

$$t = 2.642$$

From the formula of the data can be concluded that Teacher Training Technique can improve teaching skills in primary education.

Table of Teacher Training Technique

No	Nama Mahasiswa	Tujuan Pengajaran (20%)	Materi Pengajaran (20%)	Metode dan Teknik Pengajaran (20%)	Pengajar (20%)	Evaluasi (20%)	Jumlah
1.	Tommy Tantowi	15	15	15	15	15	75
2.	Damayanti Simatupang	15	15	10	15	15	70
3.	Yosefine	15	10	10	10	10	65

4.	Akmad Tommy Iqbal	20	20	20	10	10	85
5.	Tri Fani Manik	20	20	20	10	10	85
6.	Lydia Agraeini Sirait	15	10	10	10	10	65
7.	Putri Anggraeny Batubara	15	15	15	15	20	80
8.	Christina Valentine Napitupulu	15	10	10	10	10	65
9.	Yolanda Rizky Natalia Simarmata	20	20	20	20	10	90
10.	Vanessya Winda Manik	15	15	15	15	20	80
11.	Nova Yanti Tamba	20	15	15	10	10	80
12.	Sanrika Simbolon	20	10	15	15	15	75
13.	Tien Sitompul	15	20	20	15	10	80
14.	Yati Agustina Marpaung	15	20	20	15	10	80
15.	Derita Hotmauli Pasaribu	15	15	10	15	15	70
16.	Wahyu Jefriansyah	20	10	15	15	15	75
17.	Sella Jesika Br. Sitanggan	20	10	15	15	18	78

18	g Masdaliva Limbong	20	10	15	15	15	75
19	Ayu Andari	20	10	15	15	15	75
20	Matius Kenedy Ginting	15	10	10	10	10	65
21	Siti Maharani Sinaga	15	20	20	15	10	80
22	Thessa Edita	20	15	10	10	15	60
23	Renny Gultom	15	15	15	15	10	70
24	Meta Margareth a Lasriati Br. Simbolon	15	15	15	10	10	65
25	Arti Rumasing ap	20	15	10	10	15	60
26	Yusni Dekana Perangin- angin	15	15	15	10	10	65
27	Ribka Sitindaon	15	20	20	15	10	80
28	Ruth Hutasoit	15	15	15	10	20	75
29	Muhamm ad Abrar Kasmin Hutagalun g	15	15	15	10	20	75
30	Aminah Harahap	10	10	10	10	20	70
31	Perida Roma Asi Siahaan	10	10	10	10	20	70
32	Wahyu Star	15	10	20	10	20	85

	Gultom						
33	Devi yanti Ana Nevalin	10	15	15	10	20	75
34	Christin Siregar	15	10	10	10	20	65
35	Agus Permadi	10	10	10	10	20	60
36	Winda Elisabeth Siregar	10	15	15	10	20	70
37	Yuni Sipahutar	15	15	10	10	20	70
38	Gemilang Zein Akbar	10	10	10	10	15	55
39	Monalisa Saragih	15	15	15	10	20	75
40	Monalisa Wardani	20	15	10	10	20	75
	Jumlah	140	135	135	110	215	

III. Conclusion

After the researcher has found the data analysis so she can conclude that:

1. Teacher Training Technique can improve students in Teaching and Learning process in the class.
2. The benefit of Teacher Training Technique is giving them many practices in Teaching in front of the class. Here the students give challenge to develop him/her self in teaching in front of the class. The last benefit for students is having extra money. So they have extra money even though they still study in university.

**STUDENT'S USE OF CONVERSATIONAL IMPLICATURE IN
ACADEMIC READING CLASS OF AHMAD DAHLAN UNIVERSITY
ACADEMIC YEAR 2013/2014**

Sri Sartini

Abstract. The use of language both in written and spoken forms varies based on people's need. In communication, language can be a tool to transfer a message, interpersonal relation and many others. For academic purposes, language is as important as that for communication purposes. In the use of written language, it is to transfer knowledge as well as information which may enlarge and broaden student's understanding on several information found in the texts they are reading. This research focusses on analyzing the use of conversational implicature upon the various texts given in academic reading class of Ahmad Dahlan University Academic Year 2013/ 2014. The aims of this research were to find out types of conversational implicature and how the types of conversational implicature might affect student's understanding on the reading passages.

This research applied descriptive qualitative method and Grice theory of implicature to analyze the data. The data were all student's paraphrases upon the purposefully selected texts from many resources which is best suited to the syllabus of Academic Reading in Ahmad Dahlan University academic year 2013/2014. The researcher collected the data, classified them and at last made matrix display to present the result of the research.

This research shows two findings. First, types of implicature used from the data could be categorized into generalized conversational implicature and particularized conversational implicature. The generalized conversational implicature was shown by the paraphrases of the students which were more context-free. The reader in this case students can guess the meaning behind the utterance (writing within the text) with their general knowledge and does not have to refer to a particular context in order to understand the text. Whereas particularized conversational implicature was shown by the use of context-bound. Students need a specific knowledge to understand the text. Second, from each types of conversational implicature used which were shown by the student's paraphrases, it reflected the students's understanding upon the texts. Therefore it can be a basic step for the lecturer to prepare proper strategy in teaching in order to achieve the goal of the study.

A. Introduction

Academic Reading is the last stage of Reading series offered by English Education Study Program of Ahmad Dahlan University for the forth semester students who have passed previous reading courses. This course focuses on developing students' independent reading ability by the use of full-scale texts of various disciplines and guiding them in selecting texts of references suitable for the completion of particular tasks, for instance, oral or written academic presentation. For the individual performances will be noted continuously, while

pair and group work should be encouraged as well. Showing independent reading capability by understanding the notion of the reading passages or texts will then ensure others especially lecturers in class of their understanding toward each particular text. As the goal of the Academic reading subject has been made clear in the syllabus that is the students will be able to grasp wide range of different English texts critically, it is necessary that the lecturer ensure the student's understanding upon the given texts or passages.

The instruction of doing a paraphrase or summarizing in academic reading class becomes a prominent way as it leads them to read and to show whether or not they grasp wide range of different English texts critically. The texts or passages given should vary and contain comments, criticism, or suggestion even only about giving information toward readers. The student's paraphrase or summary itself shows lecturer of their deep understanding upon the texts. On the other hand, how they could create such understanding toward a given texts will be an important information for lecturer to take a proper strategy to teach reading interestingly.

Commonly, students write their paraphrase on the basis of their opinions regarding to the the issues brought up. They interpret or infer the intended meaning and implication of the writer through the context. Therefore, context is something which crucially links them. However, meaning can be derived in two ways that are contextually-bound and contextually-free (Yule 1996). Sometimes, students need to think of another specific background knowledge to get the point of the reading passages or texts. But sometimes they do not as it is shown in the following example;

(1). "The objective of the writer is to prove that the use of craft will be beneficial linguistically in TEYL." (Bloom 1989).

→ The aim of the writer is showing that the craft usage in TEYL is linguistically advantageous.

From the example above, we could see that the paraphrase is made contextually-free. Student does not need to think of specific knowledge but he just need to understand the meaning of the sentence and make a paraphrase on their own words. To do so, it is necessary that students master many vocabularies. In doing the paraphrase, Dwijatmoko (2011) says that there are several techniques to do namely; lexical substitution where we need only to use another word with other almost similar meaning. Second of all, we can do grammatical restructure that is making the paraphrase by changing the resource from active to passive, or vice versa, by doing noun phrase restructure, by changing the word category, by changing the construction level and by changing the sentence patterns.

The students's paraphrase shows how well they could understand the texts using conversational implicature. By considering this point, it is intriguing to conduct a study which is aimed at finding out types of conversational implicature

used by students in Academic reading class to create such a paraphrase which is showing their understanding and how the types of conversational implicature might affect student's understanding on the reading passages.

B. Literature Review

To understand a reading passage or text, readers have to consider whether there is any background knowledge, context, or not to interpret the meaning. In one of linguistics branches, pragmatic, this phenomenon is commonly called as implicature, specifically conversational implicature.

B.1. Concept of Implicature

Theory of implicature is first brought up by Herbert Paul Grice (1975). He says that implicature enables to create the meaning more than what it is stated or written based on situational context or social context. Context will be very important to interpret the meaning. Context is defined as an element of language which is culturally bound (Saeed 1997). He further explains that in every utterance or writing, context might be different in many ways based on situational or social condition whenever it is conveyed. Therefore, one statement may have different meaning in different situation.

Leech (1983) defines that implicature is a prime example of more being communicated in which the reader or hearer crucially makes the assumption of what the writer or speaker says. He also adds that interpreting an utterance or writing is ultimately a matter of guesswork. Thus it can be suited to the context of when, where, or the purpose of the utterance is produced or written. Levinson (1983) has different definition on implicature. He argues that implicature can provide some explicit account of how it is possible to mean in general sense more than what is actually said. It is further explained that the addressee or reader may ignore the literally expressed utterance or writing to get the meaning but the writing or utterances through the words convey more explanation.

Implicature is divided into two, namely; conversational implicature and conventional implicature. Leech (1983) says that conversational implicature is a cooperative principle that is called maxim of conversation which forms a necessary part of the description of language meaning in that they explain how it is that speaker or writer means more than they say or write. Conversational implicature is a type of implicature which is not semantic inferences but rather inference based on both the content of what has been said and some specific assumption about the cooperative nature of meaning. Whereas conventional implicature is defined as interpretation which depends only on its literal meaning (Yule 1996). Further he divides conversational implicature into two that are particularized conversational implicature and generalized conversational implicature. Particularized conversational implicature is produced when there is any apparent flouting toward one or more maxims of conversation. Those four

maxims of conversation are maxim of quality, maxim of quantity, maxim of relevance, and maxim of manner. On the other hand, Generalized conversational implicature is when there is no special knowledge is required in the context to calculate the additional conveyed meaning.

B.2. Paraphrasing Techniques

A paraphrase is a way to state the meaning of a statement, sentence, composition in different way. A paraphrase should have the same meaning as the source sentence and should be concise and natural. According to Dwijatmoko (2011), paraphrasing can be done by some ways; firstly, by doing lexical substitution, secondly by doing grammatical restructure. To do a grammatical restructure, mostly of students can change the form of the sentence from active into passive or vice versa. Besides, students can do a noun phrase reconstruction. Changing word category, construction level or sentence pattern can also be alternatives to do paraphrasing.

C. Discussion

This study attempts to see the student's use of conversational implicature toward some reading texts in academic reading class as it is shown from the paraphrases they made upon the texts. Their paraphrases show their understanding upon the given texts. This belongs to descriptive qualitative study. It is descriptive study in which the data are taken in the form of words. The qualitative analysis were used in the interpretation of the meaning implied by the students as it is written in their paraphrases. It leads to the classification of the types of conversational implicature used by the students. Knowing this, it will contribute to lecturer in creating a proper strategy in teaching academic reading class or for the other almost similar subject.

From the study conducted, it was seen that most of students have their own interpretation upon the texts given which was written in the paraphrases. They implied the meaning of the texts using conversational implicature. As there are about four texts given, it is only one chosen which is entitled "Hurry Sickness". Some paraphrases which were resulted from the type of particularized conversational implicature are;

- (1) " The limitation of time can lead to reduce togetherness and patience for family in western countries"(Paragraph A-Ibnu Safari).
- (2) " According to Statistic, many western families have limited time to spend with their family because of their business" (Paragraph A-Subhan Zuhri).
- (3) " Hurry sickness will bring more harm than good such as rudeness, short-tempered behaviour,even violance" (Paragraph B- Faisal Ramadhani).

- (4) “ Stressful-related sickness is called hurry sickness which *brings* more to violance” (Paragraph B- Denik Rahayu).
- (5) “ A cultural modern disease is called by hurry sickness which is bad for body sustainability (Paragraph B-Yuni Wahyu)
- (6) “ The compression of time is the basic cause of hurry sickness” (Paragraph C- Umar)
- (7) “Bringing their work home creates a number of hurry sickness” (Paragraph C-Bagus Prayoga)
- (8) “ The changing of social life because of the modern technology such as never having meet but just talking on phone call is one of hurry sickness problem” (paragraph D- Wahyu Rohmatun).
- (9) “ Technology can less concerned with their environment, and minimum interaction with each other (Paragraph D-Devi Rismaya).
- (10) “ The high tech and the lifestyle bring serious health problems”.(Paragraph E-Ana M).
- (11) “ Serious condition can be caused by the high-tech revolution (Paragraph E- Fajar Indah).

Those examples above are showing the use of particularized conversational implicature by students in understanding the text. It is contextually-bound in which students involved their own particular knowledge to grasp the point of the text so thus they could produce such paraphrases. In the paraphrasing, they do it by making different ways of paraphrasing techniques. Example (1), (3), (7), (9) are using the technique of changing sentence pattern for the paraphrase. Example (2), (5), and (8) use technique of lexical substitution. Example (4), (5), (10) use changing of construction level and changing from active into passive. Example (11) uses technique paraphrase of changing from active to passive. Besides, there were also some paraphrases which were resulted from the type of generalized conversational implicature. They are;

- (12) “ People change their habit and they become more busy”(Paragraph A-Yussi).
- (13) “ According to statistic, many western families have *restricted* time to spend with family because of their busy” (Paragraph A-Tri Wahyu).
- (14) “ Hurry sickness related to stress and all symptoms of a modern epidemic” (Paragraph B- Uchti).
- (15) “ Hurry can make them stressed” (Paragraph B- Denik Rahayu).
- (16) “ Hurry sickness leads people to rudeness and violance (Paragraph B-Wahyu Rohmatun).

(17) “ The other cause of hurry sickness comes from modern technology” (Paragraph C- Devi)

(18) “The increasing of technology make people self-centered” (Paragraph D-Bagus Prayoga)

(19) “ The increasing technology change their social life” (paragraph D-Yuni).

(20) “ High-tech revolution make their physical health in serious condition. (Paragraph E-Devi Rismaya).

(21) “ Chronic impatience is damaging not only socially but also physically”.(Paragraph E-Umi).

Above examples of paraphrase show us the use of generalized conversational implicature in understanding the point of the text. They are contextually-free which mean to grasp the meaning students do not require to use their background knowledge of other context but they just need to understand the context of what is written in the source of the text. Example (12) is using the technique of changing word category and sentence pattern for the paraphrase. Example (13), (15), and (17) use technique of lexical substitution. Example (14), (16), and (18) use changing of construction level. Example (19) uses the changing of lexical substitution. Example (20) and (21) use the changing of sentence pattern.

D. Conclusion

In conclusion, teaching academic reading has a lot of challenge. We should provide students with the easier strategy to understand any texts they read. Moreover, the types of texts that are given have been type of full-scale texts of various discipline. It is an obligatory for teacher to encourage students with capability of making an implicature especially conversational one. Throughout this strategy students will be really trained to get the meaning of each sentences conveyed whether it is contextually-bound or contextually-free, even with or without lots of mastery of vocabularies. The student’s use of conversational implicature in understadning the texts can be expressed through the paraphrase that they could make. No matter technique of paraphrasing they would use, it should be accepted as far as it reflects the real meaning of the original texts they are reading. Knowing the frequent use of implicature and technique of paraphrasing, teacher would be ready to teach students on the reading subject. On the other hand, students will find it easier to get the notion of the texts they are dealing with.

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DEVELOPING TASK-BASED MATERIAL FOR ENGLISH CONVERSATION (EC) PROGRAM AT GRADE ELEVEN SMAN PLANDAAN JOMBANG

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Abstract. EC program is an additional foreign language program in SMAN PLANDAAN which was held to give the students more exposure of English and also more chances to practice their English. EC program, apart from English Lesson, focuses on training the students to be able to use and practice English more intensively. However, there is no particular material which is devoted for the program. Many times, the teachers are using materials such as textbooks and workbooks which are actually intended for English lesson. Applying those materials for an EC lesson may mean that students must repeat and experience the same things as what they get in English Lesson over and over again. This overlap and repetition of material and instructional process may create another unwanted problem, for example the decrease of students' motivation, boredom, and an ineffective instruction; therefore, it is considered necessary that an instructional material to be developed.

Task-based approach is chosen as the skeleton for developing the material and the instruction since it might increase classroom interaction, students' activeness, learner-centered teaching, authenticity, and build the students practical ability in using English for communication in real life situation. Task-based approach offers abundant opportunities for the students to use the language in meaningful way. To achieve these objectives, Nunan's six-step procedure is used to sequence the task. These steps are combined with Richards' model of material developments which include the need analysis, the design phase, material development and the evaluation phase. There are three products to be developed: students' book, teacher's book and listening records.

Descriptive qualitative under R and D design is used to answer research questions: to Describe the result of the need analysis ; to develop and describe the development process of task-based material for EC program in SMAN PLANDAAN; and to describe the result of the implementation of the developed task-based material in EC program. The subjects of the need analysis and the implementation are students of the XI grade as well as the teacher of the program. Questionnaire, interview and observation checklist are used to collect the data. The result of the implementation shows a positive response toward the use of the products. With the guide of the teacher, the product can serve as a guideline to encourage the students' activity, and create a more learner-centered teaching.

Keywords: *EC program task, material, task-based approach, TBLT*

1 Introduction

Within the implementation of School Based Curriculum (*KTSP*), the schools have an authority to add and select additional programs to be given in their Local Content lessons and foreign language programs that are considered to be relevant and suitable with the condition, the need and potential of the school as well as the students. During the implementation of this curriculum, most of the schools in the region decided to use this opportunity to improve their students' mastery of English by adding another English additional lesson or program. The name of this English additional lesson may vary from one school to another. However, the intention of all of these programs is all the same, that is to help the students to be able to use English for communication.

Meanwhile, in 2013 Curriculum for high schools, the foreign language program is, then, included as part of cross interest lesson for the students. 2013 curriculum promote students to choose their major in the early grade; social, science, or language. Unfortunately, there are very few senior high schools in Jombang which have language program in them. As there was no language program at schools; therefore, there was extreme reduction of time allocation for English lesson at school from four hours to two hours period in a week. This reduction bring with it an iceberg effect; from the surplus of English teacher for high schools, the chaotic distribution of lesson time allocation, to the worst; the loss of time for the student to learn English.

Among the twelve state senior high schools in Jombang, SMAN Plandaan is one of which that is applying additional English lesson named as English Conversation (EC) Program in its school. In fact, one of the reasons to add and select English as its additional lesson in this school is because the students' ability in English is still very poor. This program is held with the intention to give the students more exposure of English and also more chances to practice their English. EC program, apart from the regular English Lesson, is focusing on training the students to be able to use and practice English more intensively. This program is expected to give more chance to the students to develop and build their competency in using English for communication.

However, one of the problems which arise during the implementation of English learning in this EC lesson is that there are no particular learning materials which are especially devoted for this lesson that can be used either by the teachers or by the students. So far, the teachers of EC program are using materials or parts of materials taken from the existing materials for English lesson which are available in the school library. The teachers also use commercially produced materials such as textbooks and workbooks which are actually intended for English lesson. These materials are, of course, found to have the same or similar content as the material for English lesson. This overlap and repetition of material and instructional process may create another unwanted problem, such as the decreasing of students' motivation, boredom, and an ineffective instruction; therefore, it is necessary that an instructional material to be developed.

Instructional material is very important in teaching and learning process. Richards (2001: 251) stated that teaching materials is the key component in most

language programs. He further wrote that whether the teachers uses textbook, institutionally prepared material, or his or her own material, instructional materials generally serve as the basis for much of the *language input* learners receive and language practice that occurs in the classroom (Richards, 2001: 251).

Teachers can develop their own materials for their students which reflect the learners' needs as well as the teachers' methodological practices. Howard and Jae (2003: 101) stated that designing their own teaching material can be a better solution for the teachers since it enables them to make best use of resources available in their teaching context that could be more fit and suitable with the students' budget. Teacher generated material is preferable in a way that it can be designed to be more tolerable with the students' needs, the school's need and will be more appropriate to the need of the teacher herself. Teacher can select the texts and practices that are correlated with the students' life or needs, grade and organize it to be appropriate with the level of the students. Procedures used to collect information about learner's need are known as need analysis (Richards, 2001: 51)

The instructional material to be developed is printed and audio material which is easier for the students to access in compare to web based or computer assisted material which not all students can access. Then, as EC program is designed to build the students ability in using English for communication, it is necessary that the material developed can facilitate more chance for the students to communicate in the classroom. Brown (2007: 242) had found out that 'task-based approach' is one of the best tools to create a communicative language teaching.

Task-based approach is chosen since it might increase classroom interaction, students' activeness, learner-centered teaching, authenticity, and viewing learners' own experience as important contributors to learning. These are in line with the goal of 2013 curriculum. Task-based approach offers abundant opportunities for the students to use the language in meaningful way. It is expected that by incorporating task-based approach in developing the material, there are more learning opportunities for the students to communicate in the classroom. It is also expected that the product can provide guidance and reference for more language input that can help them in performing the tasks. Therefore, the researcher intends to apply task-based approach in developing the material. to achieve this goal, there are three research questions to be answered; how is the the result of the need analysis ; how is the process of developing and task-based material; and how is the result of the implementation of the developed task-based material in EC program.

2 Literature Review

a. Definition and the importance of instructional material

Instructional material is very important in the teaching and learning process. It is the key component in most language program (Richards, 2001: 251). Instructional material is essential for the students. It may also help teachers to provide ideas on how to arrange the lesson. There are many available materials that teachers can use. A teacher

can use textbook, commercial materials, institutionally prepared material, or his or her own material. A material that is developed and created by the teacher himself or herself is called as teacher generated material.

There are many kinds of instructional materials. Richards (2002) classified material based on its form and based on its origin. Based on its form, he divides the material into:

- 1) Printed material such as workbook, textbook, worksheet,
- 2) Non print material such as cassette, CD, VCD, computer based material
- 3) Material that comprise both print and non print sources such as : self access material from internet
- 4) Free material such as magazine, newspaper and TV material.

Many teachers used instructional material as their primary teaching resources. It gives content for the lesson, the balanced skill taught, language practice for the students as well as supplement for the teachers. Learner may take more benefit from material since they can use it for learning practice apart from the teachers. Instructional material in a language program is significant in language curriculum development (Richards, 2001: 252)

b. Developing task-based material

Tomlinson (1998: 2) has pointed out in his book *Material Development in Language Teaching* on the definition of material development that material developers can write textbook, tell stories, and bring advertisement, poems, announcement, or other samples of language use or whatever they do to provide input to learners, they do so in procedural way related to what they know about how language can be effectively learned.

Developing meaningful teaching material that can support the teaching and learning process is an important part in instructional planning that suggested to be done by teachers. It may include compiling, rewriting or writing a completely new material which are thought to be more relevant with the particular context and situation where it is going to be used. There are unlimited sources that support the teachers in developing the new material. Authentic materials, for example, are available in television, magazine, newspapers, internet, advertisements or even western music on the tape and radio

In the process of material development, it is considered to be important for the teachers to select, create or provide the materials which have close relation to their life. By bringing the content and the subjects matter from their surrounding, it will help the teachers to increase their motivation and enable them to make use of the material as what they really needs.

The framework for developing task-based material is given by Nunan (2004) in his book entitled *Task-based Language Teaching*. The material that is developed with task-based approach is of course contain various tasks inside it such as dialogues and role play to matching activities. Nunan (2004: 31), then, propose six-step procedure in developing instructional sequence around task to prepare the learner to carry out task:

- 1) Providing Schema building
The first step is to develop a number of schema building exercises that will serve to introduce the topic, set the context for the task, and introduce some of the key vocabularies and expressions that the students will need in order to complete the task.
- 2) Providing Controlled practice
The next step is to provide the students with controlled practice in using the target language, vocabulary, structures and function. One way of doing this would be to present learners with a brief conversation between two people. For example, the writer can provide model of conversation. They could be asked to read the conversation, then, make variation of this conversation in pairs and practice the conversation in front of the classroom. Through this way, they can see, hear and practice the simulation of the target language for the unit of work and acquainted to language within communicative context.
- 3) Providing Authentic listening practice
The next step involves learners in intensive listening practice.
- 4) Focusing on linguistic elements
The learners, then, need to be given sequence of exercise which is more focused on linguistic element. In the traditional approaches, this language focus is presented in the first step, but in task-based procedure, it occurs late after the instructional sequence. It means that, before analyzing elements of the linguistic system, they have seen, heard, and spoken the target language within a communicative context. By this, it is expected that it will enable the learners to see the relationship between communicative meaning and linguistic form more easily than when the language focus is presented in isolated unit out of the context. The linguistic elements itself can be varied from grammar focus to pronunciation practice.
- 5) Providing free practice
The students have so far been involved with language model provided. Therefore, it is time for the students to be engaged in free practice such as role play. The material gives an initial idea for the students to develop. The students are encouraged to use whatever language they have. In this process, the students learn to create their own meaning and language, and their ability in using the language can keep on growing
- 6) Introducing the rehearsal task
This final step is the sequence where the students practice to do the task.

c. Model of material development

There have been some major models of material development proposed by experts in educational research. The first is ADDIE model or also known as ISD model which was initially developed by Florida State University. Besides ADDIE, another

useful model of material development is Dick and Carey model which consists of nine procedural steps i.e.: identifying instructional goal; identifying characteristic of the learners; conducting instructional analysis; deciding specific objectives; developing test items; developing instructional strategy; developing the material; conducting formative evaluation; revising instructional material then conducting summative evaluation (Kastaraharjo: 2009).

Tomlinson (1998) also proposed model of material development which consists of seven procedural steps. The steps are identification of needs material, exploration of needs, and contextualization of the material, pedagogical realization, and production of the material, the implementation of the material and evaluation of the material to measure the appropriateness of the material

Richards (2001) proposed that material writing is part of curriculum development. Therefore, before developing the material, there are six steps that must be undergone, i.e.: needs analysis, situation analysis, planning goal and learning outcome, course planning and syllabus design, and providing effective teaching. After that, the process of material development can be started, and followed by evaluating it. The process of material development itself consist of developing the aims, and objectives, developing s syllabus, organizing the course into unit, developing structure for unit, sequencing unit (Richards, 2001:41)

Most of the models on material development are basically variation of ADDIE model, and all of the models are acceptable. However, Richards's model of material development will be used in this study.

3 Method

This study is included in product development project of R and D research since it is intended to study and to develop a product. R and D research has been and still being suggested to be done in educational environment since this kind of research can lead the doer to get knowledge of production, to gain a more complete understanding of the field, and to build the ability to make prediction. The researcher is interested in conducting R and D research since R and D research is developed from the real needs and the produced result of the research can be implemented in the real life. In other words, R and D research is meaningful, in which it concerns on a more realistic study.

The procedure used in this research was conducted by incorporating Richards' model of material development with Richey and James's model of R and D design. Within Richey and James's model of R and D design, there are four phases that must be undergone in product development research, i.e.; analysis, design, development and evaluation (Richey and James, 2007: 8). These procedural phases were, then, incorporated with Richards' model of material development. Richards (2001: 251) proposed that material writing is part of syllabus development. He further asserted that there are six steps of material development, they are: needs analysis and situation analysis, planning goal and learning outcome, course planning and syllabus design, preparing and selecting the material, and providing effective teaching in implementing

the product and followed by evaluating it. The process of material development itself consisted of developing the aims, and objectives, developing syllabus, organizing the course into unit, developing structure for unit, sequencing unit (Richards, 2001: 264).

4 Results and Discussions

a. The result of need analysis

The research was started by conducting need analysis. The main function of need analysis in material development process is that it may provide the basis for developing a syllabus and teaching materials for the course (Richards, 2001: 67). Besides, it may also help to find out what language skills learner needs; to help determine if an existing course is adequately address the need of the students; or to collect information about a particular problem learners are experiencing. The need analysis was done by using survey, questionnaire, interview, and observation.

It was found that the students do think that English is very important. They need English as means of communication. However, their interest was not supported by the availability of facilities, material or other learning aids that can help them acquiring the language. School is the only place where they learn English; therefore, they expect that they can learn much from the lesson given at school; mainly the EC program. They consider EC program as a way for them to help them mastering English besides the English lesson that has already exist. They also expect that the program was completed material with features that can improve their skill

Questionnaires were delivered to the teachers at the same time when the questionnaires were given to the students. Some questions were also asked in interview which was done during the break time to get more natural answer. The questions ranged from syllabus, materials, media, expectation of the program and also their difficulties during the program. Teachers agreed that EC program is intended to build students' communicative ability. Among the activities that were offered, both of the teachers marked Conversational practice, listening section, material discussion, reading texts, writing composition as activities which are suitable to achieve the objectives of the subject. Meanwhile, Games and Quiz were left blank as they are considered unnecessary and time consuming.

The students need to own material for themselves. The material, then, was necessary to be completed by listening section. It should be administered for the students as well as the teachers. The features of the course book should cover Conversational model, Task and practice, Illustration/ pictures, Glossaries of new or difficult words, Book map, and Texts. They also added that the text should not be focusing on genre because according to them there would be no difference between English lesson and EC program.

Questionnaire was also distributed to the curriculum officer. In line with this, the school board agreed that EC program should goes back to its main intention of the program that is to make the students able to actively communicate in English. The research on developing material for the course was greatly supported by the school.

b. The development process of task-based material for EC program

There are two main phases conducted in developing the material with task-based approach after need analysis, they are design phase and development phase. Design phase is intended to design the brain of the book which includes the goal and objective, the course plan and syllabus. To make sure that the needs identified are fully accommodated, the results are interpreted. The interpretation was resulted in knowing what activities, materials and features that students preferred to be included in the book. However, before the goals and objectives can be specified, the activities and features which had been chosen by the students were then examined and selected based on its relevance to basic competence of English lesson as the cross reference of EC program for the first semester and based on the task-based approach. .

Task-based approach is an attempt to create student-centered instruction by cultivating three macrofunction of language, namely: transactional, interpersonal and aesthetic macrofunction. Based on the examination on standard competence and basic competence for the first semester, it was found out that the relevant sub competence which are intended to be developed within task-based approach are reflected only in basic competence for listening point 1.1 and 1.2, and basic competence for speaking point 3.1 and 3.2. Based on the interpretation of standard competence and basic competence 1.1 and 3.1 with task-based approach, and based on the interpretation and expansion of the scope in standard competence and basic competence 1.2 and 3.2 with task-based approach, there are five proposed themes to be developed in the coursebook: *Another News is Coming, What's Your Opinion, Let's Make an Order, I Need Some Help, and Holiday Travel.*

In development process, the researcher began the production of the material by gathering as many sources as possible to complete the designed material which are made by the researcher herself. Tasks for the material in each chapter are sequenced by using Nunan's six-step procedure of sequencing the task: providing schema building, providing controlled practice, developing listening practice, providing exercise on linguistic elements, providing free practice and introducing rehearsal task. when the draft of the product had already finished, before being implemented, the draft was validated to the peer teachers and expert validators.

c. Result of the implementation of the developed task-based material

The draft was going through two cycles of implementation: first implementation, first revision, second implementation and second revision. In each implementation, the instruction was following the stages of TBLT approach, they are pre task, hand on activities or main task, and post task. Based on the result of implementation of the product, it can be concluded that the student could enjoy the learning with TBLT approach. The product worked well during the instruction. It acts as reference for the students in preparing the task, it also provide model dialogue, reference for language point, and guidelines for conducting the rehearsal task. at the end, after the second revision, the final

products were released. The products consist of the students' coursebook, the listening record and the teacher's book.

d. Discussion

Much information about students' needs were gathered during the need analysis. Then, based on those results, the researcher continued the process of material development which included planning the goals and objectives which was followed by planning the course and syllabus, and developing the material, drafting it and validating it. Positive responses were given by peer teachers and the validators as well. However, the researcher thinks that comments and suggestions were as meaningful as the positive responses given by them. Through comments and suggestion the researcher have an idea of what to do to get a better qualified product before it was distributed to the students for the implementation stage.

Meanwhile, the results and findings obtained during the implementation of the product showed that the material has been able to arouse students' anxiety in using it. Although the material is not the key instrument in the teaching and learning process by using TBLT approach, it is still played crucial role in the instructional process. This is in line with what has been said by Richards (2001: 251), that coursebook will always serve as the basis for much of the *language input* learners receive and language practice that occurs in the classroom. The material in this study had acted as a guideline for the students in performing the task. The material provide them with schema building to help the students to prepare themselves before doing the real task, giving them controlled practice, provide listening practice, and give them information about linguistic elements that they might need before doing the free practice or rehearsal task. However, the discussion around linguistic elements in the book is not central as the focus in on material that can enhance communicative activities. This is in line with Brown's idea that in task based instruction, the priority is not in the bits and pieces of language, but rather the functional purposes for which language must be used (Brown, 2001:243).

The topic for the first implementation was '*What's your opinion*'. The main goal of the meeting is to engage the students performing role play and dialogue. Meanwhile, the second implementation is the continuation of the first meeting. The main goal of this meeting is to engage the students conducting a speech. In both implementation, the teacher only act as facilitator and moderator. The students were the center of the learning. They gave feedback, did pair work discussion and group discussion, and performed the simulation of real world task in the rehearsal task.

In the first implementation each pair created dialogue about asking and giving opinion and they performed role play of dialogue very well. However, during the speech session in the second implementation, some of the representations of the group were shy to deliver the speech. They felt ashamed to deliver the speech and being filmed. However, as the instruction went on, the students started to enjoy the activities. They use the language quite well and all the students were antusiastic to speak up, giving support to their representatives who were presenting in front of the classroom, and impatiently

waiting their turn. This has fulfilled one of the basic principles in TBLT that learners learn best by actively using the language they are learning (Nunan, 2004: 36).

5 Conclusion

Overall, the results of need analysis recorded that the language activities preferred by the students and the teacher are Conversational practice, listening section, material discussion, reading texts, and writing composition. The features of the course book are preferred to cover Conversational model, Task and practice, Illustration/ pictures, Glossaries of new or difficult words, Book map, and Texts with some considerations that the text should not be genre based as in English lesson.

The implementation of task based instruction in developing the material for EC program was helpful in building the students' ability in using English in practice for communication in real life situation. This was in line with Brown's notion that by implementing task-based approach which place learner-centered teaching, authenticity, and viewing learners' own experience as important contributors to learning.

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Semantics Meaning Complexity in Combination of Predication (The Negated Antonyms) on English Paraphrase: Linguistics and Materials Developments

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Abstract. Material development is basically dealing with selection, adaptation, and creation of teaching materials (Nunan, 1991). This paper attempts to comprehensively describe the complexity of the semantic meanings in the English paraphrase predication combination with antonyms. The paper will analyze some English words to observe the meaning of the words in English paraphrase of combination of predication with antonyms. The problem is some verbs and some adjectives, which related to the negated antonyms deal with the complexity of semantics meaning, the meaning cannot use its contradictory. Terms and explanation of data obtained through library lexical semantics and grammatical semantics. The combination of predication is negated antonyms in English paraphrase cause problems of its own. The complexity of the semantic meaning was derived from the dimensions of the conflict of meaning, which was already questioned by Leech in 1981. This paper is the first step to look at the complex problems antonyms, which of course requires further research in view of the diversity dimension to declare two or more meanings.

Keywords: *Antonym, combination of predication, linguistics and materials development, and semantic meaning.*

1. Introduction

There are two goals in the traditional descriptive of lexical semantics, namely: (1) determine the meaning of each word in a language; and (2) show how the meanings of words in a language are interrelated (Saeed 2000: 53). In this paper, the writer will analyze the words in the English language with a focus on the first goal, which to look at the meaning of words in the English paraphrase predication combination with antonyms. The main problem here is that sometimes the type of verb or adjective related to antonyms predication is negated in a combination of English paraphrase experiencing the complexity of semantic meaning, so the meaning cannot directly use the contradictions. Parera said that antonyms with the type of contradiction remains a problem because not all words can contradict by single. For example, the Indonesian phrase “**tidak**” (no) cannot guarantee contradiction, because it should be tested again in another proposition according to context (2004: 71), how the complexity of meaning in English paraphrase, need a separate study.

2. Literature Review

2.1. The concept of antonyms (lexical semantics), in traditional terminology, antonyms are words whose meaning opposition (Saeed 2000: 66). Furthermore, Saeed, mentioned five types of opposition (66-68), namely:

- a. **Simple antonyms**, namely the relationship between pairs of words that if one positive, the other negative. The pair is often called a complementary pair or binary pairs. For example: *dead* “mati” by *Alive* “hidup”
- b. **Terraced antonyms**: the relationship between the opposition if one positive, the other does not have to be negative. For example: *hot* “panas” with *cold* “dingin”
- c. **The reverse (reverses)**: relation that shows the movement in the opposite direction. For example: *push* “dorong” and *pull* “tarik”.
- d. **Conversion (converses)**: The relationship between the two entities from the viewpoint changed. For example: *employee* 'pekerja' with *employers* “pemberi kerja”.
- e. **Taxonomy (taxonomic sisters)**: the relationship between the words in the classification system. For example: *red* “merah” and *blue* “biru”.

2.2. The concept of predicator's role (grammatical semantics)

Kridalaksana (2002: 59) says that the theory of semantic function involves interaction between one element with another element. That is, a grammatical unit is stated to be function only when there are certain other functions. Semantic interaction between grammatical units can be defined as the relationship between predicator with arguments in a proposition. Predicator include the meaning of such actions, how, process, position, location, direction, condition, quantity, quality, or identity in the form of verbs, adjectives, adverbial, prepositional, numeralia or zero (\emptyset). While the argument categorized nouns or pronouns that are objects, in addition, the relationship between each argument and predicator called roles. In this case, the semantic function is how much a role as universal and specific, and what role there.

3. Discussions

3.1. The complexity of the semantic meanings in combination predication (antonyms which negated) English paraphrase.

Let us consider the problem (1) in view of the following roles, which can be characterized to explain its function.

(1) *It's still clean, but it's dirtier than before.*

Clean and *dirtier* are two contradictory meanings that can be said really contradictory in meaning, or are in a contradictory position, meaning that there are two meanings are mutually exclude and reject appearance together in a single proposition or sentence

statement .If one is true, then the other one is wrong . The test tool is negation. Then the meaning of clean “bersih” should negate with negation **not dirty** “tidak kotor” but, here dirtier “lebih kotor” instead of negation ‘ “bersih”. The complexity of this meaning we can test further by incorporating both *clean* and *dirtier* meaning into a single proposition, for example, *that house is still clean and dirtier than before*. The proposition is still not acceptable. If we look at the predicator function of his role, then *clean* and *dirtier* is a significant predicator that have meaning of condition, it is still not able to resolve the complexity of semantic meaning. Antonyms in the negated phrase still remains a problem because not all words can contradict by single.

Let us consider the example (2) below:

(2) *I agree with her, but my husband disagree*

In English, **agree** and **disagree** are the word contradiction, because those two words might not appear together in any proposition how thin the opposition. The English word contradicts the bound morpheme means im - as - allomorph in meaningful negation. However, how if the combination of predication in English paraphrase is not as simple as the example (2), but more complex as in antonyms as in the example (3) below.

- (3) *a. Place the mixture in a cool oven.*
b. This substance burns with a cool flame.
c. Put it in the warm part of the refrigerator.

The word **oven** in the example (3a) and flame (3b) actually refers to the meaning of something hot (Cruse 1986: 213), while refrigerator refers to the meaning of something cold .However, the problem is that the example above, the word **warm** to (3c) actually negate with the word **cool** in (3a and 3b), although in fact, a contradiction of the word **cool** in English is the word **hot**. Therefore, the meaning of which is called Cruse as **overlapping antonyms**, raises the complexity of semantic meaning. It means that, *a cool oven* in the example (3a) cannot be interpreted as a furnace or stove, which is warm or hot spot, but the stove is warm or hot, which in English is warm, not hot. That is the negation of *hot of cool* cannot be used and interpreted here, “a cool oven” is not the same as ' furnace/ cool stove'. Cruse (1986: 213) explains that the above pair antonyms can be *hot and cold; warm and cold; hot and cool; cold and warm*. Therefore, the issue of any antonyms above can be questioned and dealt with as the figure below, which is referred to as level of antonymys .

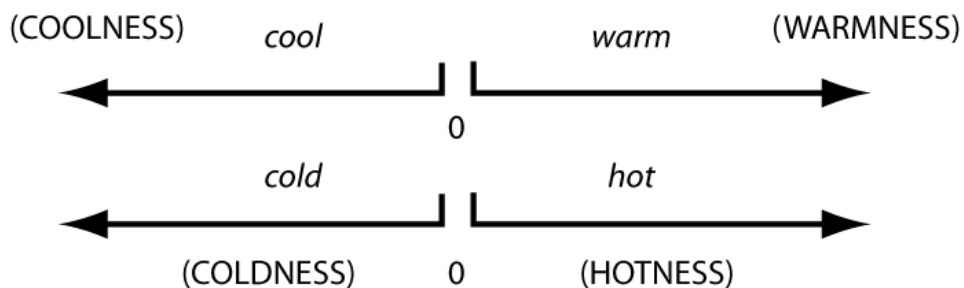


Figure 1

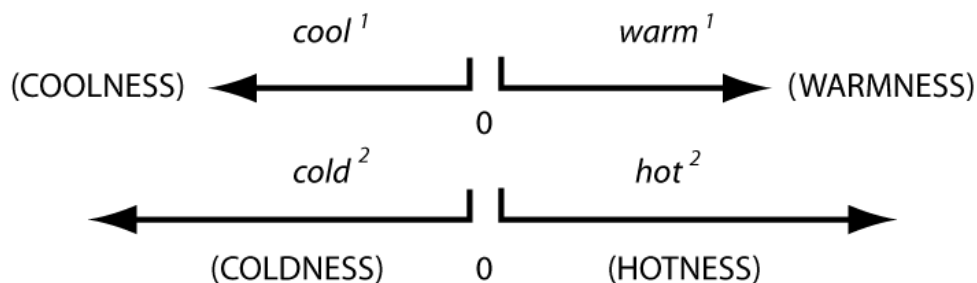


Figure 2

From the figure above, we often have some questions, for example, 'how hot this room' (*berapa panas ruangan ini*)?, but it is rarely heard to us of a question 'how cool this room (*berapa dingin ruangan ini*)?'. Therefore, this terrace antonyms happened, because of the relationship between the opposition. if one positive, the other should not be negative. Among the word *cold* (negative pole). There is still another word, they are the word of *suam suam kuku*, *hangat* (warm), and *hot*, which is called polar (positive pole). Another interesting case is the type of antonyms to the size of logic called *kontrer* (Parera 2004: 73), and it is usually found in the meaning of the adjective in the following example.

(4) *He is not old and not young*

In giving the meaning to the phrase above (4), it is quite difficult because, in terms of

meaning, the above phrase is meaningless and no contents (' he is not old and not young ' *Ia tidak tua dan tidak muda*). In English, the word *old* and *young* are contradictory, but the negation becomes meaningless, because there is a meeting and within the meaning of Indonesian, predicate negation with ' **tidak**/not ' are contradictory. That is, the statement can be tested with another predicate negation in Indonesian ' bukan/not ' and the results still show the content meaningless.

(5) a. *He is not old and not young (Ia tidak tua dan tidak muda)*

b. *He is not young and not old (Ia bukan muda dan bukan tua)*

It means that the type of contradictory antonyms remains a problem in itself because the word *old* and *young* cannot be a single contradiction with the addition of negation *not*. The examples of the type of **kontrer** antonyms also present in the example below:

(6) *John is not rich and not poor*

' John is not rich and not poor (John tidak kaya dan tidak miskin) ' means that there is a contradiction. In this case, we can be said , that " John is not rich and not poor (John tidak kaya dan tidak miskin)" , it means that there is a norm between rich and poor; simple example . Word meaning of rich and poor included in *polaris* contention. The effort of systematized within relation of the antonyms meaning has been done by experts including Lyons (1996); Leech (1981); (Cruse 2004) and Parera (2004) . The systematize effort helps people in the process of thinking in the face of complexity in the semantic meaning.

4. Conclusion

The negated antonyms in predication combination of English faraphrase cause problems of its own. The complexity of the semantic meaning was derived from the dimensions of the conflict of meaning, which was already questioned by Leech in 1981. This paper is only the first step to look at the complexity problems of antonyms, which of course requires further research in view of the diversity dimension to declare the two or more meaning.

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Parliamentary Debating Systems: a Debate Trend's Adoption to New English Speaking Teaching Method in the 21st Century

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Abstract. 21st century is an era when students develop strong critical thinking and interpersonal communication skills in order to be successful in an increasingly fluid, interconnected, and complex world (Cator, 2010). Meanwhile, Parliamentary Debating Systems are becoming a trend of college students in the worldwide since these systems are currently used in various English debate competitions. The systems consist of Australasian, Asian and British parliamentary systems which the assessment aspects are on the matter, manner, and method which any other types of debate do not have. Based on her experiences, in this paper the writer depicts how these systems can be adopted to teach Speaking for college students which these systems are not familiar yet to be used to teach Speaking in the classroom. From this method, the writer suggests that on the matter, students are not only able to learn how to think critically and solve the problem on the issue of the motion given, but they are also more knowledgeable, cooperative with their teammates, and have competitive spirit. On the manner aspect, the students learn how to use language features (grammar, vocabulary, and pronunciation) and gestures in good way, and on the method aspect, the students are eventually skillful at structuring good arguments. Finally, the writer draws a conclusion that this teaching method is a complete method to teach Speaking for college students.

It can also be implied that teaching Speaking using Parliamentary Debating Systems is more up-dated, humane and natural; the students do not feel like being treated with a teaching method.

Key Words: *Parliamentary Debating Systems, English Speaking Teaching Method, New Trend on Teaching Method*

I. Introduction

We live in a period called 21st century. Globalization and information technology is the reason why people think and do differently from the generation before. In education, students' needs change time to time. Today, university students are required to have strong critical thinking to answer the challenge of 21st century. They must be aware of the current issues and take a part to give the solutions of their nation's problems. Therefore, they will be not a follower generation, but they will contribute their own ideas both in small

and larger scopes. Besides, they are demanded to have good interpersonal communication skills. Interpersonal communication skills are needed by students to speak their ideas to other students, a teacher, school officials, and government. Free trade activities – ASEAN Economic Community is the closest upcoming free trade – need excellent interpersonal communication skill in English to conduct a convention, for example, among one member to another member country. They can voice their aspiration to a policy maker when they disagree with particular policies in a good manner. In short, students are not merely taught correct grammar, pronunciation and sophisticated vocabulary without any good content they speak out in Speaking subject, but they are also taught how to speak more “mature”.

Critical thinking-based Speaking teaching method is urgent to be implemented by a Speaking subject teacher. This method emphasizes students on delivering their ideas and giving responses to their friends’ ideas. This method also sharpens students’ interpersonal communication skill since this method presents more than student to mutually share their arguments and give responses on what they are speaking. It is distinguished from the Speaking methods such as role playing and cooperative learning for critical thinking-based method contains brainstorming on a case. Personally speaking, it is believed that a good speaker is a speaking with good content, not merely a series of words which sound less critical.

That is why; Parliamentary Debating System is the answer of the discourse above. This debating system commonly uses these three styles: Asian, Australasian, and British. Each has different rules of delivering arguments, but they have uniformly three assessment aspects: matter, manner, and method. These aspects are not technically used in any other debate. The rules are clear and never changed which is therefore easily learned by students. When other debating systems show “negative-based arguments from the opponent team” or well-known as “debat kusir” in Indonesia, Parliamentary Debating System offers this principle: debate for delivering ideas after deep research. Hence, assumption does not posit on the high place in this system.

2. Literature Review

Each system will explain each speaker’s rules and technique of the debate. However, before going to the explanation, here is general description of terms in debate which are used in all systems.

a. Motion

Motion, also known as topic, is a full statement that determines what the debate shall be about. A motion is given either prepared or impromptu method.

b. Definition

A definition scopes down or gives limitation of the motion to focus the debate. It prevents the debate from turning into a confusing exchange of ideas because of different interpretations teams may have about what is actually being debated. Out of the definition should come a clear understanding of the issue talked about in the debate. A definition must have a logical link to the motion.

c. Arguments

Arguments answer why a team supports or opposes the motion. Arguments should be logical and relevant, backed up with reasoning and good evidence. To achieve good arguments, a debater should provide these four things. First is assertion. Assertion is the statement that should be proved. Second, a debater should do reasoning – giving the reasons why that statement is logical. Third, a debater should give the evidence. It contains examples of data that support the assertion and reasoning. Finally, link back is needed to explain the relevance of the arguments to the motion.

d. Rebuttals

Rebuttals are responses towards the other team's arguments. Rebuttals should prove that the other team's arguments are not as important as they claim to be. As with arguments, mere accusations do not equal good rebuttals. It is not enough to say that the other team's arguments are inferior, good rebuttals should also explain the reasoning and evidence of why those arguments are inferior.

e. Points of Information (POI)

Members of the opposing teams are allowed to briefly interrupt the current speaker. This interruption is called a POI. POI should be brief and expressed as a question so that the speaker is required to provide an answer. Once accepted, the person offering POI has at most 15 seconds to deliver the POI. The speaker then must answer or respond to that POI after right it is given and not wait until later in his or her speech. It is advisable that the speaker does not answer a POI more than 30 seconds as it would make him or her lose track of his or her speech. POI should be offered regularly and throughout the course of the debate. Offering POI shows that they understand the issues being discussed during the debate.

POIs only exist in Asian and British Parliamentary Debating Systems and are absent in Australasian Parliamentary Debating System.

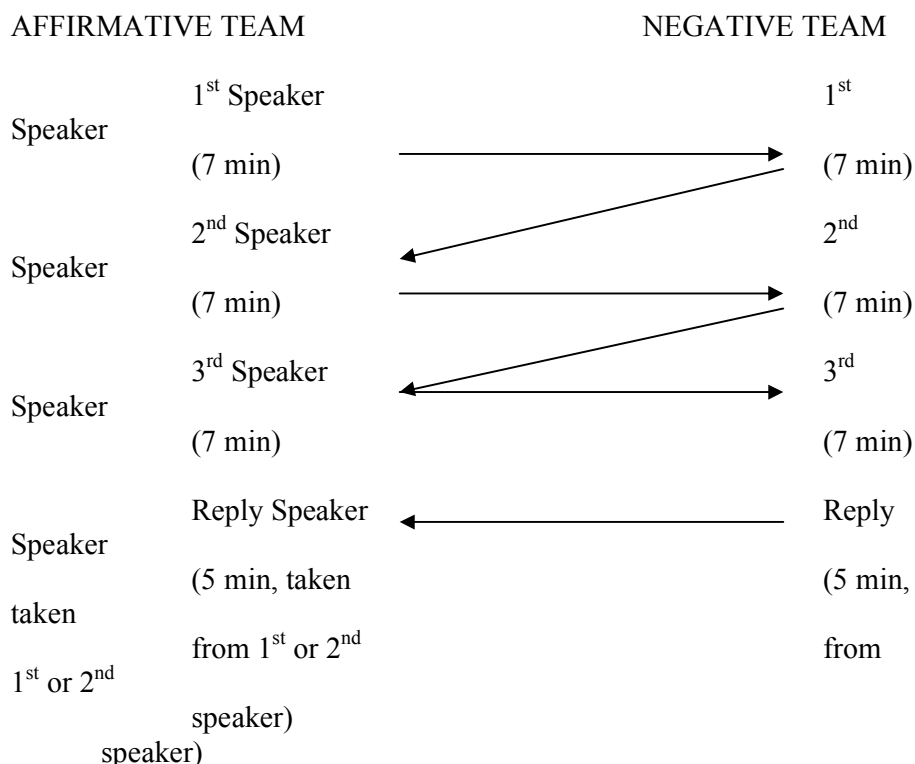
f. Theme Line and Team Split

Theme line is a point of view brought by each speaker to analyze the motion. To make a good argument, a speaker should focus on what point of view they see from the motion. For example, the motion is This House Believes That Beauty is White. A speaker from affirmative team argues from cultural point of view and the other speaker from the same team argues from good physical appearance point of view. Cultural and good physical appearance points of view are called theme lines. Meanwhile, team split is the share of the points of view and duties to each speaker, spoken by the first speaker of each team.

2.1 Asian Parliamentary Debating System

This debating system is mostly used in English debate championships among universities in Indonesia. This system is progressive that in the middle of a speaker's speech, a speaker from the opponent team can rise Points of Information (POI). Here are the scheme and the duties of each speaker (Michael Birshan, 2011).

Asian Parliamentary Debating System



The six speakers in an Asian Parliamentary debate each have different roles to play and adjudicators should take account of how well a speaker fulfill his/her obligations.

The FIRST speakers establish the fundamentals of their team's cases.

Affirmative Team	Negative Team
First affirmative's duties -Defines the motion of the debate -Presents the affirmative's theme line -Outlines the affirmative's team split -Delivers substantial arguments (1 st affirmative part of the split) -Provides a brief summary/recap of the speech	First negative's duties -Provides a response to the definition (accepts or challenges the definition) -Rebuts 1 st affirmative, delivers a part of the negative's substantive case -Presents the negative's theme line -Outlines the negative's team split -Delivers substantial arguments (1 st negative's part of the split) Provides a brief summary/recap of the speech

The SECOND speakers deal with the talk of the substantive argument.

Affirmative Team	Negative Team
Second affirmative's duties	Second negative's duties
<ul style="list-style-type: none"> -Rebuts the 1st negative major arguments -Briefly restates in general terms the affirmative team's case -Delivers substantial arguments (2nd affirmative's part of the split). Most of the 2nd affirmative's time should be spent dealing with new substantial materials/arguments -Provides a brief summary 	<ul style="list-style-type: none"> -Rebuts the 1st affirmative major arguments -Briefly restates in general terms the negative team's case -Delivers substantial arguments (2nd negative's part of the split) -Provides a brief summary

The THIRD speakers' main duty is to rebut the opponent case.

Affirmative Team	Negative Team
Third affirmative's duties	Third negative's duties
<ul style="list-style-type: none"> -Rebuts the points raised by the first two negative speakers. The 3rd affirmative is mainly entrusted with the responding to the arguments of the negative that were not previously dealt with by the first two affirmative speakers. 3rd affirmative may also reinforce rebuttal that have already been stated by the teammates -Rebuilds team's case -Summarizes the issues of the debate 	<ul style="list-style-type: none"> -Rebuts the points raised by all three affirmative speakers -Rebuilds team's case (briefly reiterate theme line and first two speakers' arguments) -Identifies the points of contention/the clash of the debate -Summarizes the issues of the debate

The REPLY speakers give a recap of the debate and convincing biased adjudication

Reply speaker's duties
<ul style="list-style-type: none"> -Provides a summary or overview of the debate -Identifies the issues raised by both sides -Provides a biased adjudication of the debate

In order to offer a POI, a person must stand up, hold out his/her hand and say "On that point, sir/madam" or "On that point of information". POI should be offered politely, not used to hackle the speaker. When offered a POI, the speaker having the floor has full authority to either reject or accept the POI. If a person rejected a POI, he/she should sit down again.

2.2 Australasian Parliamentary Debating System

This system is similar to that of Asian Parliamentary Debating System. What merely distinguishes them is the POI. In Australasian one,

POIs do not exist. Therefore, there are no interruptions in a speaker's speech during the debate (www.schoolsdebate.com).

2.3 British Parliamentary Debating System

The British Parliamentary Debating System rules according to DIKTI (2010) are:

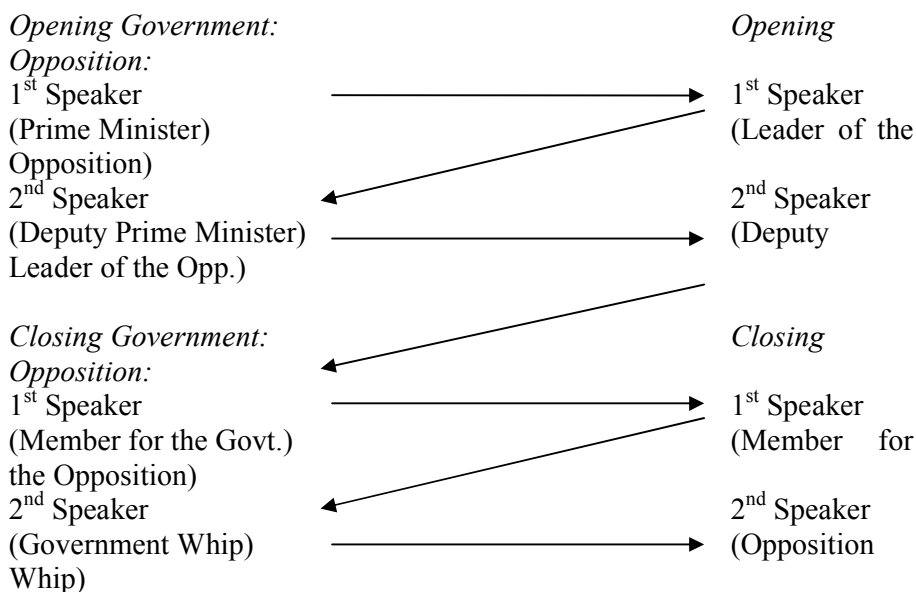
2.3.1 The debate will consist of four teams of two persons (persons will be known as "members"), a chairperson (known as the "Speaker of the House" or "Mister/Madame Speaker" and an adjudicator or panel of adjudicators.

2.3.2 Teams will consist of the following members:

2.3.3 Members will deliver substantive speeches in the following order:

- (1) Prime Minister;
- (2) Opposition Leader;
- (3) Deputy Prime Minister;
- (4) Deputy Opposition Leader;
- (5) Member for the Government;
- (6) Member for the Opposition;
- (7) Government Whip;
- (8) Opposition Whip.

GOVERNMENT
OPPOSITION



2.3.4 Members will deliver a substantive speech of seven minutes duration and should offer points of information while members of the opposing teams are speaking.

3. Findings and Discussions

In implementing this method, the writer applies the following steps:

- a. A motion is given to the students a week before the debate match in the class room. The motions are inspired form current issues either in Indonesia or in international scope.
- b. Then the writer divides the students into teams which consists of two or three members depending on what system to be used and also classifies them to affirmative/government teams and negative/opposition teams.
- c. The one week beyond the class room is used by the students to build cases by doing research in the internet, reading newspapers and magazines, and watching TV news.
- d. When the debate battle day comes, the writer pleases them to come forward the class room to debate, while the other students become their audience before they themselves have their turn to show their performances. The writer plays role as the adjudicator.
- e. After the match is done, the writer gives verbal adjudication containing matter, manner, and method the students use when they are debating. The writer also gives corrections on the language aspect errors if there are any.

3.1 Matter

Here is one example of both team's main arguments in a classroom's battle using Asian Parliamentary Debating System.

Motion: This House Would (THW) Delete English from Elementary School's Curriculum.

AFFIRMATIVE	NEGATIVE
1 st Speaker: • Nationalism perpetuation - Only Bahasa is allowed to teach	1 st Speaker: • Globalization Era Need - Children must be technologically literate, if not they will be abandoned

<p>2nd Speaker:</p> <ul style="list-style-type: none"> - Losing the children own identity since learning a language mean learning the language's cultures 	<p>2nd Speaker:</p> <ul style="list-style-type: none"> - Internet is normally written in English. So English must be taught in Primary School.
<p>3rd Speaker:</p> <p>Example: the phenomenon of younger generation who cannot speak in Bahasa appropriately</p>	<p>3rd Speaker:</p> <p>Example: today is the era of digitalization. Children should recognize computer from early. It is ironic if they must wait until going to Secondary School to understand information technology.</p>
<p>Reply Speaker:</p> <ul style="list-style-type: none"> • Analyzes how the debate has run (supporting his/her team's arguments) 	<p>Reply Speaker:</p> <ul style="list-style-type: none"> • Analyzes how the debate has run (supporting his/her team's arguments)

Those are the main arguments the writer's students made. They elaborated them and gave evidences of each main argument. The debate was progressive since each team made rebuttals to their opponent's arguments, and some students raised POI.

In this process, the students are not only able to think critically and solve the motion given, but they are also more knowledgeable, cooperative with their teammates, and have competitive spirit.

3.2 Manner

There are some rules considered manner aspect. It comprises of gestures (eye contact, hand movement, body language), words used (do not contain mockery and other swearing words), and the writer adds language aspects, how sophisticated the vocabulary used, how structures the grammar in the sentences, and how correct the articulations said.

In this aspect, the students learn how to use language features appropriately (grammar, vocabulary, and pronunciation), gestures in good way including good attitude.

3.3 Method

Each speaker is required to speak based on the rules of the debate. They must deliver their cases based on their duties. When they are accustomed to implementing this, the students are eventually skillful at structuring good arguments.

4. CONCLUSION AND IMPLICATION

4.1 Conclusion

Parliamentary Debating System is a comprehensive teaching method to English especially Speaking skill. Besides critical thinking as the core value, this method also assesses Speaking micro skills (grammar, vocabulary, and pronunciation). This method promotes good attitude in delivering public speaking as well.

4.2 Implication

Since in this debating system the students are trained to listen to the other team's arguments in the debate battle, read references to build arguments, and write how to build structured the arguments, this method is also applicable to teach the other three skills (Listening, Reading, and Writing).

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Representations of National Character Building in Indonesian EFL Textbooks: A Qualitative Study

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Abstract. Language is a cultural product that can signify one society from others since it symbolises and represents the identity of a society (Kramsch, 1998; Woodward, 1997). McKay (2000, 2002) supports this by responding to Smith's idea that English learners do not need to internalize cultural norms of the native speakers by suggesting that there is no necessity to learn the culture of those speaking English as a native language. Inspired by scholars' arguments regarding the importance of identity in language learning, I conducted a study that links language and culture by investigating how cultural contents are represented in recent English textbooks published in Indonesia. It specifically investigates how national character building (NCB), which reflects most of the principles of *Pancasila*, the philosophical foundation of Indonesia, which is the core of the draft of 2013 Curriculum proposed by the Indonesian government, is represented in textbooks. By employing Qualitative Content Analysis (QCA) to dissect the eighteen values of NCB in the two textbooks chosen, this study found that NCB, was included in both explicit and implicit representations. The study concludes that the representations found in both English textbooks are intended to strengthen the national identity of Indonesia, as confirmed in the literature. Regarding the issue of national identity, the way of promoting national character through textbooks responds to current debates in EIL in the way the cultural contents allow learners to reflect their own culture to others through English. This corresponds to Dat's (2008) idea that a textbook should put a concern with national identity. Accordingly, the representations of NCB values found in both textbooks imply a preference for using materials derived from the learners' own cultural values, known as source culture materials (Cortazzi and Jin, 1999), to promote the national character of Indonesia. This paper organization comprises the introduction, the literature review, the research design, the findings and discussions and the conclusion.

Key words: EIL, Indonesian ELT textbooks, national character building, QCA

1 Introduction

While English expansion, which constructs linguistic imperialism, strengthens the dominance of English and ELT (Phillipson, 2009; Pennycook, 1999), English no longer belongs to any country since it transforms into an international language. The ownership of English is denationalised, as argued by Smith (1976, as cited in McKay, 2000). Hence, ELT practice should encourage its learners to consider that English is no longer attached to the Centre countries only, learners can feel more confident to improve their own English skills.

In Indonesia, English has no official role but has become one of the most in demand languages to learn, besides Mandarin. Consequently, the great challenge for an English teacher in Indonesia is to ensure how learners can master their English proficiency despite their lack of English use in daily life. As the awareness of learning English grows, many educational practitioners have been trying to improve policies and practices of ELT in Indonesia. Books, journals and conferences are only some evidence to improve aspects of English language teaching and learning (Cahyono & Widiati, 2004).

Publishing English textbooks has become a common business in Indonesia. There are at least a thousand registered publishing companies (IKAPI, 2011) and many of them publish English textbooks for schools and universities. Both local and foreign writers participate in this industry. Many publishing companies are competing to expand their market as can be seen from the variety of textbooks commercially sold in bookstores. Outdated books are often removed immediately from the main display floor in bookstores (Masni, 2012) if they are less profitable. The more regularly the government makes some changes in the curriculum, the more often the publishing companies publish the latest version of textbooks. Accordingly, this phenomenon is very interesting to study because the traces of the latest curriculum can be easily investigated through studying the contents of textbooks commercially sold in the markets, as explained above.

As for the textbook content, English textbooks in Indonesia, which can be classified as EFL (English as a Foreign Language) textbooks, are vulnerable to the power that English has as the dominant language. Cultures derived from English speaking countries undoubtedly have great appeal for most English learners in a sense that those cultures coming from the countries where the language is spoken in daily basis are considered as the most authentic. Additionally, due to the popularity of Western films and music, many English learners become attracted to learn more about English speaking cultures, as argued by McKay (2000). Studies done by some Indonesian researchers on English textbooks written by local authors showed that cultural contents depicted in primary and junior secondary textbooks are still predominantly influenced by the cultures prevailing in many Centre countries despite the local culture content that are being developed by the

authors of the textbooks (see Sugirin, Sudartini, Suciati and Nurhayati in 2011 and also Hermawan and Noerkhasanah in 2012, respectively).

It is common for Indonesians to use the term ‘Western culture’ to refer to anything dealing with the Centre countries. The binary opposition between Western and local cultures is inevitable due to the status of English as a foreign language in Indonesia. As a result, many Indonesian learners and teachers are still Western cultures-oriented due to the common belief that cultures of the Centre countries should be the midpoint of ELT pedagogy if one wants to improve one’s English. This ‘dichotomous *Self-Other*’, according to Lin and Luke (2006, as cited in Phillipson, 2009), is colonisation’s legacy which sees aspects of Western life as more advanced, progressive and superior. With the perception of Western cultures as the advanced ones, ELT practice creates a challenge for both teachers and learners as to rethink whether ELT should be perceived that way.

Meanwhile, educational curriculum in Indonesia has gradually changed in the last decade, from the Competence-Based Curriculum of 2004 (*KBK 2004*) to the Multi-tiered Education Curriculum of 2006 (*KTSP 2006*). The most recent has been drafted by Education and Culture Ministry and will be officially applied in the academic year of 2013-2014. The upcoming 2013 Curriculum has more emphasis on fostering the character building, based on the function and aim of National Education stated in the Act of the Republic of Indonesia on National Education System Number 20 Year 2003 Article 3. By emphasising national character building (NCB), the 2013 Curriculum is projected to build learners’ character according to religious values, *Pancasila* and the objectives of national education (Puskurbuk, 2010). NCB formulated by the government comprises eighteen values which will be itemised and described later.

Based on the aforementioned background, I conducted a study in relation to the representations of NCB in textbooks. As the aim of this research is to explore the relation between language and culture by investigating the representations of cultural contents in English textbooks published in Indonesia, the results of this research are expected to contribute to Indonesian ELT in general and to the improvement of English teaching materials in particular, especially the development of English textbooks in Indonesia with consideration of source cultural contents. Whereas the research questions are as follow:

- a. How are the cultural contents containing values of national character building (NCB) represented in the two textbooks?
- b. To what extent do the representations of the cultural contents containing values of NCB echo current debates of English as an International Language (EIL)?

2 Literature review

2.1 Textbooks in Indonesia: A brief review

Broadly speaking, a study conducted by Supriyadi (2000, as cited in Lie, 2007) indicates that Indonesian teachers still rely heavily on textbooks which in turns makes the teaching and learning process textbook-driven. Some implications regarding this situation occur; one of them is the growth of the textbook industry. Apart from that, as a part of the consequences of general policy in each national governmental period, Indonesian curriculum has been changed many times. Hence, this also influences the dynamics of textbook industry. Whenever the curriculum has been revised by the government, “all textbooks have to be adjusted to the current curriculum” (Alisjahbana, 1990, p. 324). As a result, published textbooks keep transforming over time according to the current curriculum.

In the past, English learners from public junior and senior secondary schools used textbooks provided by the government. They used one set of free English *book-packets* written according to the 1994 curriculum (Nur, 2004; Alisjahbana, 1990). The use of the book packets only lasted for several years. Nur (2004) adds that the set of books entitled *English for the Senior High School* was endorsed by the Department of National Education for senior secondary schools whereas since the junior secondary schools have had to decide which textbooks they wanted to use.

Afterwards, schools become free to use textbooks written commercially by local or foreign writers and publishers as suggested by Dat (2008) in his study of nine textbooks from Indonesia, Thailand and Vietnam; the English textbooks used in Southeast Asia share common features such as being written by local writers and containing local contexts. Dat then classifies Indonesian textbooks as *in-country coursebooks* from which the textbooks either accomodate educational objectives of individual schools or follow the national curriculum.

2.2 The 2013 Curriculum: The emphasis on national character building (NCB)

In accordance with the functions and aims of National Education, it is presumed that current curriculum should pay more attention to character building in order to build an excellent character for the nation which will strengthen its identity. To summarise, the upcoming 2013 Curriculum is prepared to equip the implementation of education that meets the needs of the nation.

Like other past curricula, *Pancasila* and *UUD 1945* become the major foundations of this curriculum and as underlined by the Minister of Education and Culture, this new curriculum focuses on national character building (Kopertis, 2010), henceforth will be addressed as NCB. Broadly speaking, a character according to the Ministry of Education and Culture (Puskurbuk, 2010) is the nature and personality of an individual which are derived from various virtues that underlie his or her way of thinking, attitude and action. A unique and distinctive character

of individuals living in a nation then crystallises into a national character that signifies the nation from another. The embodiment of individual's character which bares the values of *Pancasila* transforms as a national identity of Indonesia.

The 2013 Curriculum, which embodies eighteen values of NCB, includes several background discussions which are elaborated in the aforementioned document (Puskurbuk, 2010). Firstly, since Indonesian society is greatly based on religious values in its everyday life, those values should also reflect on the character of the society. Secondly, Indonesia is a nation built upon the principles of *Pancasila*, hence, its citizens are ought to possess character that mirrors the values indicated in *Pancasila*. Thirdly, the cultures owned by the Indonesians are of importance in their lives so those cultures serve as the building blocks of NCB. Lastly, the objectives of the national education which include the importance of human values that should be possessed by Indonesians become the essential part in developing NCB.

I employed eighteen values of NCB proposed by the government as the categories to help me analyse the data found in the textbooks I scrutinised, which can be found as either texts or images. The categories of NCB (Puskurbuk, 2010) as formulated by the government are as follows:

Table A: Framework of data analysis

No.	Value or Category	Notes
1.	Religiosity (<i>Religiusitas</i>)	Showing obedience in every attitude and behavior when conducting any religious activity, being tolerant with others' religious activities and living harmoniously with people with different religions.
2.	Honesty (<i>Kejujuran</i>)	Indicating oneself as someone who can be trusted in every word, behavior and attitude.
3.	Tolerance (<i>Toleransi</i>)	Being tolerance to others with different faith, tribe, race, opinions and actions.
4.	Discipline (<i>Kedisiplinan</i>)	Committing to respect the laws and rules that prevail.
5.	Hard work (<i>Kerja keras</i>)	Indicating an earnest effort to overcome barriers in learning activity as well as completing tasks verily.
6.	Creativity (<i>Kreativitas</i>)	Generating ideas to produce something new or some new ways from what they already have.
7.	Independence (<i>Kemandirian</i>)	Not being dependent to others when doing tasks.
8.	Democracy (<i>Demokrasi</i>)	Placing others in equal rights and duties.
9.	Curiosity (<i>Rasa ingin tahu</i>)	Demonstrating effort to know more about what are being learned, seen and heard.

10.	Sense of nationalism (<i>Semangat kebangsaan</i>)	Preceding the interests of the nation above oneself and group interests.
11.	Patriotism (<i>Cinta tanah air</i>)	Showing loyalty, care and respect towards the language, environment, society, culture, economics and politics of the nation.
12.	Achievement orientation (<i>Menghargai prestasi</i>)	Reinforcing oneself to produce something advantageous for the society and admit as well as respect others' success.
13.	Friendship or communication (<i>Persahabatan atau komunikasi</i>)	Demonstrating willingness to be communicative, friendly and work with others.
14.	Love of peace (<i>Cinta damai</i>)	Making others feel pleasant and safe of one's existence.
15.	Fondness for reading (<i>Kegemaran membaca</i>)	Spending time for reading a variety of worthy readings.
16.	Environmental awareness (<i>Kepedulian lingkungan</i>)	Always seeking to prevent damages to the environment and develop efforts to rejuvenate environmental damage.
17.	Social care (<i>Kepedulian sosial</i>)	Showing generosity to others who are in need.
18.	Responsibility (<i>Tanggung jawab</i>)	Carrying out duties and obligations sincerely for oneself, the society and the surroundings (natural, social and cultural), the nation and God.

2.3 How culture is perceived in relation to language and identity: Representation

Representation deals with the process of meaning making through language (Hall, 1997). This theory of representation (Hall, 1997; Woodward, 1997) is not only well known in communication studies but also in education, especially in relation to texts. The theory of representation links to a range of fields including language, culture and meaning. Language becomes the medium whereby people construct meanings and exchange them to others. The meaning of something then depends on how people represent it. Meaning, as it is not inherent in anything in this world, is never fixed since people keep negotiating and adapting it to the given situation. Meaning is always constructed and produced by different people differently and its representation is also changing. In simpler terms, meaning becomes the result of a signifying process (representation) from which the process makes something have uncertain meanings.

The interconnection between language and culture is made clear through the representational system. Hall (1997) remarks that language is tied to culture in a

complex but meaningful way. Culture is the means through which people can construct and represent their ideas, thoughts and feelings. On another hand, language provides the medium whereby culture can create and preserve meanings and values. Related to the previous example about how members of a society share their culture through meaning making, Sapir (1949, as cited in Kramsch, 1998) argued that the ‘real’ world is the one built up through the language habits of the society and there are no two languages that are “ever sufficiently similar to be considered as representing the same social reality” (p. 85).

A national identity is constructed from the crystallisation of a distinctive character embedded in many individuals of a nation that signifies one nation from another (Puskurbuk, 2010). Phan (2008) identifies that many Vietnamese scholars address identity as related to ‘cultural identity’ and ‘national identity’ (p. 62) due to its association with the terms ‘nation’ and ‘homeland’, which are in turn also linked to culture. Moreover, she explains that under the umbrella of Vietnamese identity, as the national identity; individuals act in connection with that ‘shared identity’ and they have the right to maintain and develop it (Phan, 2008, p. 62). Like Vietnamese people, Indonesians also have their distinctive national identity from which is established the personal identity of each Indonesian who acts in relation to the national identity. Related to the topic of my research, the eighteen values of NCB can be strongly associated with cultural identity.

2.4 Cultural contents and their consequences for TEFL textbooks

Woodward (1997) writes that identity “gives us a location in the world and presents the link between us and the society in which we live” and “gives us an idea of who we are and of how we relate to others and to the world in which we live” (p. 1). As a consequence, whether it is a material taught by a teacher or a book published by an author, the cultural contents presented in any curriculum will contain either explicit or implicit values by which the learners can establish their identity in relation to the curriculum content.

Source culture, the learners’ own culture (Cortazzi & Jin, 1999; McKay, 2000, 2002), represents the local culture owned by the learners of a target language. Other types of materials can be derived from target culture (the culture of a country where English is spoken as a first language) and international target culture (a great variety of cultures in English and non-English-speaking countries) (Cortazzi & Jin, 1999; McKay, 2000, 2002). Cortazzi and Jin (1999) strongly link the development of identity to the importance of learning source culture materials.

McKay (2000, 2002) adds that source culture materials are of importance, since they provide learners with an opportunity to learn more about their own culture and to learn the language needed to explain their own cultural elements in English. Source culture materials are materials with which the learners utilise their own cultural resources in order to express their culture to the others. As supported by Smith (1976, as cited in McKay, 2000), using source culture materials enables

learners to demonstrate their own culture to another and this is one of the purposes of an international language. The ultimate purpose of using this type of material is to enable learners to maintain their own identity although they are using a language other than their own mother tongue. For instance, Indonesians who are communicating with Vietnamese by using English are should be able to express their Indonesian identity although the language used is not their mother tongue.

Nevertheless, Kramersch's (1993) conception of sphere of interculturality is also raised here. Giving the learners source culture materials enables them to articulate their own culture or national identity through English. On the other side, as contested by McKay (2002, p. 90), "can it contribute to establishing a sphere of interculturality in which the learners consider their own culture in relation to another." This question is well addressed to the education practitioners such as government, teachers, textbook writers and publishers.

Nowadays, many English textbooks in Indonesia are published by local publishers but the writers range from local to foreign writers. Whether it is due to marketing strategies, the majority of English textbooks support Western characters and values, as argued by McKay (2012). It seems that the power of linguistic imperialism still echoes and becomes the selling power of English textbooks especially beyond the Inner Circle countries. This argument is strengthened by Candraningrum (2008, p.64), who says that "American English has painted the color of Indonesian English nowadays since the policy adopted by Suharto was in accordance with the US in the post cold-war era." This great deal of American influence towards Indonesian ELT was supported by the United States through its Ford Foundation in designing English teaching syllabus to avoid the communism during the Cold War (Candraningrum, 2008).

Accordingly, in my view, textbooks should also represent learners' own cultures and values to help them express their own identities through English. To demonstrate, Dat (2008) proposes a positive feature a textbook should include, a concern with national identity. In one of the Indonesian textbooks he studies, he identifies that learners' national identity can be promoted "through accounts of daily values such as the willingness to obey senior family members" (Dat, 2008, p. 271). Apparently the issues of learners' own identities to be included in textbooks needs to be considered by both writers and publishers, and these issues provide a framework for my research.

3 Method

3.1 Textbook selection

The two English textbooks I chose to investigate are published in Indonesia and are used in senior secondary schools. The data chosen for this research were limited to textbooks published after 2010. The rationale behind this selection is that the NCB program started to be established in schools in 2010.

Since then, some publishing companies which published new textbooks around 2012 began to load NCB values. Among the textbooks available in the market, I found two textbooks containing the themes of NCB. Both of them were published in 2012, one by *Yrama Widya* Bandung and another by *Platinum–Tiga Serangkai* Solo. They are “*Contextual English for grade twelve of senior high schools: physical sciences and social sciences majors*” written by Bambang Sugeng and Noor Zaimah (henceforth CE) and “*Bahasa Inggris: Berbasis pendidikan karakter bangsa*” for senior secondary school students in year ten written by Otong Setiawan Djuharie (henceforth BI). Both of the textbooks are the primary data of this research, while other documents such as curriculum documents serve as the secondary data for purposes of corroboration and interpretation.

3.2 Data collection

Since the data included texts and images containing the NCB values in the chosen textbooks, they could be categorised qualitatively. Utilising qualitative data helped me a lot when doing the analysis as interpreting the meaning of every image and text found in the documents, enabled me “to get beyond initial conceptions and to generate or revise conceptual frameworks” (Miles & Huberman, 1994, p. 1). Those documents became the primary source of data and the research method is commonly known as document analysis. Document analysis is classified as one of the tools to collect qualitative data in research based on Interpretive paradigm (Mackenzie & Knipe, 2006). Regarding documents, Creswell (2012) proposes that one of advantages of using documents are that “they are ready for analysis without the necessary transcription that is required with observational or interview data” (p. 223).

3.3 Data analysis

QCA, also known as ethnographic Content Analysis (Altheide, 1987, as cited in Krippendorff, 2013; Altheide, 1996, as cited in Bryman, 2008), differs from quantitative Content Analysis which analyses texts by quantifying contents in fixed categories in a systematic and replicable manner (Bryman, 2008). Schreier (2012) also stresses that in qualitative research employing QCA, the other processes such as case selection, methods for data collection and QCA are separate steps as compared to quantitative research. Again, the need to reiterate the discrepancy between the nature of qualitative and quantitative research methods is central since the use of QCA as the data analysis method of this study is often associated with Content Analysis, which is more attached to Positivist rather than Interpretive research paradigm. Employing QCA as a method of analysing data which include texts and images enabled me to interpret the meanings of both types of data in the two textbooks. As supported by Banks (2007), studying visual data by using Content Analysis can be done not only in a ruled-governed way but also through Interpretive analysis. This means that visual data such as images or pictures can be analysed qualitatively and interpretatively.

4. Findings and discussions

4.1 Representations of the cultural contents in the two textbooks in relation to the values of national character building (NCB)

Since the draft of 2013 Curriculum was established in 2010, only a few new textbooks were published on the basis of the latest curriculum. Both textbooks being scrutinised are some of those which contain the intended values. I found the writers included some features to indicate that the textbooks contained elements of the new curriculum. Those elements are found not only on the cover page of the textbooks but also inside the books, mostly put before the beginning of the tasks. Having collected and analysed the data, however, I come to know that some of the values found inside the two textbooks are inconsistent with the content, whether because the writers included value that are irrelevant to the content, or whether the content in fact represents another value of NCB. Those are discussed along with the data analysis.

Having dissected the two textbooks, the extent of the representations of the national character building (NCB) shows a close link between language and culture. Language, in this case English, has served as the medium whereby the NCB values are represented across both textbooks. The cultural contents of the 2013 Curriculum found in the textbooks, the eighteen values of NCB, were represented both explicitly and implicitly. As discussed earlier, many implicit representations were found in both textbooks which were not intended by the writers. Meanwhile, explicit representations were found in a way what the writers deliberately mentioned that a particular chapter in the textbooks loaded a particular value as seen in the beginning of each chapter, whilst the implicit ones were found in some texts and images that were not intended to load a particular value but contained a value. However, some values which were explicitly written to contain certain values appeared in some instances show weak relation between the intended values and the texts, tasks or images because they apparently represent different values. Consequently, those instances can result in readers' misunderstanding in grasping the real meaning of the values. It is suggested that the writers should pay close attention when choosing the right materials which clearly represent each value of NCB. Many unclear representations of the NCB values found in either texts or images as I interpreted according to the literature were found in *Contextual English* written by Sugeng and Zaimah (2012).

As ratified in the illustration of data found in both textbooks, both writers of CE and BI accommodate the insertion of particular hidden curriculum, from which each of them raises different issues. This can be seen from how the NCB representations in CE load more examples on work issues, whereas BI represents many issues dealing with humanity. In addition, one value could not be found neither in *Contextual English* (Sugeng & Zaimah, 2012) nor in *Bahasa Inggris* (Djuharie, 2012), the value of democracy. It is very surprising to know that as

Indonesia always claims its democratic principle by constantly exalting the spirit of democracy in every general election period, this value is absent in the two textbooks written based on the latest 2013 Curriculum. Below is the table illustrating the result of data analysis from the two textbooks:

Table B: Illustration of data found in both textbooks

No	Value	Examples found in	
		CE	BI
1.	Religiosity (<i>Religiusitas</i>)	2	-
2.	Honesty (<i>Kejujuran</i>)	3	1
3.	Tolerance (<i>Toleransi</i>)	2	-
4.	Discipline (<i>Kedisiplinan</i>)	-	4
5.	Hard work (<i>Kerja keras</i>)	6	-
6.	Creativity (<i>Kreativitas</i>)	6	3
7.	Independence (<i>Kemandirian</i>)	6	-
8.	Democracy (<i>Demokrasi</i>)	-	-
9.	Curiosity (<i>Rasa ingin tahu</i>)	-	1
10.	Sense of nationalism (<i>Semangat kebangsaan</i>)	2	-
11.	Patriotism (<i>Cinta tanah air</i>)	1	-
12.	Achievement orientation (<i>Menghargai prestasi</i>)	2	-
13.	Friendship or communication (<i>Persahabatan atau komunikasi</i>)	3	5
14.	Love of peace (<i>Cinta damai</i>)	3	-
15.	Fondness for reading (<i>Kegemaran membaca</i>)	-	3
16.	Environmental awareness (<i>Kepedulian lingkungan</i>)	-	4
17.	Social care (<i>Peduli sosial</i>)	3	3
18.	Responsibility (<i>Tanggung jawab</i>)	2	1
Total		41	25

Although this research is not concerned with *frequency*, it can be concluded from the table that there are more examples in CE rather than in BI. The examples found in CE mainly represent values related to hard work, creativity and independence; whereas in BI mostly deal with friendship or communication, discipline, and environmental awareness. From the previous discussion about the interconnection among hard work, creativity and independence found in CE; the

writers tend to highlight the values that are strongly related to profession and employment as well as entrepreneurship, as represented in the textbook. This tendency leads to the speculation of addressing a hidden curriculum on the current economical situation. Meanwhile, the writer of BI draws more attention on the representations of values concerning with humanity such as friendship, communicative skill and environmental awareness.

In addition, values such as tolerance, love of peace, friendship or communication and social care found in both textbooks represent the national motto of Indonesia, *Bhineka Tunggal Ika* (Unity in Diversity). This motto, which emphasises “that unity should not be achieved as the cost of diversity”, reflects the multicultural education of Indonesia; and as argued by Lie (2000, p. 82), “multicultural education is needed to foster peace, understanding, and respect.” All and all, the representations of the forenamed values link the readers with the intended identity as embedded in the foundations of Indonesia.

4.2 The extent to which the representations of the cultural contents containing values of NCB echo the current debates of EIL

Having analysed the data, I found that the representations of cultural contents in the two textbooks are intended to promote the national character of Indonesia. Among the eighteen values represented in both textbooks, most of them uphold the principles of Indonesia’s national ideology and basic law, *Pancasila* and *UUD 1945*, as well as the national motto *Bhineka Tunggal Ika*. The eighteen values uphold the government’s effort to reinforce the characters of the Indonesians (Kemdikbud, 2013). The values found in the textbooks clearly mirror some of the functions and objectives of National Education which attempt to develop the potential, character, and civilisation of the nation for enhancing its intellectual capacity and aim to develop learners’ potential to be religious individuals possessing morals and noble character (Kemdikbud, 2003).

The upcoming 2013 English Curriculum is intended to counter the concerns presented earlier. Some of the values represented in both textbooks are meant to equip the learners with bold characters based on the national identity, as also reflected in *Pancasila*. For instance, the representations of some values mirroring *Pancasila* are found in the textbooks, namely religiosity, tolerance, sense of nationalism, love of peace, and social care. They reflect all the five principles of *Pancasila* that are expected to imbue the intended national identity.

As I have argued previously, clearly it is inevitable that identity plays a significant role in ELT. As emphasised by Woodward (1997, p. 1), identity “gives us a location in the world and presents the link between us and the society in which we live” and “gives us an idea of who we are and of how we relate to others and to the world in which we live”. In the case of 2013 Curriculum, the writers want to support NCB through the examples found in the two textbooks. Those representations also reveal how the government intends to build the character or

identity of the learners in particular and the Indonesians in general. To clarify, the government strives for improvement of the national character which resonates the philosophical and ideological foundations of Indonesia, *Pancasila* and *UUD 1945*. Thus, by reflecting these, NCB aims to incarnate Indonesians to be dignified, civilised, faithful to the One and Only God, skilled, creative, independent, democratic and responsible as well as able to face future challenges (Kemdikbud, 2013).

The Indonesian government has tried to upgrade the national identity or character by promoting NCB through the curriculum, and this effort is supported by the textbook industry. To some extent, the government's effort in inserting NCB through the upcoming 2013 curriculum resembles the objective of learning source culture materials proposed by Cortazzi and Jin as well as McKay. Source culture which is derived from learners' own culture (Cortazzi & Jin, 1999; McKay, 2000, 2002) can be utilised to represent the learners' local culture. I believe that building the national character in ELT through source culture materials is quite effective. As supported by McKay (2000, 2002), this type of material, as promoted by the government, which contains the representations of NCB, is very significant for learners to learn their own culture as well as identity.

Nevertheless, this situation also raises an issue in that concentrating only on source culture materials can hamper the learners in situations where understanding others' cultures is also demanded. This can be minimised by learning the target culture and international target culture materials. Even so, as suggested by Mercer (1988, as cited in Hall, 1997), target culture is not the only culture learners can represent through the language they use. To solve this predicament, Kramsch offers a way out. A sphere of interculturality, as proposed by Kramsch (1993), refers to enabling learners to reflect and share their ideas and culture with others while having cross-cultural encounters, which still becomes the widespread currency in EIL.

To what extent the representations of the NCB values echo the current debates of EIL depends on whether Indonesian government sees the urgency of both promoting source culture materials through NCB and equipping learners with the sphere of interculturality. There is no doubt that giving learners source culture materials allows them to express their own culture or national identity through English, yet, this must be carefully developed positively to also promote a sphere of interculturality from which the learners can consider their own culture in relation to another (McKay, 2002). One example is the text in CE representing Indonesian culture (p. 224-225) which is discussed as an Eastern culture in relation to Western culture which clearly supports national culture.

5 Conclusion

Based on overall evidence, the representations of NCB values are aimed to build the national character of Indonesia. The findings confirm the literature review: that the representations of NCB values as drafted in the 2013 Curriculum resound in the significance of the source culture materials (Cortazzi & Jin, 1999 McKay, 2000, 2002). Intended to enable the readers to reflect their own culture, the NCB values echo the current debates of EIL in the way that source culture is considered as important resource when learning English.

The key conclusion of this research is that whether language is employed to load cultural contents, especially in the form of EFL textbooks, will depend on several aspects such as the writers, the policy maker such as the government who establishes the curriculum, and the goal of the language learning. In this research, I found that the curriculum plays a significant role in building the national character by inserting the intended cultural contents in the textbooks. It is the writers who then interpret what is aimed in the curriculum through the representations of the content in the textbooks they write. Regarding NCB, as an English teacher, I believe that the NCB values implanted in the ELT or EFL textbooks can assist the learners to understand more about themselves as Indonesians who possess distinctive character as identified in the state's ideology.

In a nutshell, this research verifies some of its critical features. Firstly, curriculum is a *selection* (Williams, 1965), which leads to an understanding that curriculum should be seen not only from what is intended but also from what is received, known as the hidden curriculum. Secondly, as argued by Pennycook (1989, p. 595) that “knowledge represent the interests of certain individuals or groups” and as added by Hall (2011, p. 219), “the knowledge identified as important within a curriculum is likely to reflect the needs of dominant interests,” curriculum is thereby indisputably *political*.

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Implementing Curriculum 2013 by Using Communicative Language Teaching

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Abstract. Nowadays English teachers in Indonesia are thinking, grasping, and trying to implement the new curriculum, curriculum 2013. The focus of learning English as foreign language in curriculum 2013 is learning using language to communicate. This phenomenon is in line with the main purpose of communicative language teaching approach e. g. providing learners with opportunities to use their English for communicative purposes or in short enabling students to learn to use English. Curriculum 2013 has five components of scientific approach in its instructional process that is observing, questioning, experimenting, presenting, and associating used to achieve its goal. This scientific approach is a kind of logical sequences of natural cycling processes which can be run by using the conception of communicative language teaching as students should be given an opportunity to express their ideas and opinions; communicative interaction encourages cooperative relationships; the target language is a vehicle for classroom communication; and whenever possible authentic language should be introduced. Some classroom activities which can be implemented are language games, picture strip story, information gap activities, and scrambles sentences. The use of authentic materials will facilitate students' typical problem, inability to transfer what they learn in the class to the outside world and expose students to natural language in a variety of situation (Larsen, Diane & Freeman, 2008:132).

Keywords: *communicative language teaching, curriculum 2013, scientific approach*

1 Introduction

The changing of curriculum in Indonesia, school-based curriculum to curriculum 2013 is intended for the better future of Indonesian education in facing the tighter competition in global era and in facing bonus of demographic condition in 2045. Curriculum 2013 is mainly hoped to encourage the students' competence on behavior, knowledge, and skill. The implementation of this curriculum will be conducted gradually as follows. 2013/2014 is only for the first and fourth grade of elementary school (ES), the seventh grade of junior high school (JHS), and the tenth grade of senior high school (SHS); 2014/2015 covers the first, second, fourth and fifth grade of ES, the seventh and eighth grade of JHS, and the tenth and eleventh grade of SHS; and 2015/2016 cover all grades for all school levels.

Relating to the implementation of curriculum 2013, the government is responsible for socializing to parliament members, training the teachers and headmasters, providing student books, teacher books and other related instructional materials, and conducting evaluation. The training for national trainers, core teachers, and teachers is

conducted gradually from January to June to be implemented on July, the beginning of the new academic year.

Curriculum 2013 has been implemented for a year; unfortunately there are some obstacles during the implementation. Not all teacher books and students' books for all subjects are ready on the day of the implementation. Some books like English book for the tenth grade of SHS is not ready yet. Furthermore, many teachers find difficulties in implementing the teaching learning process and in coping with the reducing time allotment for certain subject like ICT and English subject because each teacher must fulfill 24 hours a week as the requirements of teacher certification.

Besides, the teacher's existing knowledge of practical use of curriculum 2013 has been insufficient for them to teach English as foreign language in classroom. They are still grasping, thinking, and learning how to teach English in curriculum 2013. Indonesian government determined scientific approach as the basic method to teach the entire subject in all school levels. There is no sufficient empirical data of teaching English as foreign language but it is believed that this scientific method is appropriate to be implemented. English teachers should be creative and imaginative in conducting teaching learning process in classroom.

The way how English teachers conducted teaching learning process is strictly based on scientific approach which consists of observing, questioning, associating, experimenting, and presenting. In the first step, most of English teachers prepare the video relating to the material and play this video at the beginning of the class. The students were asked to pay attention carefully to it. In fact not all English teachers are competent in preparing and operating the video to the students. Besides, selecting the video which is appropriate and suitable with the topic of the subject is not easy because the video is not made by the teachers. They look for the video from any sources in internet.

The second step is that the English teachers provide time to the students to ask some questions. They stimulate and encourage the students to deliver their questions. Sometimes the teachers make small groups of 4-6 students to discuss their questions. However, it is not easy to make students speak up to convey their questions. This was caused by two possible conditions. The students didn't know what to ask or they had a question to deliver but they didn't know how to express it or they were afraid of making a mistake. Most of the teachers experienced that this second step is the most difficult way to achieve.

The third step is associating. The teachers gave a chance to the students to associate their knowledge background and the subject they are learning. They analyzed the current subject based on their previous knowledge. The activities conducted by the students are such as analyzing the generic structure of the text based on their understanding, comparing the linguistic features of two texts they discussed.

The fourth step is experimenting. The teachers asked the students to do the exercises dealing with the topic they have discussed. The exercises were focused on the written and the spoken linguistic form. The variety of the exercises includes making sentences which is suitable with the tenses and the topic they had. Changing the forms into negative and interrogative is the next exercise which semi automatically follows the previous one. Other exercises are composing a short paragraph or making a dialogue.

The fifth step is communicating. The member of the group presented their assignment in front of the class. It is continued by question and answer session. The teacher monitored these classroom activities and kept them on the track.

Recently this phenomenon became the popular issues among English teachers at all school levels in Indonesia. Most of the English teachers who taught the eighth grade students of JHS and the eleventh grade of SHS attended the training on curriculum 2013 in May 2014 for a week. Finishing the training, they still had a number of questions how to implement curriculum 2013 on English teaching ideally.

One of the alternative approaches which possibly be adopted to be implemented is Communicative Language Teaching. This approach has the similar objective to curriculum 2013 on English teaching that is enabling students to communicate in target language.

2 Literature Review

The Communicative Approach emerged in the early 1970s as a result of the work of the Council of Europe experts (al Humaidi). Communicative Language Teaching (CLT) can be understood as a set about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom (Richards). CLT focuses on how learners are capable to communicate in target language, emphasizes interactions as both the means and the ultimate goal of learning foreign and/or second language, and develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication (Richards, J.C & Rodgers, Theodore S: 155).

CLT in this context is considered as the approach not the method or technique. It means that it deals with the framework of how to teach English as foreign language in general. It doesn't elaborate the detail steps or procedures of teaching practices but it gives the main concept of how to teach English as foreign language with its goal to empower the students to communicate in English.

Larsen (2008:131) states that in CLT language functions might be emphasized over forms. A variety of forms are introduced for each functions. It will provide the students the choice of language form which can be used according to the real communicative context.

Language is for communication. Linguistic competence, the knowledge of forms and their meaning, is just one part of communicative competence. Richards states that linguistic competence includes a) knowing how to use language for a range of different purposes and functions, b) knowing how to vary our use of language according to the setting and the participants, c) knowing how to produce and understand different types of texts, and d) knowing how to maintain communication despite having limitation in one's language knowledge.

The principles of CLT methodology in the teaching learning the English teachers should pay attention can be summarized as follows.

- make real communication the focus of language learning
- provide opportunities for learners to experiment and try out what they know
- to be tolerant of learner's errors as they indicate that the learner is building up his or her communicative competence.
- provide opportunities for learners to develop both accuracy and fluency

- link the different skills such as speaking, writing, reading and listening together since they usually together in the real world
- let the students induce or discover grammar rules

3 Method

This paper tries to describe the phenomenon on the implementation of curriculum 2013 on English language teaching at all school levels. The information is obtained from in depth interview with two correspondences. The first interviewee is a core teacher (an English teacher at JHS who has followed curriculum 2103 at the first period) who is responsible for transferring the information of the training to other JHS English teachers.

The second interviewee is a training instructor of curriculum 2013 on English teaching. He trained JHS and SHS English teachers the policy and the implementation of curriculum 2013.

The information is analyzed and some alternative solutions are proposed to serve other practical way of teaching English by using current communicative language teaching.

4 Findings and Discussions

The second year implementation of curriculum 2013 hasn't shown the optimal consequences. Based on the empirical data at schools, many English teachers encountered problems dealing with understanding the concept and implementing curriculum 2013 in classroom activities.

Many JHS English teachers said that the English material (students' book) made and provided by the government for the first grade of JHS is too simple. It is too simple and lack of content. It less encourages teachers' creativity as facilitator of the teaching learning process. Furthermore, it possibly makes the students bored to repeat the repeat the material many times.

The aim of providing the books by the government is to standardize the content of English. So, there will be a standard of English competence at any school either at rural areas or urban areas. Besides, it will reduce teachers' responsibilities in preparing the material.

Most of JHS English teachers have insufficient knowledge on the concept of curriculum 2013 especially in English. Their viewpoint of curriculum 2013 is that a) it is a new curriculum in which the material is provided by the government, b) teachers should teach the students by using scientific approach, and c) teachers asses students' competence by using authentic assessment.

A little number of JHS English teachers realizes that the main goal of teaching English in curriculum 2013 is enabling students to communicate in target language and emphasizing interactions as both the means and the ultimate goal of learning English. Teachers should provide meaningful interactions among the student to communicate each other.

Relating to the teaching procedure, the Indonesian government has determined the scientific approach as the basic procedure in teaching learning process for all subjects. The government believes that this approach is appropriate to improve student competence in behavior, science, and skill. Most of English teachers in Indonesia are grasping to implement the concept of scientific approach and trying to find the best way in interactions. It is undeniable that English teachers lack of information dealing with the researches which concern on scientific approach in English teaching learning process.

In classroom activities, English teachers try strictly implement scientific approach which consists of five steps namely observing, questioning, associating, experimenting, and communicating. They emphasize on each step separately with less focus on the outcome of the whole steps. At first they try to understand the term 'observing' by discussing with their colleagues. And then prepare the material that will be used in this step. Most of the teacher asked the students to watch the video or to read the text. Some old English teachers avoid the involvement with IT and prefer to use text as the way they taught a long time ago.

Considering the similarities of ultimate goal of teaching English in curriculum 2013 and communicative language teaching, it seems that English teachers can adopt the principles of CLT to be applied in classroom activities rather than strictly hold the steps in scientific approach. Because up to now there is no supporting successful research which focus on teaching English by using scientific approach.

According to Finociaro and Brumfit (1983:91-93) in Richards, J.C. & Rodgers Theodore, there are some important principles of CLT as follows: a) Language learning is learning to communicate, b) dialogs, if used, center around communicative functions and are not normally memorized, c) the target linguistic system will be learned best through the process of struggling to communicate, d) Communicative competence is the desired goal (i.e. the ability to use the linguistic system effectively and appropriately), teachers help learners in any way that motivates them to work with the language, f) students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings, etc.

Morrow states that activities that are truly communicative have three features in common: information gap, choice, and feedback.

An information gap exists when one person in an exchange knows something the other person does not. If both students have the table of arrival time and departure time and then they ask each other about it, it is not really communicative because they ask not to know but only to practice.

In communication, the speaker has a choice of what she/he will say and how she/he will say it. If the exercise doesn't give a chance for the students to choose among the variety of language forms she/he has, or the exercise strictly emphasizes one language form to use, it is not communicative.

True communication is purposeful. A speaker can thus evaluate whether or not her/his purpose has been achieved based on the information he/she receives from her/his listener. If the listener does not have an opportunity to provide the speaker with such feedback, then the exchange is not really communicative.

One more principle that should be considered is cooperative. Communication only can happen when there is a cooperative activity. These activities resemble the real communicative context which involves different language competence. Furthermore cooperative activities should provide each member to take a role in delivering their opinions and responses.

Alternative classroom activities that can be applied in teaching learning process are information gap activities (IGA), language games, scramble sentences, debates, comparing sets of pictures and noting similarities and differences, picture strip story, and role play.

An Information Gap Activity is an activity where learners are missing the information they need to complete a task or to fulfill their curiosity and need to talk to

each other to find it. It represents the real communication. There are abundance of classroom activities that can be done through Information Gap Activity like role play of passenger and train officer about the arrival and the departure of the train, etc. The important point is at the passenger really doesn't have information about the arrival and the departure.

Language game encourages the students active in classroom activities without realizing that they learn to use language to communicate. It motivates students to communicate and reduces being afraid of making mistakes.

5 Conclusion

Teaching English by using scientific approach as determined by curriculum 2013 should get more attention by English teachers at school. The empirical data show that there is insufficient successful research on teaching English as second language by using scientific approach. The objective of teaching English as foreign language is enabling students to communicate in target language. Communicative language teaching can be an alternative to achieve that objective by considering the principles and creating innovative cooperative activity.

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The Efficacy of Using the Short Memory in Conducting English Proficiency Test

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Abstract. In enhancing the capability of college students to meet the requirement of the stakeholders for the graduates who are expert in their field and prepare them for entering the Global Market and Asian's Community in 2015, the Language Laboratory of Hang Tuah University, Surabaya implements the applicable strategy in conducting English Proficiency Test (EPT) for the future graduates applied for the 8th semester students as one of the fulfilment before obtaining the bachelor degree. In fact, EPT helps the students for doing their future occupation related to replying letters or welcoming foreigners using English. The research problem was what the most efficient strategy implemented for conducting EPT was. The findings of the research were; (1) Faster understanding by exposing the Strategy of LSR (2) Higher scores obtained from tutorials/training and test in a short time, and (3) Time Efficiency which was 2 weeks for both tutorials and test. The conclusion was that the use of short memory can maximize the students' ability in conducting EPT.

The keywords: *efficacy, short memory, EPT*

The Introduction

The needs of Asian Community in 2015 is to be able to communicate with others since English would be the urged second language in Indonesia. The needs to understand others' utterances and their cultures will be going in a very fast lane because Indonesia will face the new condition and situation which force its citizens to use English in many fields such as offices, hotels, restaurants, etc. Thus, the competency of using English will be sharpened for they have to struggle in applying a job, making contacts, replying letters, and listening to instructions given by foreigners, etc.

Millenium Development Goals (MDGs) that are comprised of eight categories of measurable goals (Lundine, 2013, pp.54-66) for improving national level outcomes gives a strong foundation for the nations involved to be competitive in meeting the goals targetted. MDG 8 has a goal of initiating *Global Partnerships* for the development. The urge of prompting the partnerships between all countries is to strengthen the financial condition, expand the market, open the job opportunities for its citizens, and construct new policies for public needs. Thus, the smallest steps in assisting the students aware of those needs are to learn with them how to comprehend others' needs and learn new cultures

entering country by comprehending expressions in utterances used by foreigners from Listening and Reading skills in EPT.

English Proficiency Test (EPT) is a term-modified test. The original test is TOEFL, patented by ETS, so the term of TOEFL is modified into the tests called EPT or ELT in Indonesia. There are three skills tested - Listening, Structure, and Reading. From other tests such as TOEFL-iBT, TOEIC, and IELTS, EPT applied at Hang Tuah University is the paper-based test type. Here, EPT is a preliminary test to assess students' basic understanding on three language skills stated above.

The common implementation of TOEFL PBT course is a month, and the test will be conducted after the tutorial. Thus, in this research, the strategy of learning EPT was reconstructed using Integrated Course; daily learning, two hours of tutorial per meeting within a week, and the tests were taken in a row. This strategy was chosen to avoid the loss of the data learnt because of the fatigueness.

The usage of short memory producing by pre-frontal lobe of the brain would trigger the lesson given in the short time in the form of tree-diagram of Chomsky. Therefore, the students' attention on the picture accelerated the process of recalling the data since complicated structures learnt at the tutorial phase.

The tests itself gave an opportunity to the students to learn the characteristics of the questions, so on the second test, the score would be high, and the third and fourth were conducted in a row.

The Research Problems

1. How does the short memory help the students to comprehend EPT?
2. How does the learning strategy suggested to learn EPT give high impact to the students?

The Objectives of the Research

The research aimed at finding out the efficacy of new learning strategy of EPT. The efficacy was viewed from the length of the tutorial and the test needed that give maximum result on the grade targetted. Thus, the strategy will be useful for foundations and institutions that implement EPT for the future graduates.

The Review of Related Literature

Short-term Memory

Donner (2014), an eHow contributor, states that short-term memory involves the storage and retrieval of information. Those data will be needed within the next several seconds to several minutes. This information is stored on a temporary basis. The pre-frontal cortex is involved in the processing and temporary storage of information. Thus, it can be concluded that the short

memory are the data stored in a temporary basis. In this research, students are displayed a tree-diagram to learn Structure, so the short memory will put them in different way, in the form of pictures, and when the students will recall them, the different features of data will emerge.

The Short Memory Span

McLeod (2009) states that short-term memory has three key aspects. They are **limited capacity** that it is only about 7 items can be stored at a time, **limited duration** that the storage is very fragile and information can be lost with distraction or passage of time, and **encoding** that is primarily acoustic, even translating visual information into sounds. In this study, the author changed the Structure that was discussed using patterns into the tree diagrams published by Chomsky. Therefore, the short memory can be used effectively when it comes to the tests. Another researcher, Miller, (1956) introduces Magic number 7 (plus or minus two) that provides evidence for the capacity of short term memory. Most adults can store between 5 and 9 items in their short-term memory. This idea was put forward by Miller (1956) and he called it the magic number 7. In his theory, Miller thought that short term memory could hold 7 (plus or minus 2 items) because it only had a certain number of “slots” in which items could be stored. However, Miller didn’t specify the amount of information that can be held in each slot. Indeed, if we can “chunk” information together we can store a lot more information in our short term memory. Here, it can be concluded that the usage of the short memory can be expanded in every slot, and we can maximize the amount of information. Thus, the new strategy of learning EPT will use those ‘slots’ into maximum stage so the scores of EPT will be accomplished.

The Learning Methods

The Methods of Learning Listening

Note taking (ETS Manual book) is one of the key skills in comprehending the listening questions. Helped by the visualized diagram, the notes are put in visual mode first, and then the listeners will imagine the recorded data. Then, the data are matched into the options given There are some general strategies for good listening; first, focus on the content; second, avoid distractions; and third, anticipate what you will hear. Note taking is a way to get information by writing the main idea into a ‘readable’ drawn figure. Thus, we can understand the note in the form of mind-mapping.

The Strategy of Structure

Steinberg (1982:23) displays Chomsky’s base-structures to learn Structure. The position of NP, VP, and other elements are put into a tree-diagram so that a sentence will be divided into NP and VP, and the adjective and adverb will be position under VP. Thus, in this study, the

author tried to combine the tree-diagram into the preliminary explanation to discuss Structure learnt in EPT.

The Strategy of Reading

Skimming, reading swiftly to find the main idea of a text, and Scanning, reading to find specific pieces of information (Hallows, 2006:8) were taught in the preliminary meeting. The roots of words, synonyms, appositives for defining the purpose of a word, guessing meaning from a context were taught, too in discussing an example of a reading passage. Fellag (2006:xiv-xv) states the 10 essential reading skills in conducting TOEFL-iBT. Those skills are from skimming and scanning to identifying and using cohesive devices such as signal words, transitional phrases, introducing new information or ideas and connecting ideas, that are giving deeper understanding the sequences of ideas.

The Research Methods

This study is a qualitative research design which emphasizes the process of data analysis and the qualitative researcher is the primary instrument for data collection and analysis (Creswell, 1994:145). The research displayed the scores of the students showing that the short memory and exercises within 5 days of tutorials resulted high scores. The tests were conducted four times in a row in the following week with a day of span. The scores showed great improvement since students tried to learn the characteristics of the tests and its time management.

The subject of the research was the 8th semester students taking EPT as one of the prerequisites of having their bachelor degree. They were the students of the Faculty of Technical Engineering and Marine Science at Hang Tuah University, Surabaya, Indonesia.

The research was conducted within 2 weeks from May 19 to June 2, 2014. The scores obtained showed significant progress, viewed from the Mean of each term of the test, so they had passed EPT within 2 weeks; a week of tutorial and a week of test. The passing grade of EPT implemented at Hang Tuah University was 460 for the students of Technical Engineering and Marine Science Faculty.

The Findings and Discussions

The Discussion

There were several scheduled activities and targets formulated to achieve the passing grade of EPT, that was 460. The table below showed the activities conducted within the first week.

Skill Day	Listening	Structure	Reading
Day 1	Strategy 1: a. Implied Conversation (Listening Part A) b. Note Taking	a. 5 based structures, b. Exercises within a minute c. Theory 1-6	Skimming & Scanning, Identifying & Using Main Ideas & Details
Day 2	Exercise: Short Conversation	a. Theory 7-15 b. Exercises	Making Inferences, Identifying & Using Rhetorical Structure
Day 3	Strategy 2: a. Mind Mapping in visualizing data (Listening Part B)	a. Theory 16-24 b. Exercises	Using Context Clues & Paraphrasing
Day 4	Exercise: Long Conversation	a. Theory 25-33 b. Exercises	Summarizing & Using Detailed Examples
Day 5	Strategy 3: a. Mind Mapping in imagining data (Listening Part C)	a. Theory 34-40 b. Exercises	Comparing & Contrasting, Identifying & Using Cohesive Devices

Matthews (2011:5) introduces the overview of IELTS test, and the author modified a new overview of targeted goals of each skill learnt in EPT. The targets of Listening, Structure, and Reading were displayed in the table below to give the instructors input on the materials and the tasks given. Thus, the learners would know what to do and know the accomplishment of each skill.

	Materials	Task Types	Target
Listening	a. The theory of implied	a. Listening to 10 questions to	a. Listening for main ideas in the

	<p>conversation b. The strategy of Mind Mapping</p>	<p>learn synonyms, implied meaning, and expressions b. Listening to 2 examples of questions in longer conversation</p>	<p>short conversations in Part A b. Listening for specific information in longer conversation at Part B and C</p>
Structure	<p>a. Chomsky's base-structures (tree diagram) b. The notes on 40 theories of TOEFL</p>	<p>a. Matching the questions and separate the sentence into S, VP, Adv. b. Stating Correct or Incorrect for the sentences given c. Recognizing an error in the sentence</p>	<p>a. Identifying the correct answer by observing the missing part in the questions b. Revising the Incorrect sentences c. Recognizing the error /revising it</p>
Reading	<p>a. Academic texts</p>	<p>a. Locating information in paragraphs b. Finding references c. Applying the strategy of reading using the elements of root, synonyms, speed reading, etc.</p>	<p>a. Skimming, scanning, b. Understanding main ideas c. Reading for details d. Understanding synonyms</p>

The examples of Listening material is as follows:

Listening Strategy I

Implied Conversation

Implied means suggested, but not stated. In some conversations, you will hear words and phrases or intonations that will suggest how the speakers felt, what they will probably do, or what kind of work or activity they were involved in during the conversation. Drawing a conclusion about the situation is very crucial because you will know the implied information.

For example:

Man: Could you please book me on the next flight out to Los Angeles?
 Woman: I'm sorry, sir. Continental doesn't fly into Los Angeles. Why don't you try Delta or Trans World?
 Question: What will the man probably do?
 Answer: He will probably get a ticket for a flight on Delta or Trans World Airlines.

LISTENING STRATEGY II PART B

There is a step to memorize the detailed data of the recorded information. **Mind mapping** will help you to memorize details stated. When you hear a talk, conversation, news, or announcement, you must try to find the answers of the questions which consist of **Who, What, When, Where, Why, and How**. Then, in your mind, you draw the map, so you can memorize the answer of the questions.

The example of Chomsky Syntactic based grammar as the preliminary meeting material discussing Structure is as follows:

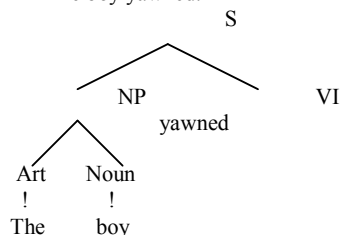
THEORY 1: Sentence Structure

A. Sentence Structure

1. NP + V Int.

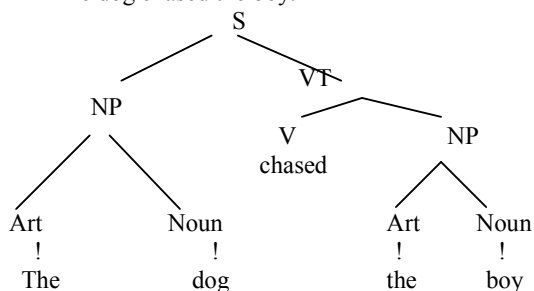
Note: V Intransitive: (yawn, sleep, comb, weep, cry, die, talk, work)

The boy yawned.



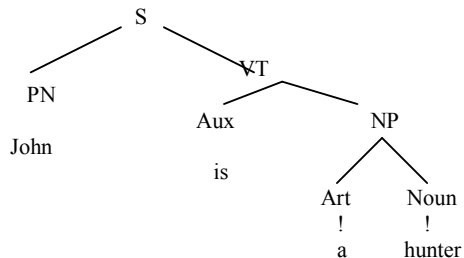
2. NP + VT + NP

The dog chased the boy.



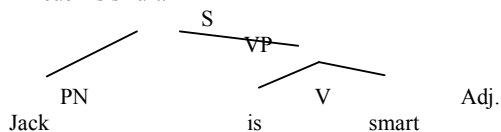
3. PN Aux NP

John is a hunter.



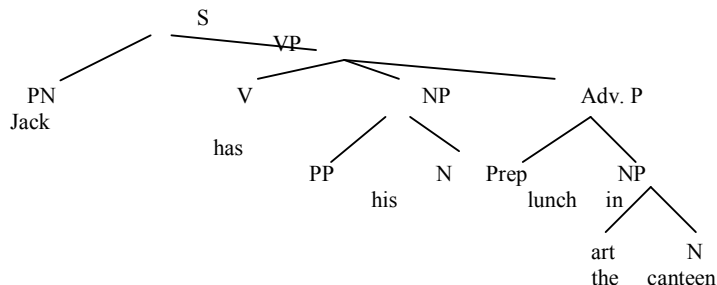
4. PN Aux-be Adjective

Jack is smart.



5. PN VT NP Adv. (Place, Time, Manner)

Jack has his lunch in the canteen.



The example of questions completed within a minute.

1. Arizona _____ a very dry climate.

- (A) being
- (B) has
- (C) having
- (D) with

2. _____ consists of some ethical issues to do such as the safety in its application and human safety.

- (A) Transgenic policy that is
- (B) That transgenic policy
- (C) Transgenic policy
- (D) Transgenic policy which

The example of Reading material is as follows:

READING I

The **body** of an adult insect is subdivided into a head, a thorax of **three segments**, and a **segmented** abdomen. Ordinarily, the thorax bears three pairs of legs. One or two pairs of wings may be attached to the thorax. Most adult insect have two large compound eyes, and two or three small simple eyes.

Features of the mouth parts are very helpful in **classifying the many kinds of insects**. A majority of insects have biting mouth parts or mandibles as in grasshoppers and beetles. Behind the mandibles are the **maxillae**, which serve to direct food into the mouth between the jaws. A labrum above and a labium below are **similar to** an upper and lower lip. In insects with sucking mouth parts, the mandibles, maxillae, labrum, and labium are modified to provide a tube through which liquid can be drawn. In a butterfly or moth, **the coiled drinking tube is called the proboscis**. Composed chiefly of modified maxillae fitted together, the proboscis **can be extended to reach** nectar deep in a flower. In a mosquito or an aphid, mandibles and maxillae are modified to **sharp stylets** with which the insect can drill through surfaces to reach juice. In a housefly, the expanding labium forms a spongelike mouth pad used to stamp over the surface of food.

<p>1. What is the best title for this passage? (A) An Insect's Environment (B) The Structure of an Insect (C) Grasshopper and Beetles (D) The Stages of Life of an Insect</p> <p>2. What is the purpose of this passage? (A) To complain (B) To persuade (C) To entertain (D) To inform</p> <p>3. How are insects classified? (A) By the environment in which they live (B) By the food they eat (C) By the structure of the mouth (D) By the number and type of wings</p> <p>4. What is the purpose of the maxillae? (A) To bite or sting (B) To drill through surfaces to find (C) To put food between the jaws (D) To soak up nourishment like a sponge</p> <p>5. The author compares labrum and labium to (A) an upper and lower lip (B) mandibles (C) maxillae (D) jaws</p>	<p>6. What is the proboscis? (A) Nectar (B) A tube constructed of modified maxillae (C) A kind of butterfly (D) A kind of flower</p> <p>7. Which of the following have mandibles and maxillae that have been modified to sharp stylets? (A) Grasshopper (B) Butterflies (C) Mosquitoes (D) Houseflies</p> <p>8. The word 'segments' could best be replaced by ____. (A) whole (B) parts (C) selection (D) semblance</p> <p>9. The word 'ordinarily' could best be replaced by ____. (A) in permanent way (B) in temporary (C) in an awkward way (D) in a normal way</p> <p>10. The word 'extended' could best be replaced by ____. (A) minimized it temporarily (B) stretched out at full length (C) widened in its size (D) found it in an ordinary size</p>
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The Findings

There are some findings obtained from the research. First, the students comprehended the skills more swiftly since they were exposed to implied conversation meaning, short-memory way of recalling the data, mind-mapping, five base-structures by Chomsky, tree-diagram to separate sentences based on their elements, speed reading for skimming and scanning, note taking, etc. Those strategies will maximize students' individual way of learning since they know all the strenght and weakness performed. Second, The time needed for the tutorials and test were shorter than the common one which is a month. Integrated course conducted within a week for two hours every day will empower students knowledge and applied them in conducting the test. The progress of the correct

number accomplished was shown in the appendix below. Third, the scores obtained were higher since the students were trained to use their maximized short-memory in recalling the data from the exercises and homeworks given. Ary (1990:132) states that *Mean* can be one of the measurement to find out the improvement of scores obtained. Thus, viewed from the Mean of the first, second, third, and fourth tests, the Means of the tests were 385, 407.3, 448.4, and 465.6 respectively.

The Conclusion

The new strategy of learning EPT using Chomsky tree-diagrams, mind-mapping, note taking, etc. will accelerate students' comprehension which gives impact in obtaining high scores for each skill tested. The new strategy that is strengthened by the compact and integrated implementation of tutorial within a week will empower students' understanding, and reconstruct EPT learning way conducted nowadays. There is significant improvement on the Mean of the test, so it means that the new strategy is applicable for obtaining the targetted scores. Therefore, the strategy can be implemented as a new way of testing EPT.

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APPENDIX

The Mean of EPT Scores

EPT 2014

22/05/2014					23/05/2014				26/05/2014				02/06/2014				
No	Name	L	S	R	Score	L	S	R	SCORE	L	S	R	SCORE	L	S	R	Score
1	Yudha	13	15	23	403	12	12	18	370	24	25	28	473	24	25	28	473
2	Dodi	19	21	20	416	22	26	27	473	24	25	28	473	24	25	28	473
3	Firly	11	16	16	370	16	13	20	393	25	26	27	480	25	26	27	480
4	S.Prayoga	13	16	20	393	22	18	27	446	23	15	26	440	21	23	28	480
5	Mamik	19	22	14	413	18	16	29	433	22	24	27	466	22	24	27	466
6	Reo	12	15	18	383	15	14	21	400	23	23	26	463	23	23	26	463
7	Zainul	9	8	17	326	12	18	18	390	23	23	26	463	23	23	26	463
8	Belly	6	16	13	346	12	17	19	390	12	24	25	430	21	23	27	460
9	Wahyudin	12	17	17	400	14	14	11	360	12	19	21	403	21	23	27	460
10	Gandewo	13	16	17	383	22	17	13	396	25	18	20	433	22	24	25	460
11	S. Eko	16	19	23	423	18	20	27	443	23	26	32	488	23	26	32	488
12	Bima	12	17	15	376	16	14	18	390	12	17	17	383	22	23	26	460
13	Rizky	17	17	20	410	27	22	17	440	26	20	24	450	22	22	27	460
14	Teguh	10	19	14	366	16	20	21	420	19	22	22	440	21	25	25	460
15	M.N.Golbi	12	12	15	360	10	15	17	366	22	20	24	443	21	23	27	460
MEAN:					385	407,33				448,4				465,6			

The list of the scores obtained by the students from May 22 to June 2, 2014.

**Character Building in Classroom Instruction:
An Analysis on Lesson Plans**
(A case study of English teachers at a K-13 piloting high schools in Sumedang)

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Abstract. Degradation of moral value at present time occurs around the world. All wrong doing things happened, such as corruptions and crimes, are caused by no moral value hold by individual. This is due to less or no implementation of moral value in classroom instruction. However, good moral value will eventually result on nation's progress (Venkataraman, 2014). This study is intended to investigate to what extent the integration of character building into English instruction at lesson plan as stated in 2013 Curriculum, as well as to find out what teachers' problem is in making the plan. The study employed a qualitative case study conducted in piloting high schools in Sumedang, West Java, Indonesia. The respondents of the study were two English teachers of grade X in two different high schools. Data was obtained through document analysis and interview. The lesson plans containing social competence (KI) 2 were analyzed using a checklist examining in what ways the integration of character building in the lesson plans. Moreover, interview was employed to find out teacher's problem in the proses of integrating character building. The result showed that generally both teachers had incorporated character building into the lesson plans in which the emphasis is mostly in whilst-activity. They also found no significant problem in integrating character education due to their practical experience. However, integrating moral value into lesson plan needs some expertise and experience through training.

Keywords: 2013 Curriculum, Character building, character education, lesson plan.

1. INTRODUCTION

1.1 Background of the Study

Several months ago, Indonesians were surprised by statement of a girl who expressed her anger that she did not want to give her seat to a pregnant woman (Rahmadi, 2014). Her statement was followed by various comments, coming from those who pro and against her. Unfortunately, most readers criticized her statement that she did not have any empathy. A sociologist from UN Syarif Hidayatullah, Musni Umar, states that a typical individual undergoes moral degradation (Rahmadi, 2014). Kiai Machasin from PBNU argued that this happened because moral education was not taught carefully so that people became not sensitive to their surrounding (Wibowo, 2014).

In his seminar entitled "**Moral Values in Education**", Venkataraman (2014) states that moral value was stronger in the past, because people were anxious if they committed sins. However, he asserts, the degradation of moral value happens to everybody right now, including students. They tend to do bad and dismiss other people. The worst thing is that they speak rudely and even insult their own teacher.

According to Venkataraman (2014), moral values become essential because good moral value will eventually result on nation's progress. Cicero (as cited in Saptono, 2011) had mention it in the past that the prosperity was begun from the citizen's strong good personality.

Still according to Venkataraman (2014), one of the results of good moral value is no cheating and corruption. He explains that corruption and crime happen because moral value is not internalized in daily life. He further states that moral value is a solution to all problems in modern times and it should be applied in education as well. In Indonesia context, Saptono (2011: 25) mentions that character education is important for the youth to diminish deviant behavior. He further states that through character education, there will be a better generation in the future.

Regarding the case above, moral values should be taught in order to create a better youth generation. As a result, this present study is intended to examine the implementation of character building in classroom instruction. Specifically, this study is aimed to investigate to what extent character building is integrated in lesson plan referred to 2013 Curriculum.

1.2 Research Questions

The research questions for this study are:

1. To what extent is the integration of character building in making lesson plans for both the teachers?
2. Are there any problems in integrating character building in the lesson plans faced by the two teachers?

1.3 Justification of the Study

This study is significant from three perspectives, namely theoretical, practical, and authoritative perspectives. From theoretical perspective, this study will enrich the present literatures regarding incorporation of character building into English curriculum, particularly into lesson plan, based on The Core Competence in 2013 Curriculum. From practical perspectives, this will give information to teachers in improving their teaching quality, especially in character education. Finally, from the authoritative perspective, it is useful as a consideration for stakeholders to see the effectiveness of 2013 Curriculum from teacher's perception.

2. LITERATURE REVIEW

As the focus of this paper is character education (character building), this section will explain character building as well as its position in 2013 Curriculum.

2.1 Character Education

Character education derives from the word character and education. Cambridge Advance Learner's Dictionary defines character as "the particular combination of qualities in a person or place that makes them different from others". Character is a set of values that serve as a basis of someone's belief, behavior, and attitude (Philips, 2008 cited in Mu'in, 2011: 160). Character

consists of some traits that are consistently carried out by an individual to show him/herself in front of other people (Saptono, 2011; Mu'in, 2011; Fitri, 2012).

The term character itself consists of value and ethics. Value is a principle that someone holds in his/her life and is relatively different for everyone. This is related to someone's belief shaped by habitual formation of life experience, and this is reflected on all behavior done in his/her life. Meanwhile, ethics are related with good or wrong things. By learning ethics, it is expected that students will learn the right and wrong deeds (Fitri, 2012; see also Saptono, 2011: 52-55).

Moral value is a group of righteousness and wrong values accepted by a particular culture (Winecoff, 1988 in Fitri, 2012; and Baron et al, 1980 cited in Budiningsih 2004: 25). The sorts of moral value that should be possessed by students are rightness (*kebenaran*), good deeds (*kebajikan*), honesty (*kejujuran*), goodness (*kebaikan*), peacefulness (*kedamaian*), mercy (*welas asih*), selfless love (*cinta kasih tanpa pamrih*), and spirit of sacrifice (*semangat pengorbanan*) (Venkataraman, 2014; see also Saptono, 2011: 20-22).

Meanwhile, the term education is defined as a purposeful activity to create an individual as expected by society (Mu'in, 2011). Fitri (2012) gives a more specific definition, that education is "the process of teaching or learning in a school or college, or the knowledge that you get from this [school]." From these definitions, according to Saptono (2011: 23), character education is a conscious effort to develop good traits as expected by society.

From those explanations above, it is fair to say that moral value is the part of character education which results on good principle hold by students that influence them in doing the right and wrong deeds.

The purpose of character education itself is to make an individual who can make a decision judiciously, resist from negative values of globalization, and internalize these values in his/her daily life (Djiwandono, 2000 and Mulyana, 2004 as cited in Fitri, 2012; Megawangi, 2004 as cited in Kesuma et al., 2012). Kemendiknas (as cited in Fitri, 2012: 22-25) also determines the purposes of character education which are to create, instill, and develop positive traits - such as independent, creative, as well as having awareness of his motherland - in order to make a leading and dignified human being.

2.2 Character Education in 2013 Curriculum

In 2013 Curriculum, there are four Core Competencies (*Kompetensi Inti* – KI) in which there are two KI related with attitude competence, namely KI 1, related with spiritual competence, and KI 2, related with social competence. This subsection will elaborate KI 2 as the main focus of this study.

According to Permendikbud Nomor 81A Tahun 2013, KI 2 is related with personal characteristic and social attitude; also called as social values. It is stated that teaching moral values, or character education (character building), cannot be taught as a separated lesson but should be incorporated into syllabus and lesson plans as well as all lessons taught (see also Fitri, 2012: 30; mentioned in Venkataraman, 2014). Therefore, still according to the rule, basic competences (*kompetensi dasar* – KD) derived from KI 2 are accomplished through indirect learning, or habitual formation.

Kemendiknas (2010 as cited in Fitri, 2012) proposes four principles used in developing character education in curriculum. First, character education is a continuous process in which it is conducted through experiences. Therefore, having good moral value can be done by giving positive experience constantly (p.26). Second, character education is integrated into all lessons in the curriculum. Hence, character education must have many potentials in directing students to obtain the targeted values subconsciously (p.27).

The third principle is that values are not directly taught as a separated lesson so that it is not required to specifically develop lesson plan for teaching moral value. It can be developed through classroom activities, such as classroom instruction or homework (p.34). The last principle is that the educational process for character education should be enjoyable. Hence the methods for delivering moral value must be interesting, enjoyable, motivating and creating students' initiative without sounds patronizing (p.34).

In short, teaching social values cannot be taught separately as a particular lesson, but it should be incorporated into throughout classroom instruction as a habitual formation.

2.3 Character Building in Lesson Plan

Lesson plan is a planning for teaching made for one session or more (Syahmadi, 2013). It is written in detail referred to a syllabus to lead learners achieving The Basic Competence (Permendikbud Nomor 65 and 81A Tahun 2013). In making a lesson plan incorporating moral values, these values have to be assuredly incorporated into the lesson plan as a habitual formation or continuous experience, not as a separated lesson. According to Permendikbud Nomor 65 Tahun 2013, the process of habitual formation for acquiring character building starts from accepting, implementing, respecting, comprehending, and internalizing the value in daily life.

Based on those principles, the aims, contents, strategy, and evaluation should be adjusted relying on the principle of developing character education as well as on students-centered principle (Fitri, 2012: 19). It is in accordance with Permendikbud Nomor 81A Tahun 2013 which states that in developing a lesson plan, it should be appropriate with students' backgrounds, such as potential, social skill, emotion, and learning style, as well as encouraging learners to actively participate in the classroom activity.

Evaluation process should also measure character education. The method used to assess this competence is usually in the form on non-test instrument. As stated in Permendikbud Nomor 81A Tahun 2013, it can be observation, direct questioning, personal report, questionnaire, self-assessment, peer-assessment, and teacher's journal, in which they can be used to obtain students' description of the progress they have made related to the targeted social competences.

2.4 Previous Related Research

Shaaban (2005) mentioned the importance of incorporating character education into school curricula through the areas of language arts, literature, and social studies. The rationale for incorporating moral education in English classroom is because it has been a proper place for discussing the values and also

it encourages students in developing critical thinking through motivating and challenging learning activity across subjects. Therefore, the framework of incorporating moral values in EFL classroom is through creating students' good deeds, encouraging their critical thinking, and making knowledgeable decision without being prejudiced to those who have different views.

A research conducted by Adeyemi et al (2009) was examining to what extent the teaching of character education across the curriculum and subject borders through English literature and Social Studies in Bostwana. The researchers stated that teaching English literature and social studies could encourage critical awareness of concept of social values, such as justice and unity. They also suggested that unity and other social values that resulted on a lasting positive effect should be enhanced in order to develop social, psychological, and economic growth. However, teacher and school could not develop the traits alone; it should be in conjunction with society.

Those previous studies concerned deeply on the incorporation of character building into curricula across subjects. Thus, it is expected that the present study can fill the gap on the literatures by presenting the incorporation of character building in the English lesson plans.

In short, character education based on 2013 Curriculum is teaching moral values referring to KI 2 which related with social competence. However, teaching moral values cannot be taught as separated subject, it should be integrated into the throughout learning process. Character building, which is a habit formation, is assessed thorough non-test instrument, such as observation or self-assessment, which can provide teacher the description of students' progress in the targeted competences.

3. RESEARCH METHODOLOGY

This section discusses the methodologies of the present research, consists of research design, research site and participants, research instruments, research procedures, as well as data analysis.

3.1 Research Design

This study was a qualitative case study, occupying intrinsic case study, in which Stake (as cited in Fraenkel et al., 2012: 435) defines it as relating with the understanding of specific individual or circumstances to obtain what is going on.

3.2 Research Site and Subjects

This study was conducted on two female English teachers teaching grade X in two different piloting high schools in Sumedang. Teacher A from SMA S and teacher B from SMA C. The research's participants and sites had been chosen for several reasons. Firstly, employing two teachers from two different school was aimed to find the different lesson plans. There would be bias if the study employs teachers from the same school because they commonly used the same lesson plans. Secondly, the sites are the most preferred schools in Sumedang. It is assumed that the

participants have the required competences in making lesson plan referred to 2013 Curriculum.

3.3 Instrument

The data was collected through document analysis and interview. According to Fraenkel et al (2012: 478), document analysis or content analysis, is "... a technique that enables researchers to study human behavior in indirect way, through analysis of ... [t]extbooks, essays, newspaper, novels, magazine, articles ...". Furthermore, they state that content analysis is a more comfortable method of collecting the data because the contents being analyzed are not influenced by the presence of the researcher.

The document analysis was guided by a checklist contains of eleven items examining the integration of character building into the lesson plan. Interview is used to answer second research question as well as to support the data from the analysis. The researcher used a semistructured interview that is useful to extend specific answers from respondent that can be compared (Fraenkel et al., 2012: 451). Since they further mention, "...semistructured interviews are often best conducted toward the end of a study,..." (p. 451), the researcher also managed it at the end of the study. Five questions related with integration of character building into lesson plan and problems the teacher found were questioned.

3.4 Procedures

The data being analyzed were two lesson plans from each. These plans were then analyzed to examine the extent to which the process of integrating moral values in lesson plan was.

To avoid research bias, another assessor was employed to obtain a more valid data. The second assessor is an English teacher in one of junior high schools in Sumedang with his educational background is English Education. Although he is teaching at different school level, the assumption is that the process of integrating moral values in both level are not so much different.

The interview was conducted at the end of the data collection to answer the second research question as well as to reveal a more specified data regarding the incorporation of moral values. The data from interview was also used to support the data obtained from the analysis. This was followed by comparison between it with the data from analysis to find out the suitability between both.

3.5 Data Analysis

The lesson plans from both teachers were analyzed guided by the checklist and was conducted by two assessors. After that, the data obtained were compared to find similarities and differences as well as the appropriateness with the theories above. Each item in the checklist was elaborated to gain the detailed process of incorporating moral values in the lesson plan.

The next step was transcribing the interview. The researcher coded the data from interview through identifying and classifying/categorizing. Categorizing the interview, the researcher highlighted the speakers' utterances showing the process

of integrating moral values into lesson plan. The supporting data was then supplemented to give a clearer understanding about the whole process of integrating character building in the lesson plan.

4. FINDINGS AND DISCUSSION

4.1 Findings

Document Analysis

In the lesson plan, Teacher A had concentrated the learning process to reach the whole KD, especially social basic competence, through re-stating the whole basic competences. She also settled indicator of achievement for targeted social competence. The whole elements of lesson plan, from the objectives to the evaluation, had been led to the achievement of social competences.

Examining the whole learning activities: pre-activity, whilst activity, and post-activity, the researcher found that the thorough learning procedures had been made as a means for achieving the targeted competences. Delivering moral values was carried out through incorporation into all activities in the classroom. However, moral values were strongly integrated in whilst activity. It can be seen from, for example, “*Siswa mengisi blanko identitas dengan data sendiri*” (Students fill a form by their own identity), that it showed the importance of being honest and responsible. Meanwhile, in pre- and post-activity, the teacher did not strongly emphasize the importance of delivering moral values.

In evaluation, the teacher had formulated an instrument for assessing students’ progress on the targeted social competences. This was reflected in the lesson plan in which she mentioned observation sheet as the solely instrument for assessing social competence. However, she did not attach it in the lesson plan so that the procedure for evaluating students’ social competences as well as the appropriateness of the instrument with the theories could not be analyzed.

One highlighted matter here was that teaching moral values still used conventional method which was not motivating and attractive.

On the other hand, analysis on Teacher B’s lesson plans was not so much different with the former. She had made the throughout learning process become a means to obtain the targeted competences. She also made some effort to include habitual formation in the learning procedure although it was not thorough. This was reflected in the lesson plan that she wrote “*Siswa memuji di dalam dan di luar kelas* (Students give praise inside and outside the classroom)”, indicating that she emphasized the internalization of giving praise in their daily life. However, it was reflected only in the second lesson plan.

Indicator of achievement was also settled to specify the achievement of the targeted competences. However, in one lesson plan she made the indicators for all social values; meanwhile the syllabus showed that one lesson plan was directed only to achieve several values.

Teaching moral values was integrated into the whole learning process, though it was not reflected continuously. She emphasized the notion of moral values only in whilst-activity. For example, “*Siswa berlatih memaparkan jati diri dengan teman melalui simulasi* (Students exercise introducing themselves with their friends through simulation)” showed the emphasis of being responsive and

polite. However, pre- and post- activity, similar with the former teacher, did not strengthen the delivery of moral value.

In assessing students' progress on the targeted social competences, she used observation as the only instrument. However, she only attached the observation sheet in one lesson plan one but in another lesson plan she did not.

The last point was that the process of teaching moral value still used traditional method, similar with teacher A. Although she employed scientific approach which consisted of observing, asking, exploring, associating, and communicating, her procedures did not encourage students' motivation to learn.

Interview

Teacher A recognized that 2013 Curriculum was slightly different from School-based Curriculum (KTSP), in which the former has the term 'character building' that has its own basic competences, the thing that makes it different from the latter. Although she did not get any training on 2013 Curriculum before, she seemed to have fine understanding about character education.

Table 1 Observation Sheet

No .	Students ' Name	Indicators of Trait																Score	Final Score
		Responsible				Care				Polite				Responsive					
		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1		
1.																			
2.																			
3.																			
4.																			
5.																			

Regarding the integration of character building in all learning activities, the teacher asserted that character building was integrated from pre-activity to post-activity. For example, in pre-activity, she mentioned that she tried to arise students' attention, while every step in whilst-activity had been used as a means for delivering moral values. She explained that during teaching process, she strongly emphasized the importance of acquiring moral values, for example by being the role model for the students.

Regarding the problem dealing with the integration of character building, she clarified that the process of integration was not difficult because practically, she had performed it in classroom teaching. A burden for her was that she did not feel sure in making the plans because she got no training previously so that she doubted that her works was correct.

Her perception toward integration of character building into lesson plan was that she did not object with it because teaching moral value absolutely depended on the teacher her/himself. Teaching moral value, whether it was integrated into the lesson plan or not, was not a problem for her. Being patient was is the most important subject and the only method for teaching it since the result of achieving moral value cannot be seen immediately.

Teacher B, based on the interview, had a fine understanding about character education, that it should be internalized in students' behavior. Although she did not get any training previously, same with teacher A, she achieved the understanding about 2013 Curriculum by discussing it with her colleagues in the form of in-house-training.

Regarding the integration of character building, she replied that she had strengthened the implementation of moral value, such as asking students to perform turn taking in a proper way, as well as emphasizing the values of being responsible and confidence in doing classroom task.

Concerning the problem she faced, she stated that there was no significant problem in integrating moral values into lesson plan. However, she found some difficulties in implementing it due to the difference of students' background which would influence the basis of their moral values. She mentioned that students' different background, such as family and culture, would result on students' different behavioral base, and it seemed difficult to adjust her teaching, particularly teaching moral values, to students with different background.

Her statement on the perception on the integration of moral values revealed that for her character education in lesson plan was a good effort to reinforce its implementation in classroom instruction. However, the only drawback for her was its implementation that she had to adjust her moral teaching with students' background, as explained above, which was difficult to accomplish.

Overall, from document analysis along with interview, it is found that in general the teachers had incorporated character building in lesson plan although it was not integrated in all procedures and still used conventional method in teaching those values. Evaluation is also made through observation sheet to measure students' progress on the targeted competences. In addition, they found no significant problem in integrating moral value into lesson plan because the emphasis of character building was began since the previous curriculum.

4.2 Discussion

The first research question, which is "To what extent is the integration of character building in making lesson plans?" will be explained below.

Thoroughly, the two teachers have integrated character building into the lesson plan. Most activities carried out in the classroom are turned out to be a means for achieving the targeted social competence through habitual formation although it is only reflected by Teacher B. This is relevant with theories proposed by Fitri (2012) which mentions that moral values cannot be taught as a separated lesson but should be integrated into classroom activities.

However, there are some concerns highlighted. First, if the plans are compared with the principles of developing character education, which one of the principles is to make an enjoyable and motivating educational process even in teaching moral values, the lesson plans do not reflect this principle. They still use conventional method so that it might not be inspiring, exciting, and motivating. As the result, the teaching and learning process seem to be boring.

Second, the principle asserting that teaching moral values should be carried out by giving positive experience continuously (Fitri, 2012) is not reflected in the lesson plan. Since the teachers only strengthened the importance of moral value

only in several procedures in whilst-activity, the process of positive habitual formation is not carried out. Eventhough Teacher B mentions the process of internalization of moral values, since the process of habitual formation in her plans is incomplete, it is fair to say that the process of habitual formation is not strongly emphasized.

Third, the instrument for assessing students' progress in targeted social competences is incomplete and insufficient, only relying on observation guided by observation sheet. Moreover, referring to Permendikbud Nomor 81A Tahun 2013 for evaluating character education, in which the lesson plans should include specific activities arranged purposely to measure students' progress on the targeted competence, such as self-assessment or writing personal report, this is not manifested in the lesson plan. They only measure the competences through a single instrument in which it might give insufficient data to draw description of students' progress in the targeted competence. The implication is that obtaining students' objective description seems hard to achieve.

Answering second research question "Are there any problems in integrating character building in the lesson plans?" can be concluded from the interview data. The teachers found no significant problem in developing character building in lesson plan though they did not get any training on 2013 Curriculum before. This is because they had conducted it during teaching and learning process. However, the drawback mentioned by the second teacher showed that the problem of integrating moral value into curriculum lays in the classroom practice since teachers have to deliver the notion of moral values in adjustment with students' background.

The important thing proposed by both teachers is that teaching moral value is not brand new, however, integrating moral value in the lesson plan is relatively new so that it needs some expertise and experience. Not dealing with some difficulties in developing character building in lesson plan is probably because of their extensive experience as a teacher in most preferred schools. In the case of unexperienced teachers, it might be that they find some problems regarding the incorporation of moral values into the lesson plan. Thus, training in 2013 Curriculum becomes necessity for every teacher, especially for English teachers, in order to eliminate all difficulties that might be found in practice.

5. CONCLUSION AND RECOMMENDATION

In sum, the incorporation of character building into lesson plan is not a difficult process. In practice, the emphasis of achieving all targeted competences is reinforced. However, it might be better if every step in the arranged lesson plans intensifies the acquisition of moral values thoroughly. Moreover, the lesson plans made are indeed not as perfect as provided by the government. This might be due to no training in 2013 Curriculum. Thus, if training on how to develop character building in curriculum especially in the lesson plan is carried out, teachers may design a better lesson plan that incorporates moral values into it.

For further study, since this present study covers moral values broadly, it can be modified to examine the integration of particular moral value in the lesson plan. Moreover, this study may be replicated in classroom setting to examine the extent to which the implementation of moral value in classroom instruction.

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**IMPROVING STUDENTS' READING COMPREHENSION
THROUGH THE APPLICATION OF THE PREDICT-O-GRAM
STRATEGY
AT XI IPS CLASS OF SMA XAVERIUS AMBON**

Threesje. R. Souisa
Wenda M. Kakerissa

Abstract. It can be denied that as foreign language learners, senior high school students still have problems in improving their reading comprehension skill. Most students do not actively involved in reading activities and have less understanding about the given texts. These happen because there are no vocabulary building and activating prior knowledge about the text. This study is aimed at helping students improving their reading comprehension through the application of the Predict-o-gram strategy. This strategy consists of several learning steps including vocabulary building, predicting, and making connection that can rise students' motivation in reading. Classroom action research was employed as research method in which 28 students at SMA Xaverius were taken as a sample. This study was conducted in one cycle with six times meetings. A quiz was given at the end of the lesson from the first until the fifth meeting while final test was administered at the sixth meeting. This strategy was applied through working in peers, in gorup and individually. The result of this research showed that 71% of the students met criteria of success. The result also indicated that this strategy can bulid the students' prior knowledge, increase their vocabulary and can make the students actively involved in classroom reading activities.

Key words : predict-o-gram strategy, improving, reading comprehension

Introduction

Reading is the process of constructing meaning through the dynamic interaction among: (1) the reader's existing knowledge; (2) the information suggested by the text being read (Dutcher, 1990). It shows that when the students read a text, their thinking is monitored by connecting their prior knowledge to what they learn in the text, and when they are learning, they are in the process of understanding (construct meaning). The comprehension in reading belongs to the process. To understand the meaning of a text, the understanding of the words is needed. It is because our understanding of a text comes from understanding the words of which it iscomposed (Ur, 1996: 138).

Reading comprehension is essentially the ability to understand what have been read (Zimmerman, 2012). If we say that a student is "good at comprehension" we mean that he can read accurately and efficiently, so as to get maximum information from a text with the minimum of misunderstanding. Through this explanation, it can be seen that learning reading belongs to the extraction process and the construction process to create a representation of the text in readers' mind which help them understand what they have read.

Reading comprehension in narrative is the focus of this research. Narrative texts appear to induce visualization in readers as part of the reading process

(Yimwilai, 2009). In other words the readers can create mental images which help them comprehend the text easily. It is also supported by Yimwilai's quotation in Pearson and Fielding that 'Narratives are written to inspire personal responses'. In other words, when the process of visualization or mental image creation is being done, the readers involve in the text and can imagine the character and the plot in their mind. Ferdj (2011) argued that 'Students feel familiar with the way the narrative texts are structured. It can help them (1) form expectations about what they will read; (2) organize incoming information; (3) judge the relative importance of what they read'. It can be concluded that if the students can make prediction (expectation) about their reading, organize information that they get from the text, and decide the important point of the reading, their reading comprehension can be improved.

Based on the preliminary study in SMA Xaverius Ambon, the researchers found that in pre reading activity, teacher just explained the generic structure of the narrative text and asked the students what the elements of the structures talked about. After that, the teacher gave the students a text to be read without giving some vocabularies that related to the text. As the result, most of the students were difficult to understand the text. When the researchers asked them whether they understand the story/text or not, they just nodded their head, smiled without explaining anything even though in Indonesian. Besides, the teacher did not also have the students an introduction to the topic of the text or did not activate the students' background knowledge of the text. The teacher just asked the students to read and answer questions based on it. As the result, in the while activity, most of the students were not encouraged to be active in reading. They were lazy if they had to read and answer those questions.

To solve the problem, the researchers offered to apply the Predict-o-gram strategy. Theory of the predict-o-gram strategy was proposed at the first time by Camille L. Blachowicz in 1986. This strategy allows readers to make predictions using vocabulary and then check throughout the text. It consists of several learning steps (vocabulary building, predicting and making connection) that can arise students' motivation in reading text and can activate their background knowledge and vocabulary so that they can comprehend the text easily.

Review of Literature

Predict-o-gram strategy is pre reading strategy for narrative text that emphasizes story structure, vocabularies and power of predictions. With these elements in mind, students can focus on them as they read. The strategy introduces stories to students in a way that will increase their ability to understand what they will read and build on their capacity to use story elements to increase comprehension (Frost and Buhle, 2009 p.155).

The steps of predict-o-gram strategy are:

- 1) Give the title of narrative text and the selected vocabularies to stimulate prediction then the students have to find out the words for instance in Indonesian.
- 2) Decide which story elements the words tell about
- 3) Predict what will happen in the story based on the words using some of the guidance questions or completing the pieces of the paragraph from the text.
- 4) Read the story and make a connection.
- 5) Revise the prediction before answer the reading comprehension questions (Literal, interpretive, and creative)

Predict-o-Gram strategy is related to the words prediction. When the students make a prediction using the chosen words to describe what will happen in the text and then make a connection between what is in their mind before and what the reading states about, indirectly they are encouraged to find out the right information from the text. When they are able to connect the information they can comprehend the reading.

Research Method/Design

Classroom Action Research is conducted to apply the predict-o-gram strategy in this research. The classroom action research is done in cyclical processes which consist of planning, action, observation/evaluation, and reflection. The researchers conducted the classroom action research in one cycle which consists of six meetings to apply the strategy. The reports of the research which done through the quiz (first meeting-fifth meeting), and the test (the sixth meeting, the end of the cycle) are the instruments to evaluate the work. The researchers conducted the research for the eleventh grade students (28 students) especially XI-IPS class of SMA XAVERIUS AMBON.

The action research was started with the preliminary study to find out what problems the students face in reading comprehension. Then, there was a planning to overcome the problem through the application of the predict-o-gram strategy. During this action, there was an observation about the learning process, then the result would be evaluated to see how far the strategy worked well. Finally the reflection was done to find out the successfulness or the weaknesses of the strategy. Those learning activities were:

1) First meeting

In this meeting the researchers gave explanation about the narrative text included its generic structure and language feature for the students then gave an example of the narrative text entitled "Jong Batu" (222 words) and then asked the students to do the steps of the predict-o-gram strategy together with the researchers. Here, the teacher still used some questions to lead the students to make their prediction. i.e. What was the relationship between Dang Ambon, Nakhoda Manies, and a pretty Noblewoman?; Where did they live?; What did happen between them in Brunei River?; How did the story end? **Note:** The students did the steps of the predict-o-gram strategy as a class.

2) Second meeting

The students applied the predict-o-gram strategy in group of four using the narrative text entitled “*Nyi Roro Kidul, the Queen in the Southern Sea*” (336 words). The teacher still used some questions to lead the students to make their prediction.

3) Third meeting

The students still applied the predict-o-gram strategy in group of four using the narrative text entitled “*The Legend of Kesodo Ceremony*” (354 words). The activities which were done on this meeting were same with the previous meeting.

4) Fourth meeting

The students applied the predict-o-gram strategy in peers using the narrative text entitled “*Hainuwele- the Coconut Girl*” (389 words). Here, the teacher used some pieces of the story to be predicted or be completed by the students about what happened next in the story before they made connection and answer the questions.

5) Fifth meeting

In this meeting the students had to do all the steps of the predict-o-gram strategy individually. The researcher gave the another narrative text, “*Surabaya*”(414 words). The activities of predict-o-gram were also done individually and still used some pieces of the story to be predicted or be completed by the students about what happened next in the story.

6) Sixth meeting

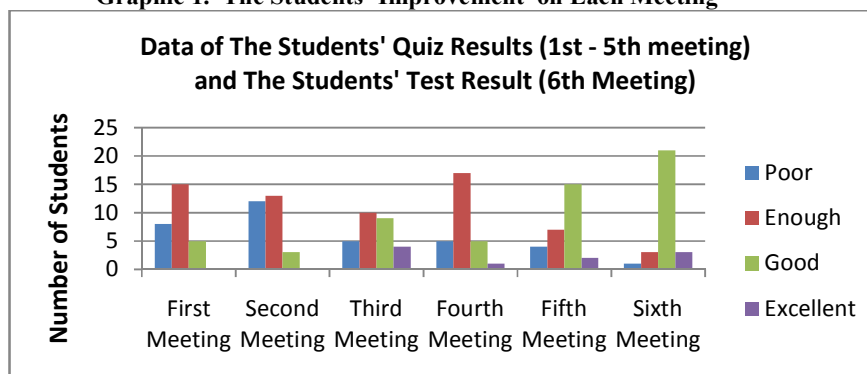
The students individually were given a test with new text entitled “*Maninjau Lake*”. Before the students did the test, as usual the students made a prediction using those key words that had already been categorized into the story elements by the teacher before. So, this time the students just paid full attention to make a prediction. Here, the teacher used some pieces of the story then the students predicted/completed what happen next in the story. Next, the students read the story and made a connection. Then, they filled the questionnaire.

Research Findings and Discussions

To assess the students’ ability in comprehending the text, the researchers gave five quizzes (first meeting-fifth meeting) and a test (sixth meeting at the end of the cycle). Quizzes were the tests of the students’ knowledge about what they had already read while test was an assessment intended to establish the quality of the students’ reading comprehension using the predict-o-gram strategy after they were trained by doing the quizzes for the first meeting until the fifth meeting. Meanwhile for the students’ responses, the datum were got from the observation checklist and the questionnaire. The detail explanations could be seen in the following paragraphs.

Dealing to the students’ improvement in their reading comprehension, the result can be shown in the following graphic.

Graphic 1. The Students' Improvement on Each Meeting



The graphic showed that on the first meeting there were 8 students (28.57%) got poor score; 15 students (53.57%) got enough score and 5 students (17.86%) got good score. On the second meeting, the result of the quiz was decreased. The number of the students who were on the poor level were increased in which 12 students (42.86%) got poor score; 13 students (46.43%) got enough score; and 3 students (10.71%) got good score. On the third meeting, the results were increased. There were 5 students (17.86%) got poor score; 10 students (35.71%) got enough score; 9 students (32.14%) got good score; and 4 students (14.29%) got excellent score. On the fourth meeting, there had been a decrease but it was not bigger than the result on the first meeting and the second meeting. There were 5 students (17.86%) got poor score; 17 (60.71%) students got enough score; 5 students (17.86%) got good score; and 1 student (3.57%) got excellent score. On the fifth meeting, the quiz results of this meeting were increased to the significant amount. There were 4 students (14.29%) got poor score; 7 students (25%) got enough score, 15 students (53.57%) got good score and 2 students (7.14%) got excellent score. On the sixth meeting, the test results in this meeting were still increased. There were only 1 student (3.57%) got poor score, 3 students (10.71%) got enough score; 21 students (75%) got good score and 3 students (10.71%) got excellent score. From those results, it could be concluded that at those six meetings after the students had been treated with the predict-o-gram strategy in learning reading their reading comprehension were improved. Although on the previous meetings there were the increase and the decrease of the students' result but from the fourth meeting until the sixth meeting (the test) the results were increased.

Questionnaires were filled out by 28 students at the end of the cycle (sixth meeting). The result of those questionnaires showed the students' response about the application of the predict-o-gram strategy in the learning reading process. It asked the students' general opinion about what they felt inside through the application of the strategy; the students' opinion especially about the learning of the reading material by applying the strategy; the students' opinion about the steps

application of the strategy in the learning reading process and the students' opinion about the using of the narrative text in the learning reading.

Table 1. The students' general opinion about what they felt inside through the application of the predict-o-gram strategy.

No.	Pertanyaan	Tidak	Kadang	Ya	Jumlah
1.	Apakah anda menyukai pembelajaran reading dengan strategi predict-o-gram?	1	12	15	28
2.	Apakah anda mengerti dengan benar apa yang harus anda lakukan dalam proses pembelajaran reading ketika menggunakan strategi ini?	1	6	21	28
3.	Apakah pengaplikasian strategi predict-o-gram memotivasi anda untuk aktif dalam pembelajaran reading?	-	6	22	28
4.	Apakah pengaplikasian strategi predict-o-gram membuat anda lebih percaya diri dalam menjawab pertanyaan?	3	10	15	28
5.	Apakah pengaplikasian strategi predict-o-gram meningkatkan rasa kerja sama di antara anda dan teman sekerja dalam proses pembelajaran reading ?	-	2	26	28
TOTAL		5	36	99	140
Persentase		3.57 %	25.71 %	70.71 %	

From the table above , it is found that 70.71% students stated their feeling that they liked the learning reading process using the predict-o-gram strategy in which they could have a well understanding in doing the steps of the strategy, and could work together or could help each other in the class. Besides, they also were confident and motivated through the application of the predict-o-gram strategy. While 25.71% students said "Sometimes" and 3.57% students said "No".

Table 2. The students' opinion especially about the learning of the reading material by applying the predict-o-gram strategy.

No.	Pertanyaan	Tidak	Kadang	Ya	Jumlah
1.	Apakah menurut anda pembelajaran reading dengan strategi predict-o-gram lebih membantu untuk memahami bacaan daripada hanya membaca teks secara langsung tanpa memprediksi dan mengkoneksikan prediksi tersebut dengan isi cerita terlebih dahulu ?	1	9	18	28
2.	Apakah pengaplikasian strategi predict-o-gram membuat anda termotivasi untuk membaca teks?	-	1	27	28
3.	Apakah pengaplikasian strategi predict-o-gram membantu anda memahami bacaan?	2	11	15	28
4.	Apakah pengaplikasian strategi predict-o-gram membantu anda dalam menganalisa struktur-struktur informasi atau elemen-elemen dari teks yang anda baca?	3	8	17	28
5.	Apakah pengaplikasian strategi predict-o-gram membuat anda tertarik untuk memperhatikan materi yang diajarkan?	-	7	21	28
TOTAL		6	36	98	140
Persentase		4.29 %	25.71 %	70 %	

The table showed that 70% students said that they felt interested; were motivated to pay attention and were motivated to read the given reading material even they were helped to comprehend it by doing with this strategy. While 25.71 % students said “sometimes” and 4.29 % students said “no”.

Table 3. The students’ opinion about the steps’ application of the predict-o-gram strategy in the learning reading process.

No	Pertanyaan	Tidak	Kadang	Ya	Jumlah
1.	Apakah pengaplikasian strategi predict-o-gram menambah perbendaharaan kata sukar anda?	-	1	27	28
2.	Apakah pengaplikasian strategi predict-o-gram mengaktifkan pengetahuan awal anda tentang materi?	-	8	20	28
3.	Apakah pengaplikasian strategi predict-o-gram mempermudah anda menjawab pertanyaan?	1	9	18	28
4.	Apakah pengaplikasian strategi predict-o-gram membantu anda mengidentifikasi informasi-informasi yang penting dalam teks yang anda baca?	-	9	19	28
5.	Apakah pengaplikasian strategi predict-o-gram membantu anda memprediksi bacaan yang akan anda baca?	1	5	22	28
TOTAL		2	32	106	140
Persentase		1.43 %	22. 86 %	75.71 %	

The table above showed that 75.71% students stated that the application of the predict-o-gram strategy helped them to build their vocabularies and to identify the important information from the text and activated their prior knowledge. It caused them could answer the given questions easily. While 22.86% students said “sometimes” and 1.43% said “no”.

Table 4. The students’ opinion about the using of the narrative text in the learning reading.

No.	Pertanyaan	Tidak	Kadang	Ya	Tidak jawab	Jumlal
1.	Apakah anda merasa tertarik dengan pembelajaran reading yang menggunakan teks narrative?	-	7	19	2	28
2.	Apakah pembelajaran reading dengan menggunakan teks narrative membuat anda merasa enjoy ketika membaca bacaan?	2	5	19	2	28
3.	Apakah pembelajaran reading dengan menggunakan teks narrative membuat anda termotivasi untuk membaca bacaan?	1	5	19	3	28
4.	Apakah pembelajaran reading dengan teks narrative membantu anda untuk berimajinasi tentang isi cerita?	1	2	22	3	28
5.	Apakah pembelajaran reading dengan teks narrative lebih mempermudah anda memahami bacaan?	1	5	19	3	28
TOTAL		5	24	98	13	140
Persentase		3.57 %	17.14 %	70 %	9.29 %	

From the table above, it is indicated that 70% students were interested, were motivated and enjoyed to read the text in the learning reading, using the narrative text. Beside that they were also helped to imagine about the story and to comprehend the reading. While 17.14% students said “sometimes”, 3.57% students said “no” and 9.29% students did not give their answers.

The average result from the four categories indicated that approximated 72% students gave positive response about the application of the predict-o-gram strategy in improving reading comprehension. It was more than the second criteria of success in which 70% students must do that. So, as the conclusion it could be said that the result of the questionnaire also met the criteria.

The observation was conducted on each meeting. It assessed the application of the predict-o-gram strategy from building the vocabularies until making connection and answering the questions. It showed that most of the students gave positive responses.

Discussion

The discussion of this study is based on the research questions which includes the improvement of the students’ reading comprehension and their responses through the application of the predict-o-gram strategy.

1) The Improvement of the students’ reading comprehension of Narrative Text through the application of the predict-o-gram strategy.

The predict-o-gram strategy is a strategy which places the key vocabularies as the highlight and encouraged the students to think how those words include in the story and describe the plot of the story itself (predicting). So, it indicates indirectly that the application of this strategy is useful in improving the students’ vocabularies and activating their prior knowledge. The improvement of the vocabularies and the activation of the prior knowledge give the ability for the students to comprehend the text well so they can answer the reading comprehension questions (literal questions, interpretive questions and creative questions). On the early, before applied the predict-o-gram, it was impossible for the students to understand the narrative text because their vocabularies were not built and their prior knowledge was not be activated which causing them did not actively involved in reading and less understood the text that effected a poor comprehension, but after applying the strategy, the improvement could be seen. The improvements covering students ‘vocabularies and activating students’ prior knowledge to have a whole reading comprehension.

a) Improving students’ vocabularies

From their test results, it is indicated that the application of the predict-o-gram strategy was really useful for the students in improving their reading comprehension. The first step in applying this strategy was the vocabulary

building. The given vocabularies were the representative of the story's elements. Those key words were made at random then it would be categorized into the table of the story's elements (the character, the setting, the problem, the action and the resolution). Before it was categorized, the students had to know about the words in Indonesian so they could recognize it when they found the words in the reading text. The new vocabulary and new ideas were introduced to the students through the application of the strategy (Benya, 2008). So the students knew which words to pay attention to (McGinnis in Brasel, 2010). Latter, the categorizing of the key words into the story's elements helped the students to compose their prediction. So the reading was easy to be read at the time they connected the prediction in the making connection step (Miller, 2010)

b) Activating students' prior knowledge

After the vocabulary building step, the students continued to the categorizing of the key words into the table of the story's elements which include the character, the setting, the problem, the action and the resolution. When the words had already been placed into those elements, they could know the key words which described the plot of the story in the reading text. They knew about who would be the characters in the story, what the setting that would be found in the text, what problems the characters faced, what the characters felt and what the solution the characters took. The students predicted the plot of the reading they would read about by composing the available key words. They were helped using the guidance questions (first meeting-third meeting) and also the pieces of the paragraphs which its plot had to be completed by the students (fourth meeting-sixth meeting). On this step, the students began to do with their imagination based on the guidance questions or the pieces of the paragraphs. Based on this step, the students had a picture about the story although it was still a prediction (their prior knowledge being activated). At the time the prediction was connected to the real one, the students were easier to find out what the story would talk about through comparing the prediction to the reading text. When they tried to find out, then they involved actively in learning reading.

2)The students' responses about the application of predict-o-gram strategy in improving students' reading comprehension

The students' responses were shown on the result of the observation checklist and the questionnaire. It described their reaction in reading applying the predict-o-gram strategy. From the observation, it is found that the students were interested to actively participate using this strategy in comprehending the reading and could remain the reading because the strategy played a role to recall the information. All the activities of the strategy reinforced the learning and built up the students' interest to read.

Most of the students argued that the learning reading with the predict-o-gram strategy was more exciting, so made them were enthusiastic. The application of the strategy motivated them in the learning process (i.e. when they had to predict how the key words in the elements of the story would be included in the text). It was more exciting than just reading the text and then answering the questions without predicting and making connection before. In making connection they indirectly encouraged to read more and more. So the students more focused or paid full attention in reading. It showed the curiosity from the students to know and to comprehend the real story after making prediction. They were also more confident in answering the questions through the application of the strategy because they realized that they did not have to be afraid to make mistakes especially to predict what the story would be like. It caused by what they made was just a prediction which was not known its righteousness yet.

Due to reading materials used in this study, they said that the using of the narrative text in learning reading by applying this strategy made the learning became exciting. They also stated that the using of the narrative text challenging them. The students were free to imagine about the story by predicting the character, the setting, the problem and the resolution from the text until finally it was connected to the real one. From the reading materials, they were trained to have a critical thinking (it was because the strategy trained the students to think more) especially to imagine something (the students could express their opinion about how the plot of the story was set through a prediction). It helped them to guess the stories' plot so when they were in the making connection step, they could comprehend the reading material well. They were challenged and were encouraged to know what was written in the reading text. The way they thought was trained to connect between the prediction and the content of the text. Through that they also were trained to find out the answers from the given questions based on the text.

Meanwhile for the procedures of this strategy, the students said that there were many words that could be learnt from vocabulary building step. Latter according to them, their thinking was stimulated to think about the plot of the story when they were making prediction. Indirectly the major points of the story began to be understood when the prediction was connected to the real story. In other words, the students' prior knowledge about the story began to be pictured although it was not perfect yet, because it was still a prediction. The picture of the story that was formed in the students' thinking was increased when the result of the prediction was connected to the real story, so their prior knowledge became perfect. Finally the students' comprehension about the plot of the real story caused them were easier to identify the important information based on the given questions.

Conclusion

From the findings above, it can be concluded that the predict-o-gram strategy is a suitable strategy that covered those understanding practices. It can be proved when the students can connect their prior knowledge with the offering information of the text being read. Based on the first criteria of success of this research, the application of the predict-o-gram strategy was successful when 70% students got “good” score in comprehending the text by applying the strategy. While the students’ result for the final test on the sixth meeting after they were trained with the quizzes on the prior meetings showed that 75% students got good score and 10.71% students got excellent score. In other words at the end of the cycle there were 85.71% students could comprehend the narrative text well. It meant that the result of the research met the criteria of success (only in one cycle). Moreover, the result also indicated that this strategy can build the students’ prior knowledge, increase their vocabulary and can make the students actively involved in classroom reading activities.

As a suggestion, The EFL teachers should apply this strategy for their classroom activities not only for reading comprehension but also for other English basic skills by considering the level of students, kinds of reading text and the difficulties of a text given for their students. Considering these points can help teacher to design enjoyable, interactive and an innovative English Instruction.

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The Importance of *Lead-In Activity* Method in Improving Motivation of English Speaking Ability among Non-English Department Students Applied in The Major of Graphics, Sculpture, and Painting, Fine Arts Department, Faculty of Art, Indonesian Art Institute of Yogyakarta, 2012-2013

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Abstract. Teaching English to students who are not majoring in English of course is not as simple as teaching English to those who concern on English Department. Some of the reasons are the lack of students' interest, motivation, and too focus on their main major. This study aims to improve the motivation of English speaking ability by applying Lead-In Activity technic among the students of Graphics, Sculpture, and Painting, Fine Arts Department, Faculty of Arts, Indonesian Art Institute of Yogyakarta.

This writing find out about some reasons why the students are not motivated in expressing their speaking ability, present about the application of Lead-In Activity and the correlation with the students' motivation progress in practicing their speaking ability in two semesters from 2012 until 2013 at the Department of Graphics, Sculpture, and Painting, Fine Arts Department, Faculty of Art, Indonesian Art Institute of Yogyakarta. The research data is collected by analyzing the questionnaires filled by the students about Lead-in Activity methods, motivation, and their progress in speaking ability. This study is categorized as a descriptive qualitative research.

After applying appropriate research techniques, this paper finds that Lead-In Activity method is very effective in improving the motivation of English speaking ability among the students of Graphics, Sculpture, and Painting Major, Fine Arts Department, Faculty of Arts, Indonesian Art Institute of Yogyakarta.

Keywords: *Lead-In Activity, Motivation, English Speaking Ability*

I. Introduction

A. Study Back Ground

In this globalization era, English takes an important role in our life. Every curriculum involves English as one of the compulsory subject in every educational level including university. Some universities offer English department as one of the majors, but some of them offer English as one of the common basic subject to be taken, including in Indonesian Art Institute of Yogyakarta.

This study will discuss about the lead-in activity application to motivate the English speaking ability among the students of Indonesian Art Institute of Yogyakarta. The Indonesian Art Institute of Yogyakarta consists of three faculties, they are: Faculty of Fine Arts, Faculty of Performing Arts, and Faculty of Record Media Arts. In this study, the writer will focus on the Faculty of Fine Arts to take the research sampling because of the practical reason as the writer is assigned to teach at the faculty.

The writer started teaching in the Faculty of Fine Arts, Indonesian Art Institute of Yogyakarta since 2010, and she found it difficult for the beginning. Based on the writer's point of view, the students do not pay much attention to English subject, and English is not their favorite class. As long as they can pass the subject of Sketches, Color Management, Basic Painting, Intermediate, and Advanced Painting, English is number something for the students. They also show their unawareness by coming late, doing assignments not too seriously, being passive, paying less attention to English class, and so on. Such situation is certainly not comfortable for the lecturer handling the English class.

From those problems above, mini-discussions have been held for several times by the English lecturers to solve such problems. Some methods have been applied until last 2011 the writer did need analysis; class evaluation, curriculum and syllabus review, then she had finally found the problems as well as designed the formula to solve them that will be presented in this paper.

B. Problem Formulation

From the introduction above, the writer formulates three research questions, they are: 1). Why are the students unmotivated in expressing their English Speaking Ability in the class?

2). How is the application of lead-in activity method in motivating the students' speaking ability in the class?

3) How significant is the lead-in activity towards the motivation of English speaking ability of the students in the class?

C. Objectives of the Research

Based on the questions formulation, the writer can share some purposes of this research, like follows:

1). to understand about some factors that influence the students to be unmotivated in expressing their English Speaking Ability in the class.

2). to know about the application of lead-in activity method in motivating the students' speaking ability in the class.

3). to be aware about how significant is the lead-in activity towards the motivation of English speaking ability of the students in the class.

II. Theoretical Review

Teaching English to those who are not majoring in English department needs special strategies especially in encouraging the students' motivation to explore their speaking ability in the class. In every learning teaching process, teacher always wants to design and apply the most effective strategies. What the

writer means in this case is how to present all materials based on every meeting target but still with effective and efficient time to achieve it. (Borich D.Gary: 2000) writes that there are five key essential behaviors for effective teaching are: 1). lesson clarity, 2). instructional variety, 3). teacher task orientation, 4). engagement in the learning process, and 5). student success rate. Cole and Chan (1986:64) suggests that an effective teacher is one who maximizes the achievements of students' by acting in accordance with an explicit set of principles that have order, coherence, and relevance in particular instructional context.

It is unrealistic to expect students to be enthusiastic about learning if they cannot see the point of it. What students learn is important but how they learn is also important because their learning experiences will directly influence their motivation and their future learning strategies. Related to how they have to learn English, teachers take an important role in arranging the teaching learning process, lead-in activity is applied in this case. Lead-in activity is an activity of the lecturer at the beginning of the class to attract the students' attention or get the students motivation by discussing such interesting topic before coming to the material target (Sutrisno:2002).

Getting much attention from students who are not majoring in English is not easy, so the teachers should be creative to do 'warming-up' at the beginning of the class for example by discussing about some interesting topics, sharing about themes that the students' like, and so on. It is applied in order that the teacher can get the students' attention or motivation. Hammer: 1991:7 writes that motivation as the highest level influences the success or failure toward the students' achievement. In detail Hammer states that motivation is a kind of internal drive that encourages somebody to pursue a course of action. If students perceive a goal that they wish, it can be the indication that they are motivated. In the other book, Johnstone (1989) believes that there are three types of motivation: academic motivation, instrument and integrative motivation.

Academic motivation is directed towards learning a foreign language, including English. In this paper the academic motivation is especially in speaking ability of the students. The target of English speaking ability expression is based on approach to education context. Teaching method is important because it is the substance that the students have to deal with as they are learning the things that will help them to achieve the outcome. Therefore the teacher should be creative to choose the content that deals to the target outcomes to be achieved by the students. The outcome in this case is the students' speaking ability. Speaking means practice to use the language to communicate in real life (Hadfield&Charles, 2000:3). Speaking is actually spontaneously skill, so then how to make the students always spontaneously expressing their English is a part of methodology design applied by the teachers. All will be presented in the next chapters of this paper.

III. Methodology of the Research

This is a descriptive qualitative research, attempting to find out how to motivate the students to express their speaking ability by applying lead-in activity as one of the methods in teaching learning process. A qualitative method is chosen as the method considering human phenomenon as the main focus of the study (Creswell, 2007). Meredith D. Gall in her book *Educational Research: 8th edition* writes that qualitative research study things in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meaning people bring to another term is a case study.

The research was conducted from 2012 until 2013. It takes two semesters as the students of Indonesian Art Institutes of Yogyakarta only have two semesters or four credits for English subject. The other reason is the writer wants to make sure this paper is qualified enough as it is supported by complete data (not one semester only).

A. Population

The population in this research is the students in Indonesian Art Institutes (ISI) Yogyakarta 2012/2013. There are 206 students registered. The detail is shown in the table below:

Table 1: The Number of Students

CLASS	MALE	FEMALE	TOTAL
A	16	26	42
B	17	25	42
C	17	25	42
D	16	24	40
E	16	24	40
TOTAL			206

The location of this research is in Indonesian Art Institutes (ISI) of Yogyakarta, km.6.5 Sewon, Bantul, Yogyakarta. This is done among the students of Graphics, Sculpture, and Painting, in Fine Arts Department, Faculty of Arts, Indonesian Art Institute of Yogyakarta.

The choice of location is considered because of some reasons:

- a). The writer teaches at the institution, so it is easier and more practical to do the research.
- b). It will give more information to the institution, related to teaching and learning process.
- c). It is very helpful for the teachers to know about the class problems earlier as well as the solution.

2. Sample

If the condition of the population is ‘homogeny’, someone does not need to take many samples. In the other word, somebody who wants to research about the condition of water in the river, he/she does not need to take three or five cans. He can only take a bottle or a glass as a sample. So in 100 number of population, it is fine to take 10 people for the samples (Sutrisno: 2000:221). Based on the theory above, the writer would like to take 25 respondents as the samples of the research.

The writer uses random sampling method in this research, in order that everybody will have the same chance to be her respondent. As the writer only takes 25 samples, she chooses five students of each class to make 25 of her respondents come from five classes fairly. Five students that are chosen from each class are selected from the names listed in the attendance list. To be fair, the researcher writes the students’ number of each on pieces of papers. Then she puts the pieces into a can, and rolls them. Finally she finds five numbers that become her respondents from each class, and then 25 students are ready to be the samples.

IV. Research Finding

Based on the previous discussion, this chapter will present the research finding. There are three research questions to be answered in this paper, they are:

1). **some factors that make the students unmotivated to express their English Speaking Ability:**

As the writer shares at the beginning of this paper, the students of Indonesian Art Institutes of Yogyakarta consider that English as their un-favorite subject. It made the writer wanted to know the reasons are. After analyzing the descriptive data from the questionnairesimplified to the students, here are some reasons why they are not too motivated in expressing their English speaking ability in the class:

a). They do not need English Subject

In the students’ point of view, English is not a big matter to be focused. For them, other subjects like Designs, Sketches, Basic-Advanced Painting, Color Management are more important than English.

b). Monotonous Curriculum and Syllabus

To the students, the syllabus and material that are shared in the first meeting of the semester are too grammatical, while in their way of thinking they do not need tenses intheir life.

c). English Teaching Method is boring

The students shared in the descriptive questionnaire data that English class was always identic with teaching grammar. The teacher only came to the class, shared some theories of tenses or part of speech, and then did practices or quizzes.

Analyzing some unmotivated factors of the students in actualizing their English especially in speaking ability, the writer found one formula to solve those

problems. It is called lead-in activity. This is a method to make the students need English very much, to simplify the material of syllabus becomes interactive/ not monotonous, and to present the English teaching methods into fun and enjoyable way. Those will be presented in the further research finding.

2). the effectiveness of lead-in activity method in motivating the students' speaking ability in the class:

The students of Indonesian Art Institutes of Yogyakarta in general are not too enthusiastic in learning general subjects like English, religion, sociology, history, civic Education, etc. Subjects that are related to theories are number something for them. They love almost all subjects that are related to practices like painting practices, design practices, color management, and others. Knowing about such situation, the writer tried to change that not conducive situation. She tried to do need analysis at the beginning of her carrier in Indonesian Art Institutes of Yogyakarta. She supervised some theory classes, talked much with the students about what they felt and wanted, discussed with some senior English lecturers about their difficulties, and others.

The writer did the need analysis around 3.5 until 4 months, until the writer made some decisions such as; she had to simplify the syllabus (not too grammatical). The writer should also change the teaching methodology from monolog to interactive dialog. She also had to make sure that the students must keep in their mind that English takes an important role in their life. Doing those decisions was not easy as the students had their own culture in English learning from the previous generation. English is offered at the beginning of the semesters, but many of the students became repeaters around two or three times.

In the difficult situation, the writer tried to design some steps in solving many problems of English teaching process in the institution. Many things have been done, but especially in this paper, the writer would like to write what becomes the focus of this research.

a). Lead-in activity

Before discussing about the material target, the writer started by leading-in the students with several interesting topics at the beginning of the teaching learning process. In meeting 6 for example, the discussion of meeting 6 is about past simple tense, but the writer did not directly discuss about the definition, formula, function, and example of past simple tense. The writer started the class by telling about what happened previously. This is lead-in activity process and here is the concrete example of it:

“Assalamualaikum wrwb, Good morning, Hom Swastiastu, and Rahayu-Rahayu (greeting style of the institution),.....”

“How's your day? Very well? Ups,.... still sleepy? What did you do last night? Did you sleep very late? What time did you sleep last night?”, etc.

“Well,....I also slept very late last night. My family and I saw a midnight movie until 11.30 p.m. It was Transformer. Have you seen that film? How was it?” etc.

Leading-in the students into such related topic (like above example) made them comfortable and happy discussing about the material of Simple Past Tense. Even they did not realize that they have discussed or shared much of their ideas with the main topic of that meeting. The writer her-self even did not realize too that she has got the satisfaction target of the meeting. That is one of the lead-in activity examples applied to motivate the students in expressing their speaking ability.

b).Motivation

While stimulating topic is always crucial, the way to imply the topic is not less crucial. Both of them support each other's to create motivation in the class among the students of non-English department class. If the objective is spoken, the teacher did not hope too much about the perfect fluency, no grammatical errors, correctpronunciation, and so on. What the writer or the teacher concernon was motivating them to explore how brave they are in expressing their English speaking ability.

Motivate the students by letting them share about any topics, and any matter they could and wanted was a very good way. Step by step, the writer gave a small evaluation by giving inputs which one is correct and which one need to be corrected. For those who performed not too well, they got individual treatment from the writer as well as the teacher of English in that institution. The writer also gave some rewards to those who were very good in expressing their English speaking ability. That way made the other students were motivated to get the same target like those who got rewards from the teacher, and this is what the writer called motivation. It is also supported by the questionnaire data about motivation which has applied to the sample population of this research. The data shared that they got the indication of motivated students in expressing their English speaking ability towards lead-in activity applied by the writer or teacher.

c).English Speaking Ability

Like what was written at the beginning of this paper, the writer does not hope much about the students of Indonesian Art Institution of Yogyakarta in their English speaking ability. What she means in the previous statement is the writer will not do the same scoring system like what should be applied among the English department students such as in Ahmad DahlanUni, GadjahMadaUni, State University of Yogyakarta, SarjanawiyataTamansiswa University.Those who are entering Englishdepartment as their major means they intentionally want to master English. As in Indonesian Art Institutes of Yogyakarta has no Englishdepartment, moreover most of the students even do not have special attention to English subject, so the writer did not apply the same way of scoring system in analyzing the students' speaking ability.

With totally different situation and background from those who concern on English department, there are some steps were done by the writer to overcome the problems of this research. Firstly, in meeting one the writer did introduction and ice-breaking by presenting some advantages of English mastery. The writer tried to make sure whatever the faculty is, two fields should be mastered, and they are information technology and language, especially English as the international language. The writer also gave them illustration that they can sell their painting products in a very good price if they master English especially in speaking ability. They also may join some international seminars and exhibitions which may bring them to be an international artist one day if they are capable in English. After stimulating the students with such motivation, the next meeting was not too difficult to handle, so lead-in activity could be applied in the further meeting of the class with more attention from the students.

For the next meeting (meeting two until fourteen), the writer was free to apply lead-in activities based on the material discussed in each. Like what have been discussed in the previous sub-chapters, lead-in activity is functioned to lead-in or to attract the students' attention to such material that will be discussed. If the teacher is successful to get the attention or motivation of the students, this is 50% indication of getting satisfaction target of teaching learning activity, especially in the students' English speaking ability.

The further step is having a smart idea to choose interesting topic related to the material target, for example: the material of Affandi History when discussing about Past Simple Tense, the Modern Art Show when presenting about Present Simple Tense and Present Continuous Tense, The Mural Philosophy when talking about Noun Phrase and other Parts of Speech, etc. After the students were motivated already, and the teacher had implied the lead in activity, here is a concrete example of the interesting topic related to Noun, Adjective, and Verb phrases:

The Teacher:

“Well class, I will read an interesting topic about one popular artist. About what? Popular Artist. That's correct,....”

“Now,.... I'd like you to listen carefully, and we will discuss about what I shared to you, are you ready? Ok, listen carefully!”

“Popular architectures in the United States in the beginning of twentieth century continued as it had the end of nineteenth century with elaborately ornate historical motifs. The new skyscrapers were ornately with elements of Gothic or Roman detailing. Frank Lloyd Wright the best known of these early modern architects developed a style that he termed organic architectures. What is it? It is a building style based on natural forms.” etc.

“Well from the introduction that I shared, let's discussed further about the topic.”

“What do you know about Frank Lloyd Wright? What is he? Why is he popular? What do you know about organic architecture? Is there any Indonesian artist or

architect concern on the organic architecture? Who are they? What do they do? What do they make? Is it popular among the other artists?”, etc.

By pointing one by one the students in random that might respond the questions or shared about their opinion, here are the respond examples of them:

The students:

“Frank Llyod is artist (*applying without an*), and architect too.”

“He is popular because she (*not consistent with ‘he’*) have (*not applying has*) phenomenal artworks.”

“He is one of my favorite miss, because he is smart.”

“He can made (*not applyingmake*) artworks that people can’t.”

“We have some in Indonesia miss like Mr.Gustami in SewonBantul, Mr.PutuCipta in Bali.” “They are popular until international market, and I likes (*not applying like*) his work, miss” “He make (*not applying makes*)a house with jerami(*still applying Indonesian*), what is jeramiin English, miss? Rice straw ya? Ok, they make a house with rice straw”

“Mr.PutuCiptamake(*not applying makes*)a house with natural stone window. In technic it is difficult miss. I cannot make that”, etc.”

What the writer shared about some concrete examples of exploring speaking ability in the class are not focusing on the errors or mistakes the students made in expressing their speaking ability. One thing that the writer emphasizes is the motivation of the students in expressing their speaking ability, their braveness in practicing their speaking which becomes specter or something frightening before. Once again, the scoring system applied in this research is different with taking English score in English department class. To the writer as long as they have motivation and braveness in practicing, as long as their English is a communicative English, as long as the teacher and other students understand about what the students’ shared, it is very tolerance and become one indication that they have motivation to practice English speaking ability. It is also supported by the questioner data about their ability in English speaking after the teacher motivated them, simplified the syllabus or material (not too grammatical orientation) and applied lead-in activity every meeting. Then the writer finally found that there is a significance result of applying lead-in activity method in improving motivation of the students in expressing the ability of their speaking skill.

3) The significance of applying lead-in activity towards the motivation of English speaking ability of the students in the class:

Discussion number two above is clearly explained that the methodology or the way of teaching influences the motivation of English speaking ability among the students in the class. The smart we are (as a teacher) to lead-in the students to come to the target material, the satisfaction outcomes we will get. From all research and discussion in this paper, the writer would like to emphasize that the

method of lead-in activity is very significant to motivate the students in expressing their English speaking ability in teaching learning process.

V. Conclusion and Suggestion

A. Conclusion

From what has been discussed in the previous chapter, we know that motivation is divided into two: internal and external motivation. Internal motivation comes from the learners, while external motivation comes from the environment, including the teachers and the method applied in learning teaching activity. To the writer applying lead-in activity may encourage both, internal and external motivation. Lead in activity is one method that is applied by the lecturers at the beginning of the class that may attract the students' attention so much to get the teaching learning target, especially in their speaking ability.

Applying lead-in activity in every class by discussing about what the students' interested in may attract their motivation and confidence in practicing their speaking ability. The students do not realize sometimes that they have practiced much in speaking. So then, the writer summarize that lead-in activity is very effective in improving the students' motivation in their speaking ability.

B. Suggestion

1). For Lecturers

English lecturers especially those who are teaching English in the major of non-English department are hoped to learn the characteristics of the class, the interesting topics for the class, as well as study in general what the students learn in the same semester of their major. By knowing those aspects or doing need analysis, the teacher may design their way of teaching especially in applying lead-in activity. Lead-in activity is the first important steps that recognize the success of teaching learning target, especially to explore the students' speaking ability.

2). For Students

Students should realize that any major they take; still English becomes an important role in their life. Especially for the students of Indonesian Art Institutes of Yogyakarta, when joining international exhibition, when selling their paintings to the native English collector, they have to be able in practicing their English speaking ability. So, it is better for the students not to consider English subject as the requirements to pass the graduation ceremony only, but students should keep in their mind that they really need English for their more promising future of life.

3). For Other Researchers

As this research only focusing on the students 'motivation in exploring their ability in speaking, other researchers may concern on the other courses or subjects like grammatical structure, listening, writing, reading, or others. Applying lead-in activity is certainly possible in other subjects.

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The Power of Teacher Certification to the Teachers' Quality in English Learning Process at SMAN 1 Padang Panjang

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Abstract. This paper will talk how teacher certification has something to do with teacher professional development. What happens after teachers get their certification? Do they upgrade themselves in order to improve their quality and how? As we know policymakers in Indonesia have created a certification mechanism to ensure teachers' professional competency level. In order to be certified, a teacher must have a four-year college or university degree, accumulate sufficient credits from post-graduate teacher professional training, and teach a minimum of 24 hours a week. A certified teacher is then entitled to a professional allowance in an amount equivalent to his base salary. So in Indonesia's school system will only allow certified teacher to teach. The next matter is do certified teachers upgrade or improve their teaching quality in order to improve students' achievement? This study took place in SMAN 1 Padang Panjang where the writer interviewed English teachers and the headmaster related to the power of certification in influencing them to improve their teaching quality. The researcher finds that teacher certification gives a partial effect on the quality of English teaching and learning in SMAN 1 Padang Panjang. It involves the ability of certified English teacher to create teaching and learning activities which bring about fun and cooperative way of learning, provide various interesting materials and media and conduct evaluation that promotes students learning. Even though in general the English teachers in SMAN 1 Padang Panjang have been certified, there are still some points which need improvement in order to conduct effective teaching and learning process, namely the lesson plan and the variety of teaching and learning activity.

Key words: Teacher Certification, Teacher Quality

1. Introduction

A teacher is a key to develop quality of education. He is one of the main pillars of a sound and progressive society. He bears the weight and responsibility of teaching, apart from parents, is the main source of knowledge and values for children. He acts as a pivot for the transmission of intellectual traditions and technical skills from generation to generation. He is the key of quality education and foster parent of the child. Child

looks up to him for knowledge, wisdom, manners, morals, inspiration and so on.

Realizing the importance of quality teachers, the government takes teachers into account in any policy of education. As a part of effort to enhance the academic qualification and competence of teachers, the ministry of education provided scholarships to teachers. Another program which is set by the government in order to enhance the competency of teachers is the teacher certification program. Teacher certification is a process of giving an educator certificate to teachers who have fulfilled the requirements, (Mulyasa, 2008)

Reasons why the researcher conducts the research on teacher certification is due to some phenomena in the field. Based on researcher's interview and observation at SMAN 1 Padang Panjang, many teachers have been certified, either by portfolio assessment or by attending teacher training. By passing this program, it is believed that they have good capabilities in teaching their students. It is proved by the documents they submit and teaching assessment by the evaluator. Certified teachers are believed to perform better than teachers who have not been certified. People assume that they have enough competencies in teaching. Then policy makers equate teacher quality with teacher certification. As a matter of fact, many teachers do not perform their best every day, it is done only during the certification program but not after it. The other problem, teachers have high motivation to arrange lesson plans and attend the seminar related to their major in order to pass the certification program and get the profession subsidy. But, whether they keep their best performance after the process is the question that the researcher is interested to find out.

2. Teacher Certification and Teacher Quality

2.1. Teacher Certification

Teacher certification is like candle in the dark for teachers since it offers a raise of profession subsidy for teachers. On the other hand, government hopes that by the process of teacher certification, teachers will be encouraged to improve their quality in teaching, not only during the process of certification but also after the process.

Certification is a process of giving certificate of competency as the acknowledgment to one's ability in doing certain job after passing the competency test. Based on the law number 15 year 2005 about teacher and lecturer, section 1 (1) teacher certification is defined as a process of giving an educator certificates to teacher and lecturers. It means that the certificates will be given to teachers and lecturers after they have fulfilled certain requirements set by the government.

2.1.1 Goals of Teacher Certification

The government has reasons in conducting the teacher certification program. The reasons can be seen at the goals of the program. They are:

1. To determine the qualification of a teacher in doing his duty as a professional educator.
2. To enhance the process and result of teaching and learning.
3. To increase welfare of teachers.
4. To raise teacher's prestige in the effort of creating a qualified national education (as mentioned in the relevant law)

In relation to the goal above, the teacher certification program is done under some basis, they are:

1. The Act of RI Number 20 Year 2003 on National Education System: *'Pendidik harus memiliki kulaifikasi minimum dan sertifikassi sesuai dengan jenjang kewenangan mengajar, sehat jasmani dan rohani, serta memiliki kemampuan untuk mewujudkan tujuan pendidikan nasional'*.
2. The act of RI Number 14 Year 2005 on teacher and lecturer: *'sertifikasi adalah proses pemberian sertifikat pendidik untuk guru dan dosen. Serfikat pendidik adalah bukti formal sebagai pengakuan yang diberikan kepada guru dan dosen sebagai tenaga professional'*.
3. National Education minister regulation number 16, year 2005 on educator qualification standard and competencies: *'kualifikasi akademik guru pada satuan pendidikan jalur formal mencakup kualifikasi akademik guru pendidikan PAUD, SD SMP, SMA, SMK.'*

2.1.2 Mechanism of Teacher Certification

Teacher certification can be done in two ways, (Mulyasa, 2007); they are

- a. Teacher's portfolio assessment. There are some requirements that must be fulfilled. They are academic qualification, teacher training and education, teaching experience, lesson plan, evaluation from the headmaster and assessor, academic achievement, profession development project, participation in seminar or workshop, organization experience in social and education field and certificates/ honor relevant with education. Certification evaluation is done though two steps: written test and practice test. The material for the tests is based on the indicators of teacher competency standard.
- b. If the portfolio assessment has not reached the minimum passing grade, the *LPTK* will set some alternatives as follows:

1. Doing activities related to the teacher profession in order to complete the portfolio.
2. If in one month the teacher cannot complete the portfolio, he has to follow the *PLPG* which involves four teacher competencies and ends with a competency test.
3. Having S-1 academic qualification or D-4 from study program which have study license.
4. Have been teaching for at least four years.

2.2. Teacher Quality

2.2.1 Effective Teacher

An effective teacher is to seek authentic relationship with their students, have positive disposition toward knowledge, command a repertoire of teaching practices and as a reflective problem solver, (Arends, 1997). Another definition of effective teachers is by David Ryan that is teachers who are fair, democratic, responsive, understanding, kindly, simulative, original, alert, attractive, responsible, steady and confident. In line with them, Kaminsky and Podell (1997) proposed ten characteristics of an effective teacher, namely:

- a. Starts each new lesson by previewing the last lesson.
Teacher starts the meeting by previewing the topic they had before. This can be done through giving a brief explanation about the previous material or by giving chances for students to ask what they have not understood about the previous material.
- b. States the objectives of the lesson.
Stating the objective before the teaching and learning process run is important. It stimulates the students to prepare themselves with the background knowledge they have related to the topic they are going to learn.
- c. Transfers the new material by presenting step by step.
Teaching with ordered step anticipates the teacher from any possible missing material while he is running the teaching elearning process. Sometimes teachers do what is called jumping. They do not present the material in a good order so that the students get confused with what teachers talk about. By presenting the material step by step, it is hoped this confusion will not happen.
- d. Takes understandable instruction and explanation
Students sometimes do not understand the instructions or explanations given by teachers. They have no idea with what the teacher is trying to say. It is good for teachers to give instructions explanation with words which are familiar to the students so that the students will understand the instructions or explanations better.

- e. Provides much time for students to practice.
The goal of language learning is to make students able to use the language. Students are hoped by the end of learning process, they will be able to apply what they have already got. Teacher as facilitator should provide chances for the students to use their language.
- f. Gives numerous questions
In the management of learning, questions fulfill numerous functions in the classroom. By asking questions, the teacher can elicit information, check students' understanding or control students' behavior.
- g. Conducts warming up activities.
Teachers can draw students' interest in learning certain subject by conducting warming up activities. This kind of activity can be done through many ways. Some of the ways of teachers can do is to give questions related to the subject or by doing games with the students.
- h. Gives feedback and corrections
Making mistakes is a healthy part of the learning process. Mistakes and its correction can provide the learner with valuable information on the target language. The teacher should consider when and how he will give feedback and corrections to students' mistakes.
- i. Provides explicit instructions for seatwork.
The ability to provide clear instructions is an important management skill for all teachers. Clear instructions are critical to the success of classroom tasks and exercises.
- j. Carries out test weekly and monthly.
Periodic test is needed to know how far the students learn. The information that the teacher needs about students' understanding related to certain materials can be obtained by conducting this activity.

2.2.2 The Component of Teaching and Learning Process

In the process of teaching and learning, many components are involved. Those components are separated but interrelated each other. When one component is missing, the process of teaching and learning process cannot run smoothly. There are seven components of teaching learning process according to Richard and Rogers (2001):

- a. Students; they are seeker, the receiver, and the saver of the subject material needed to achieve the goal.
- b. Teacher is the manager of teaching and learning activities, and the teaching and learning catalyst. He also has other roles in making teaching and learning process run effectively.
- c. Goal is a statement about the intended changes which could be achieved after following certain teaching and learning process. These changes involve the affective, cognitive and

psychomotor areas. The goal of the teaching and learning process should be realistic and suited with the needs of the students.

- d. Material is the amount of information about the facts, particples, and concepts which are needed to achieve the goal. The material used in the process of teaching and learning should be suitable with the subject being learned and also the students' knowledge.
- e. Method is the way in giving the chance to the students so that they can achieve the goal easily. Bu using media, it is expected that the students will be more interested in the subject they learn.
- f. Media is a device used for conveying information to the students so that they can achieve the goal easily. By using media, it is expected that the students will be more interested in the subject they learn.
- g. Evaluation is a certain way used for evaluating the process and its result. It is given to all of the teaching and learning components and it also gives the feedback to the teaching and learning components.

In conclusion seven components of teaching and learning must exist in order to achieve the goal of education. If one is missing the teaching and learning process cannot run smoothly.

2.2.3 Teacher Competency for Teacher Certification

Teacher competency is a qualitative description of teachers' meaningful behavior, (Mulyasa, 2007). According to the act of the RI No.14 Year 2005 on teacher and lecturer, the competency of teachers can be classified into four areas of competencies; pedagogical, personal, social and professional.

The pedagogical competency is a teacher's ability to manage students' learning. It includes the lesson plan, learning evaluation, and the development of the students to actualize their potential ability. The personal competency includes demonstrating certain characteristics such as faith and devoutness, stability, maturity, and sensibility. The social competency is teacher's ability to be part of the community such as communicating and socializing effectively with students, teachers, teaching staff, and students' parents. The professional competency is teacher's ability to master science, engineering or other subjects. By having these competencies, teachers can run their profession as professional educators.

It is also mentioned in the act of the RI No.14 Year 2005 on teacher and lecturer, in doing his job, a professional teacher: *'Dalam melaksanakan tugas keprofesionalan, guru berkewajiban: a.*

Merencanakan pembelajaran, melaksanakan proses pembelajaran yang bermutu serta menilai dan mengevaluasi hasil pembelajaran, b. Meningkatkan dan mengembangkan kualifikasi akademik dan kompetensi secara berkelanjutan sejalan dengan pengembangan ilmu pengetahuan, teknologi dan seni, c. Bertindak objektif dan tidak diskriminatif atas dasar pertimbangan jenis kelamin, agama, suku ras dan kondisi fisik tertentu, atau latar belakang keluarga dan status social ekonomi peserta didik dalam pembelajaran, d. Menjunjung tinggi peraturan perundang-undangan, hukum dan kode etik guru, e. Memelihara dan memupuk persatuan dan kesatuan bangsa'.

3. Research Method

This research is a descriptive qualitative research. It investigates social phenomena which occur in the field. In this case the researcher seeks to what extent the power of teacher certification to the teacher quality in English learning at SMAN 1 Padang Panjang.

Why this is chosen because this school is the best school and the most favorite by many people around West Sumatra. The data is taken from interview to all English teachers in that school, head master and some students, from observation and teachers' lesson plan. There are 54 teachers who are certified in SMAN 1 Padang Panjang including 5 English teachers to be the sample of the research that is chosen by using purposive sampling. To analyze the data, the writer uses interactive model analysis including reducing the data, presenting the data and drawing conclusion.

4. Findings and Discussions

The findings reveal that based on the indicators of the effective teachers in teaching and learning process, the English teachers in SMAN 1 Padang Panjang have prepared good lesson planning and carry out that in the classroom. In arranging lesson plan, teachers do it as important as teaching and learning process. Related to the action in the classroom, teachers can improve their teaching quality manifested in creating fun and cooperative way of learning activities, using various interesting material and media and conducting evaluation that promotes students' learning. Based on the result of interview and observation, teaching and learning process is effective because the teachers relate the materials to the students' background knowledge. Teachers attempt to relate the idea of the materials with something that students are already familiar, such as their previous or past experience and their general background knowledge about the world. When students feel familiar with the topic that the teacher gives to them, they are interested and motivated in following teaching and learning process. Students who are interested and motivated really give contribution in the classroom interaction.

Moreover, the teachers elaborate the new material step by step and thoroughly. Elaboration is a process of adding someone ideas to new

information. Teachers try to think beyond the information they read. They generate new examples of concept, and give additional information related to the topic they are learning. By elaborating or explaining the topic, teacher can avoid students' misunderstanding.

In addition, teachers conduct evaluations periodically to students to ensure that the students have learned and understood. Teachers give reviews or test weekly or monthly or ask them to make a brief summary about the material.

To what extent the power of certification to teaching quality, the researcher finds that teacher certification gives a partial effect on the quality of English teaching and learning in SMAN 1 Padang Panjang. It involves the ability of certified English teacher to create teaching and learning activities which are fun and cooperative way of learning, provide various interesting materials and media and conduct evaluation that promotes students learning. Even though in general the English teachers in SMAN 1 Padang Panjang have been certified, there are still some points which need improvement in order to conduct effective teaching and learning process, namely the lesson plan and the variety of teaching and learning activity.

5. Conclusion

It can be concluded that teacher certification gives partial effect on teaching quality of English teachers in SMAN 1 Padang Panjang. It involves the ability of certified English teacher to create teaching and learning activities such as group discussion, question and answer, role play and presentation, provide various interesting materials and media and conduct evaluation that promotes students learning. Even though in general the English teachers in SMAN 1 Padang Panjang have been certified, there are still some points which need improvement in order to conduct effective teaching and learning process, namely the lesson plan and the variety of teaching and learning activity.

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STUDENTS' PREFERENCES OF FUNCTIONAL-COMMUNICATIVE BASED MATERIALS IN THEIR SPEAKING CLASS

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Abstract. This study analysed the needs of students in their Speaking Class at the Faculty of Letters Unika Soegijapranata Semarang for Functional Communicative based-materials. This class was designed based on Communicative Approach which, consequently, based the materials and activities on various types of Language Function, such as, Greetings, Introduction, Giving Directions, Apologizing, etcetera. In this class, students were introduced to such Language Functions and expected to be able to use them in the right contexts and situations. The respondents of this study were 48 students of the 2011 Academic Year. They had taken The Functional Communicative Class previously. So, it was expected that they could give some comments and suggestions on the materials and activities that they had in this particular speaking class. The results of this study indicated that students found the materials and activities useful in developing their oral skills and they also wanted to learn more Language Functions as proposed in the questionnaire.

Key words : functional communicative, language functions, speaking class

INTRODUCTION

Being one of the four skill courses taught at the Faculty of Letters UNIKA Soegijapranata Semarang, Speaking is considered of paramount importance by both teachers and students. A study on needs analysis conducted by Wijaya (2002) revealed that students perceived speaking skill as the main target to achieve during their study at the Faculty of Letters followed by other skills, i.e. Listening, Reading and Writing.

There are 6 levels of Speaking Class at the Faculty of Letters and the first level is called Functional Communicative Speaking. This class provides the students with basic skills of speaking. In other words, it is meant to prepare students to get engaged in various daily communication activities. In line with this, Functional Communicative Speaking was designed based on Functional Communicative Approach (Littlewood, 1981). Thus, Language Functions, such as Greetings, Introductions, Making requests, Apologizing, etcetera, were included in the syllabus. In the teaching learning process, the giving of the theory on Language Functions is then extended to follow-up activities, such as pair work, role playing, small group discussions, games.

Considering the importance of Speaking Classes as described above and the fact that no research on the types of Language Function needed by the students of Functional Communicative Speaking Class had been conducted by then, the writer decided to analyze the needs for the right Language Functions in this class. For this purpose, the students who had taken this subject before were chosen as the research participants.

As has been discussed previously, the focus of this research is on the needs of the students for the right types of Language Functions in their Functional Communicative Speaking Class. Other teaching aspects, such as methodology, learning strategy, facilities, etcetera, were not touched upon. The research participants were also limited to students of 2011/2012 academic year due to some constraints.

Keeping the above issues in mind, the research problems were formulated as follows:

1. What Language Functions are taught in Functional Communicative Speaking Class ?
2. What other types of Language Functions are needed by the students?
3. What follow-up activities are considered useful by the students in connection with the teaching of Language Functions?
4. What methods of communication are considered most beneficial for the students ?

METHODS

The research participants of this study were all students of 2011/2012 academic year at the Faculty of Letters Unika Soegijapranta Semarang. There were 48 students altogether who had taken Functional Communicative Speaking class in the previous semester. The method used in selecting the participants is that of sample equals to population (Vredembregt, 1984) as all students of the above academic year were involved.

The main research instruments used in this study were

a. Questionnaire

In order to collect the data from the research participants, two types of questionnaire were employed. They were closed and open-ended questionnaires. The open –ended type was meant to give a chance to the respondents to answer the questions based on their own situations while the close-ended type consists questions of which answers had been provided so that the respondents should only choose the answers from the list. The choice of answers were arranged based on the Likert-Scale .

Before the administration of the questionnaire, a piloting stage was conducted in order to find out some unclarity about the questions. After obtaining some feedback from this process, the questionnaire was then revised and administered to the real respondents of this research.

b. Interviews

Vredembregt (1984) defines an interview as an interaction and communication process to find out something about life and human behaviour. In this process, several variables play a very important role as they might influence or even determine the results of the interviews. Such variables are as follows :

1. The interviewer
2. The respondents
3. The list of questions or the interview guide being used.
4. The rapporteur of the interviewer and the interviewee.

In this study, the interviews were made with 8 students representing the total number of the respondents. The results of the interviews were then used to cross check the results of the questionnaire as well as to complete the data obtained from it.

After the data collection process, a quantitative method of data analysis , i.e. Descriptive Statistics was employed to synthesize the observed condition and modified it into some information. In this study, the data from the questionnaire were analysed using SPSS (Statistical Package for Social Science) and then the results were presented in tables. They were in the form of Mean, Standard Deviation, Minimum and Maximum Scores. To cross check and complete the data obtained from the questionnaire , the writer made use of the results of the interviews.

FINDINGS AND DISCUSSION

Section One

From the first part which focused on how important the goals of The Functional Communicative Speaking Class were to the students, the following results were obtained.

Table 1

	N	Minimum	Maximum	Mean	Std. Deviation
Students are able to recognize some basic Language Function in English.	48	3	4	3.67	.48
Students are able to use the right Language Function in the right context.	48	2	4	3.77	.47
Students are able to communicate in English in the right function and notion	48	2	4	3.48	.58
Valid N (listwise)	48				

The above results indicate that the first goal in the Functional Communicative Speaking class, i.e. “ Students are able to recognize some basic Language Functions in English” is considered important or even very important as

the Mean score is 3.67. This is clearly reflected from the minimum score 3 and the maximum score 4. The second goal, "Students are able to use the right Language Functions in the right context" gets a Mean score of 3.77, which shows that the respondents think this goal is very important to achieve. As the last goal, "Students are able to communicate in English in the right function and notion", for example, giving directions, apologizing, etcetera also gets a high Mean score, i.e. 3.48. This means the respondents think this goal is significant to reach. The score of Standard Deviation for these 3 goals are below 1.00 which means that the dispersion of the answers is not large. Furthermore, the interview results also support the above findings. The 8 respondents agree that those three goals are in line with their target in learning English especially the oral skill.

Section Two

This section, the respondents were asked to choose the types of material or activity which they considered most important or beneficial and the results are presented in the following table.

Table 2

	N	Minimum	Maximum	Mean	Std.Deviation
Language Function	48	2	4	3.65	.64
Role Play	48	1	4	2.62	.76
Games	48	1	4	2.77	.72
Story Telling	48	1	4	2.90	.75
Dialogues	48	2	4	3.58	.58
Problem Solving	48	1	4	3.13	.73
Information Sharing	48	1	4	2.87	.76
Prepared Speeches	48	1	4	3.27	.74
Impromptu Speeches	47	1	4	3.13	.68
Discussion	48	1	4	3.02	.73
Interviews	48	2	4	3.23	.59
Valid N (listwise)	47				

Out of 11 types of material or activity listed in the questionnaire, "Language Functions" occupies the top rank with a score of 3.65 which means that this material is very important or important to be taught to students. Regarding activities, "dialogues" have a Mean score of 3.58 and is followed by "prepared speeches" with a Mean score of 3.27 which means that this activity is worth doing. Other important activities which get a Mean score of 3.23 is "interviews" followed by two other activities. They are problem solving and impromptu speeches which have similar Mean score, 3.13. However, it is interesting to find that "discussion" only gets a Mean score of 3.02. Though it is still considered important, it is not as important as the other activities mentioned above. "Story Telling" and "Information Sharing" turn out to be not very important for students as indicated by the Mean scores 2.90 and 2.87 meaning not very important or not very useful.

The results in the table above also show that the Standard Deviation scores of the respondents' answers are below 1.00. This means that the discrepancy of answers is normal while the maximum score they chose is 4 meaning very important and the minimum score is 1 meaning not important.

The results of the interviews show that the interviewees consider the materials on Language Functions the most appropriate for them as they feel that they can learn the right expressions to be used in certain contexts. For example, "Greetings", "Introduction", "Shopping", etcetera. They also think that pair-work activities were the most suitable model of communication as they help them practise what they have learned theoretically into real interaction. Other models of communication, such as "prepared and impromptu speeches" are also considered important because regardless of the fact that they are individual activities, they encourage them to express themselves in English based on their chosen topics. Interestingly, "interviews" are also considered important as they can directly interview people inside or outside class realistically. This certainly helps them to practise their English freely. "problem solving" and "discussion" are not considered important as they usually involve several people in a group and as a result not everybody gets equal chance to speak. There is a tendency that students who like talking dominate the discussion. "Games" and "Role Plays" become unpopular among students as they are regarded playful and not serious activities. They also consider "Games" childish and not appropriate for them.

Section Three

In this section, respondents were asked to evaluate the 24 Language Functions that they learned in Functional Communicative Speaking. It turns out that the Language Function on "Apologizing" gets the highest score, i.e. 3.46 which means very important to learn. "Giving Instructions" occupies the second rank with the Mean score 3.44 which also indicates that this Language Function is significant to learn followed by "Invitation" with the mean score 3.40 meaning important. Three other Language Functions, i.e. "Making Interruptions", "Describing Things and People", and "Making Repetitions" get the Mean scores 3.29, 3.19 and 3.04 which are still considered important. The rest of the Language Functions get Mean scores between 2.96 and 3.37. This shows that all the Language Functions taught in this class are considered either important or even very important.

The minimum choice of answer is 2 which means not important and the maximum is 4 meaning very important. The Standard Deviation of all these variables is below 1 and this indicates a narrow dispersion of the respondents' answers. The results of the interviews are also in line with the results of the data analysis from the questionnaire. The interviewees state that the Language Function "Apologizing" is very important to learn because in communicating with foreigners, they need to know how to apologize properly when they make mistakes or when there is a breach of social norms. Besides, they also need to learn "Giving Instructions" properly so that they will not sound rude when they

give instructions to their speaking partners. The Language Function “ Invitation”is also considered important especially when they want to invite others properly. The rest of the Language Functions are also perceived as important as the ones elaborated above.

Section Four

This section consists of 21 types of Language Functions which have never been taught in Speaking Classes at The Faculty of Letters. In this part, the respondents were asked to give their opinions on the significance of these Language Functions to them. The results can be seen in the table below.

Table 3

	N	Minimum	Maximum	Mean	Std. Dev
Exp. possibility/ impossibility	48	2	4	3.17	.66
Exp. prediction/ predictability	48	2	4	2.87	.64
Exp. approval, linking, satisfaction	48	2	4	3.00	.55
Exp. interest/ lack of interest	48	1	4	2.92	.61
Exp. preference	48	1	4	3.17	.69
Exp. disappointment	48	2	4	3.23	.63
Exp. surprise, worry, fear	48	2	4	3.24	.60
Exp. intention, wish, desire	48	2	4	3.10	.66
Exp. willingness	48	2	4	3.17	.66
Exp. Obligation	48	1	4	3.00	.62
Exp. prohibition	48	2	4	3.08	.54
Exp. commands, instructing, directing	48	2	4	3.10	.56
Warning	48	2	4	3.46	.54
Promising	48	2	4	3.15	.62
Threatening	48	2	4	3.12	.64
Thanking and expressing gratitude	48	1	4	2.94	.73
Exp regret	48	1	4	3.23	.75
Exp appreciation	48	2	4	3.13	.57
Congratulations	48	2	4	3.32	.56
Condolences	48	2	4	3.52	.58
Valid N (list wise)	45	2	4	3.04	.62

Out of 21 Language Functions listed in the questionnaire, “Expressing Commands, Instructing and Directing” and “ Congratulating “ occupy the first rank, i.e. 43.38%. This indicates some consistency of the respondents’ answers on the question asked in the previous section about “ Giving Instructions “ and the first item in this section,i.e. “Expressing Commands, Instructing, and Directing”. The respondents thought that these two similar Language Functions need to be taught to them. The Language Function “ Thanking and Expressing Gratitude” occupy the third rank with the Mean score 34.78% followed by “Expressing Surprise, worry, and fear”, “Expressing intention,wish, and desire” at 30.42%.

Three other Language Functions which get the same percentage , 28.26% are “Expressing Possibilities/ Impossibilities, “Warning”, and “Expressing Appreciation”. “ Expressing Condolences comes next at 23.91% followed by “Promising” at 21.74%. Six Language Functions which get less than 20% are as follows :

1. Expressing Disapproval
2. Expressing Disliking
3. Expressing Dissatisfaction
4. Expressing Interest
5. Expressing Lack of Interest
6. Expressing Regrets

Two Language Functions which get the lowest score are “Expressing Approval,Liking and Satisfaction ” and “ Threatening”. They both get 8.70%. All the results above were then cross-checked with results presented in Section 5 below.

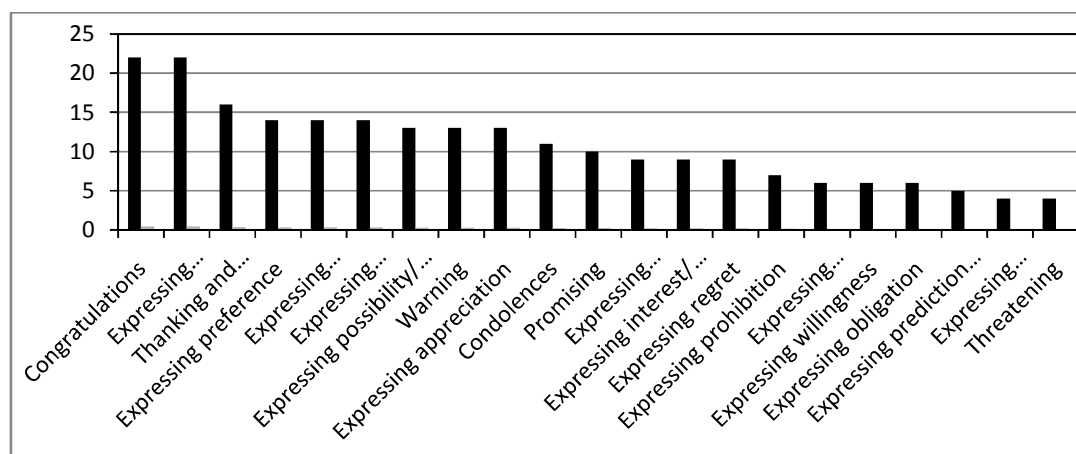
Section Five

In this part, the respondents were asked to mention 5 Language Functions from the list of Language Functions in section 4 and place them in order of importance according to them.The results can be seen in the table below.

Table 4

	N	%
Congratulations	22	47,83%
Expressing commands, instructing, directing	22	47,83%
Thanking and expressing gratitude	16	34,78%
Expressing preference	14	30,43%
Expressing surprise, worry, fear	14	30,43%
Expressing intention, wish, desire	14	30,43%
Expressing possibility/ impossibility	13	28,26%
Warning	13	28,26%
Expressing appreciation	13	28,26%
Condolences	11	23,91%
Promising	10	21,74%
Expressing disapproval, disliking, dissatisfaction	9	19,57%
Expressing interest/ lack of interest	9	19,57%
Expressing regret	9	19,57%
Expressing prohibition	7	15,22%
Expressing disappointment	6	13,04%
Expressing willingness	6	13,04%
Expressing obligation	6	13,04%
Expressing prediction and predictability	5	10,87%
Expressing approval, linking, satisfaction	4	8,70%
Threatening	4	8,70%

Number of Respondent	46
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From the above table, it is obvious that the Language Function “Congratulations” get the highest score which means very important followed by “Expressing Commands, Instructing, Directing” which get a Mean score 3.46 meaning important.

Here we can see the consistency of the respondents’ answers as reflected in section 4 whereby the two Language Functions also get the highest score 47.83%. However, the next result shows that “Expressing Appreciation” appears in the third rank at 3.22 which means important while in the previous section, this function only gets 28.26%. “Expressing Disappointment” comes next with the Mean score 3.24 while in the previous section it only gets 13.04%. The fifth place belongs to “Expressing Preference” and “Thanking and Expressing Gratitude”. Each of them gets a Mean score of 3.23 while in the previous section both Language Functions get 30.43% and 34.78%. Based on the above findings, it can be concluded that the Language Function “Expressing Disappointment” is the only Language Function that gets the lowest score meaning not very important to be taught.

Section Six

After evaluating the individual type of Language Function that was regarded important by the respondents, the researcher then asked them to give their opinions on the materials, techniques and activities used in Functional Communicative Speaking Class in general and the benefits they got from it. The results can be seen as follows.

Table 5

	N	Minimum	Maximum	Mean	Std.Dev
Scr umum materi kuliah	48	3	4	3.75	.44
Materi Fungsi Bahasa	48	3	4	3.56	.50
Materi/ kegiatan selain fungsi bahasa	48	2	4	3.21	.62
Variasi materi / kegiatan	48	2	4	2.88	.67

Teknik pengajaran yang dipakai	48	2	4	3.08	.50
Materi yang diberikan	48	3	4	3.67	.48
Kegiatan yang dilakukan	48	2	4	3.44	.62
Valin N (listwise)	48				

From The above table, it can be concluded that the average students regard the materials used in Functional Communicative Speaking class very important . This is reflected by the score 3.75 meaning very important. The follow-up activities are also considered important as indicated by the Mean score 3.56. the respondents are also in favour of the techniques employed by the teachers. They think that the teachers have used effective techniques so far and the Mean score of this variable is 3.08. However, in terms of varieties of materials and activities, they think that the class still needs some improvement. This can be seen from the Mean score 2.88.

As a whole, the materials given in Functional Communicative class is considered useful in helping the students to communicate in English. This is shown by the Mean score 3.67. The follow- up activities are also regarded helpful in reinforcing the students to apply the theory on Language Functions in real commcation. This is indicated by the Mean score 3.44.

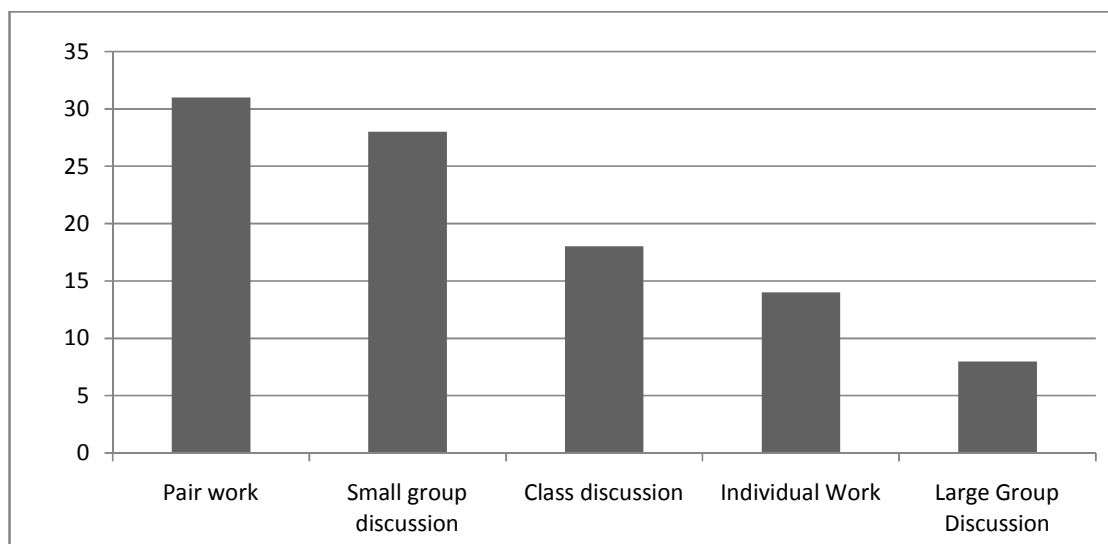
The cross-checked results obtained through interviews also suggest that the average respondents are satisfied with the materials as well as activities used in this class though they also hope that there will be more varieties in the techniques used by the teachers.

Section Seven

This part particularly focuses on the students' perception on the beneficial methods of communication in this class. The results can be found in the following tables.

Table 6

Choices	Quantity	N	%
Pair work	31	47	65,96%
Small group discussion	28	47	59,57%
Class discussion	18	47	38,30%
Individual Work	14	47	29,79%
Large Group Discussion	8	47	17,02%



Out of the five models of communication listed in the questionnaire, “Pair work” comes first with the Mean score 65.96% followed by “Small Group Discussion” at 59.57% . What is meant by a small group discussion is a discussion group consisting of 3 to 4 people only. Class discussion comes next at 38.30%. In this type of discussion, everybody in class is involved. Interestingly, there were more respondents who chose “Individual Work” than “Large Group Discussion” which involves more than 4 students. This is seen from the score of “The Individual Work” which is 29.79% while “Large Group Discussion” is only 17.02%.

The findings from the interviews also show that the average respondents also chose “Pair Work” as the most favourable model of communication because in real communication, normal conversations usually only involve 2 people. Besides, they also get more chance to speak whereas in group discussions, they often do not have equal chance to speak. This also applies to “Large Group Discussion” as compared with “Small Group Discussion” They tend to choose the latter.”Individual Work” is also considered a good model of communication when they are assigned to deliver speeches, to tell stories, to report the results of interviews or other related activities. “Class Discussion” or “Large Group Discussion” , according to them is not very useful as it does not give enough chance for everybody to speak.

CONCLUSIONS

Based on the findings presented previously, the following conclusion can be drawn:

The General Instructional Goals of Functional Communicative Speaking are well-accepted by the students . They even think that such goals are in accordance with what they want to achieve in a Speaking class.

- 1) The materials on Language Functions are considered very important by the students. This is due to the fact that students badly need to learn appropriate patterns of communication in certain contexts. They also consider “ Dialogues” or “ Pair Work” activities as realistic models of communication .

“Interviews” and “Prepared Speeches” are also regarded useful as they give them a chance to express themselves more freely. Other activities, such as “Problem Solving”, “Discussion” and “Information Sharing” are thought to be useful as well. On the other hand, activities, such as “Games”, and “Role Plays” are regarded not very important. This is due to the fact that they are playful and unrealistic.

- 2) All the 24 Language Functions offered in Functional Communicative Speaking Class are considered useful especially those having practical values, such as “Apologizing”, “Giving Instructions”, “Invitation” while others which tend to be spontaneous, such as “Making Interruptions”, “Making Repetitions” or “Describing Things and People” are less needed by the students.
- 3) The suggested Language Functions that the students want to be added to the syllabi of the higher level of Speaking classes are :
 1. Expressing Commands
 2. Instructing and Directing
 3. Congratulations
 4. Expressing Appreciation
 5. Expressing Disappointment
 6. Expressing Preference

However, it should be noted here that there is some inconsistency in the respondents’ suggestion on the types of Language function that should be taught to the students. The five Language Functions mentioned above seem to be the most favourable.

- 1) As a whole, the materials on Language functions given in Functional Communicative Speaking are regarded very useful by the students. They also consider the follow-up activities given after the theory on Language Functions help them to improve their skills in communicating in English. The teaching techniques used by the teacher are also considered effective. However, some are still considered lack of varieties and a bit monotonous.
- 2) The most effective model of communication is “Pair Work” as it is regarded realistic in daily communication followed by small group discussions. A large group discussion involving more than 4 people is considered ineffective. The students even prefer “individual work” as an effective means to express themselves in speeches, interviews, telling stories, etcetera.

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ACCESSIBLE MATERIALS USED BY THE ENGLISH TEACHER AND STUDENTS IN ELEMENTARY SCHOOLS AT THE AMBAL SUB DISTRICT OF KEBUMEN REGENCY

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Abstract. The objective of this study was to design materials accessible for teachers which ease them in teaching English to elementary school students. The next objective was to find out the characteristics of the appropriate design of materials accessible to teachers for the English Learning of the Fourth Grade Students of Elementary Schools at the Ambal Sub District of Kebumen Regency. This research is Research and Development (R&D). The steps of the study consisted of the need survey, material development, revision, implementation, and final design. The data were collected by employing questionnaires, an interview guide, and an observation guide. The data were analyzed quantitatively and qualitatively. The findings of this study revealed the design of the Materials Accessible to Teachers for the English Learning of the Fourth Grade Students of Elementary Schools at the Ambal Sub District of Kebumen Regency. The result of the study showed that the designed materials had the characteristics of appropriate design of Materials Accessible to Teachers proposed by the experts. The result of the expert judgement questionnaires showed that the mean of material aspect was 133.54 (Good), manual aspect was 13.62 (Very Good), and media aspect was 13.77 (Very Good). Moreover, this study also revealed the characteristics of good materials.

Keywords: *Accessible Materials, Elementary School Students, Material Development*

1 Introduction

Young children learn easily, so they will have a head start in English. Young children learn better and more easily than older children (Brewster, Ellis and Girard, 2002:1). By introducing English to young children, they will get a better basic understanding in foreign language early. They will easily master the language and use it in their future life. Lastly, teaching English at primary level develops self confidence and communication skills. This relates to its function as a means of communication, so that by mastering a language the communication skill will be better and the self confidence will improve.

The age of the students is a major factor in teachers' decision on how and what to teach. Students at different ages have different needs, competences and cognitive skills (Harmer, 2001: 37). Knowing the competences, cognitive skills and other characteristics of young learners will lead teachers to decide appropriate approaches, methods,

techniques and materials to teach. Those aspects will influence one another. If those aspects are completed, the teaching and learning process will be reached. According to Brown (2001:15), an approach is a set of assumptions, beliefs and theories about the nature of language and language learning. Method is defined as a generalized set of classroom specifications for accomplishing linguistic objectives. Then, techniques are any of a wide variety of exercises, activities or tasks used in the language classroom for realizing lesson objectives. All several factors can be identified by entering the class where those factors are implemented. One example is the English teacher of the fourth grade of SDN Ambarwinangun uses Grammar Translation Method (GTM) in which the activities are almost the same in every teaching and learning process. However, this is not suitable with the learners' characteristics and the purpose of the English for elementary school which is for communication. The teacher only uses one primary book to teach the students with the same activities, such as giving materials by writing on the blackboard and asking the students to write it down in their books. After that, she asks the students to read aloud in turns. Then, the students do the exercises in their worksheets or *Lembar Kerja Siswa (LKS)*. There are no interesting materials provided for the students, while a good material should engage the students to participate in the teaching and learning process in order to help them to reach the goal of studying English.

Based on the preliminary observation at SDN Ambarwinangun, one of the elementary schools at Ambal Sub District, it is very important for the English teacher of SDN Ambarwinangun to try to design materials because there are limited materials provided by the school but it is difficult to use them. Unfortunately, she only uses student worksheets or *Lembar Kerja Siswa (LKS)* in the teaching and learning process. In fact, it is not interesting and makes the students bored. The school actually provides her with some good materials, but she gets difficulty in using it. The provided materials only offer materials without any teacher's manual. The teacher needs the materials completed with its manual because it will help and guide her to use the materials. Moreover, the students will get the impacts. In this case, the students are young learners who like interesting materials and various activities, so that the designed materials should also be suitable with their needs.

Bridging those problems, the researcher decided to design Materials Accessible to Teachers in order to help and guide the teacher and students to obtain the goal of teaching and learning process. The materials are designed not only based on the students' need, but also based on the teachers' need. The materials are completed with the teacher's manuals and media in order to ease the teachers to use it. Therefore, it is necessary to conduct a study on designing materials accessible to teachers and students of Elementary Schools at the Ambal Sub District of Kebumen Regency.

2 Literature Review

a. Theoretical Review

2.1.1 English Teaching and Learning for Children

2.1.1.1 Children's Characteristics

The characteristics of children depend on their ages and it plays an important role on how they acquire the language. Elliot (1981: 169) states that children use their own opinions to interpret the meaning of something that they see. They are not able to realize that what they see and think cannot be accepted by others. Furthermore, Scott and Ytreberg (1990: 4) divide children into two main groups. The first is the group of five to seven year old children and the second is the group of eight to ten year old children. Children by the age of ten have better preparation for the foreign language classroom because they have language acquisition devices which help them understand abstracts and symbols. Besides, they can also describe them. Chomsky (1965: 42) discovers that children have the language acquisition devices which allow them to acquire the language. The devices help children in taking and using words used by other people around them. Through the devices, children automatically speak the language they used fluently.

Some experts have different opinions about children's language acquisitions. Tough (1985: 46) argues that since children were born, they have the ability to imitate and use other people's speech without understanding the meaning. In line with that, Clark (1977: 300) states that children make a speech based on the information that they get at certain time from their environment. This statement is supported by another expert. Halliwell (1992: 33) states that children can understand people speech without understanding the meaning of all the words used in the speech. Moreover, Brewster and Ellis (2002: 27) state that a teacher needs to make a breakthrough when teaching language to children. This is because children basically have great efforts when learning but they lack in accepting and maintaining the information that they get. Furthermore, Cameron (2001: 1) states that children are active learners. They like dealing with something new. When children speak a new language, they bring great motivation with them, so that they can talk actively.

Based on those characteristics of the children, this can be concluded that children are really different with adults, so that the way how to teach must be different. The teacher should use appropriate techniques for teaching children. In addition, children like fun and cheerful atmosphere, so that the activities should be various and interesting for them. By setting up good atmosphere of the class, it is hoped that the goal of the teaching and learning process can be achieved.

2.1.1.2 Teaching English to Children

Teaching English to children is different from teaching English to adults. Brown (2000: 1) states that a teacher needs to find appropriate methods, techniques, and approaches that can lead children to obtain the goal of the language learning. Moreover,

Scott and Ytreberg (1990: 10) state that children need to be settled in the language lesson in order to make them get better output.

Materials consisting of contextual tasks and activities are needed because children seem to talk about what they already know and about information surrounding them (Aitchison, 2003: 135). Moreover, the teacher needs to plan activities which require children to get their body moved. Besides, the teacher also needs to provide interesting media, and to give modelling action to students in the language learning (Scott and Ytreberg, 1990: 5). Moreover, by dealing with the situation around them, children practice and increase their abilities to solve problems by themselves (Paul, 2003: 172).

2.1.1.3 Teachers of Children

The teacher should have some characteristics. According to Slattery and Willis (2001: 5), they are 1) encouraging the students to read in English (stories, comics, reading games), 2) encouraging them to find out meanings of words for themselves, 3) explaining things related to language, 4) using a wider range of language input as their model for language use, and 5) encouraging creative writing and help them try out the language.

In line with the previous opinions, Yuventius (2001) states that a great teacher should have the characteristics such as interacting with the child (physically, and mentally), giving affection to the pupils, making them understand what emotion is, smiling to the pupils even when they annoy her/him, teaching not only text book materials but also the reality that is happening outside. Practices should be in balance with theories, and dedicating him/herself to the job by making a commitment that should be kept. Being aware of the fact that understanding children is not only a tiny bundle of joy that can cry, smile, or laugh. In fact, the teacher must realize that a true miracle of life stands in front of him/her.

2.1.2 Accessible Materials

Material plays a role as the input of teaching and learning activity. It refers to anything which is in the form of media, which is provided by books writers and used by the teachers and students as the input in the language learning (Tomlinson, 1998: 2). In addition, the material is a vital part of learning source consisting of tasks and activities, which enable the students to have to participate. Besides, it generates students' motivation to actively get involved in the teaching and learning process (Hutchinson & Waters, 1987: 107).

To be more details, according to Soanes and Stevenson (2003), the term 'accessible' lexically means easily understood or appreciated. In this study, the manuals are used to help the teacher understand the materials used in the teaching and learning process. By accompanying manuals, the teachers will find it easier to use the materials they want to teach. Furthermore, Hornby (1995: 7) lexically defines the term 'accessible' into two definitions. First, this means 'able to be reached, got or used'. The materials for the teaching and learning process should be easy to be used by the teachers. Thus, it will be better if the published materials are completed by its manuals in order to ease the teacher to use it. Meanwhile, the second definition is 'easy to understand'. The teachers

sometimes find a difficulty in finding materials which are understandable for them. They are looking for materials which provide by its manual. This relates to the fact that many teachers still find difficulty to use the materials because they do not offer clear instructions for the users.

From those lexical definitions, accessible materials mean a set of learning materials which are easy to reach, to use, and to understand by the teacher. They are suitable with the needs of both the teachers and students. and consist of materials, teacher's manuals, and media. As the point of addition, the teacher's manuals consist of all things that the teacher should do including the materials that should be given to the students, the worksheets that they will use and the media that the teachers need. Therefore, these materials will really support the teaching and learning process.

2.1.3 Instructional Design Models

Taylor (2004: 3-5) proposes six instructional design models. They are ADDIE, Dick and Carey, Hannifen and Perk, Knirk and Gustafson, Jerrold Kemp, also Gerlach and Ely. One of these models used for the designed materials was the ADDIE model.

2.2 Conceptual Framework

The procedure in designing accessible materials is presented in the following figure:

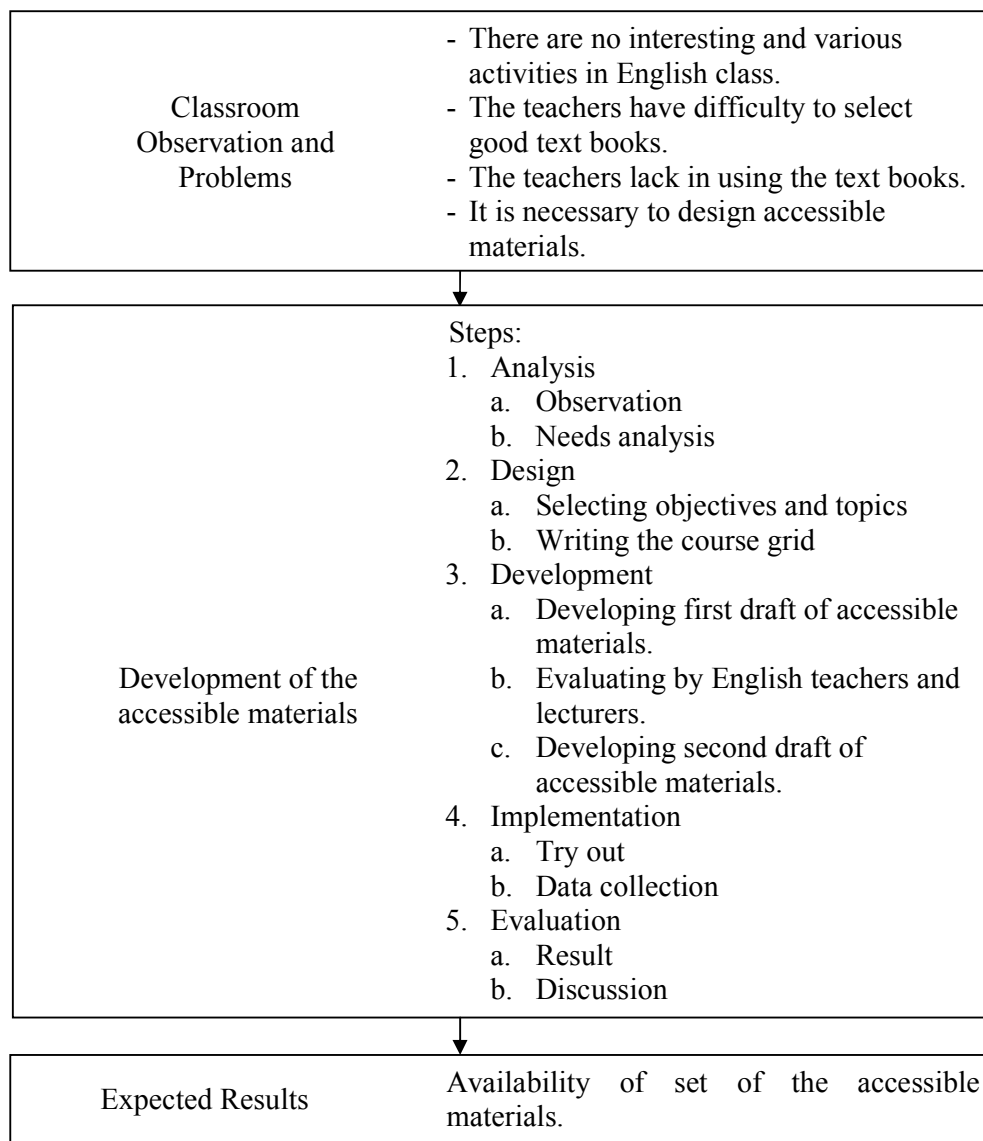


Figure 1: The framework of the study

3 Method

In designing materials, certain instructional designs are needed to employ. Considering Research and Development (R&D) study, there are a lot of approaches and theories available for use by designers and instructors. One of the most fundamental models is the ADDIE (Danks, 2011). This model is named based on its five basic elements: analysis, design, development, implementation, and evaluation. Peterson (2003) mentions that this approach provides educators with useful and clearly defined stages for

the effective implementation for instruction. Danks (2011) states that this model provides material developers with the necessary structure for designing any curriculum. By using the ADDIE framework, this can be done throughout the steps provided in planning the instructional design. For instance, in the analysis step, the teachers can focus more on the needs and goal of the study. In this step, the teachers can emphasize on what the students need and what their goals of study (Peterson, 2003). Thus, by knowing their needs, the goal of the study can be achieved later. One of other steps is the implementation step. In this step the designers should be more active in continuing the analysis, redesign, and enhancing the product in order for the product to be delivered effectively. Moreover, employing the ADDIE model in the materials development can assist developers in instituting a learner-centered approach rather than a teacher-centered approach and making the materials more applicable and meaningful for the students. Therefore, it might be worth considering using the ADDIE model in this present study as this study dealt with the materials development for the students and needed systematic framework that is easy and applicable to a variety of settings.

4 Findings and Discussions

In order to answer the purpose of this study, the findings were organized into five sections followed the ADDIE model. The steps were as follows.

a. Analysis

The need analysis was conducted by distributing questionnaires for the students consisted of two parts: 27 multiple choices questions and one open-ended question. This was conducted in order to get the data about the students' profiles, motivations in learning English, interests in learning English, the course book, and the teaching aids. Besides, the questionnaire for the English teacher also consisted of two parts: 33 multiple choices questions and two open-ended questions. The purpose of this questionnaire was to get the data about the teacher's profile, motivations and interests in teaching English for children, the course book, and the teaching aids.

b. Design

In this step, it was done by writing the course grid. The course grid was used as the guideline in designing the accessible materials. In addition, it consisted of topic, basic of competency, indicators, learning materials, learning activities, teacher's instruction, input text, media, and time allocation.

c. Development

The researcher designed the teacher's manuals, materials, and media. The manuals included what the teacher should do and use in her teaching and learning process. In other words, the manuals should consist of the steps used by the teacher in teaching English in the classroom. Next, the materials were related to the topics and objectives. They were about *Greeting*, *Introducing*, and *Things in the Classroom*. There were many expressions and pictures of the situations which were used to help students

understand the materials. Moreover, the use of games and songs made the materials more interesting and enjoyable for the students who were young learners.

In addition, the media were also provided to support the materials. There were hand puppets, pictures, cards, and realia which were used in the teaching and learning process. In fact, the teacher was not to be worried about how to use them because the teacher's manuals included instructions on how to use them. Finally, after the teacher's manuals, materials, and media were designed, all of them were composed into the first draft of the accessible materials.

d. Implementation

The accessible materials were implemented at SDN Ambarwinangun, SDN Peneket, and SDN Sidomulyo by asking the English teachers to use it in her English class. This was aimed to investigate the effectiveness of the use of the accessible materials.

e. Evaluation

After the implementation step, the evaluation step was conducted to find out the response from the teacher and students. There were two ways in this step. First, this was done by distributing questionnaires to English teachers in order to receive their comments and suggestions toward the first draft of the accessible materials. Second, an interview was conducted to the teachers and students. The interviews were aimed at knowing the teachers' and students' comments and feedbacks on the developed accessible materials. The questions that were asked to the students were about the teaching and learning process which used the accessible materials. After that, the first draft of the accessible materials was revised based on the comments and suggestion achieved. Then, the revised draft was implemented and evaluated once again following similar procedures. Finally, the final draft of the accessible materials was achieved.

Next, this part revealed the second purpose of this study which was about the characteristics of the appropriate accessible materials for the fourth grade students of elementary schools in Ambal sub district, Kebumen. Basically, the appropriateness of the designed materials was supported by the result of the respondents' responses towards the statements from the distributed questionnaires. The result of the data of the second questionnaire distributed to 13 evaluators revealed that the designed materials were appropriate for the teacher and students. It showed that the mean of the respondents' responses for each aspect from the questionnaire was more than *4.31*. It means that they were good based on the qualitative data conversion proposed by Arifin (1991:102) quoted in the previous chapter. The mean of the respondents' responses is presented in the following chart.

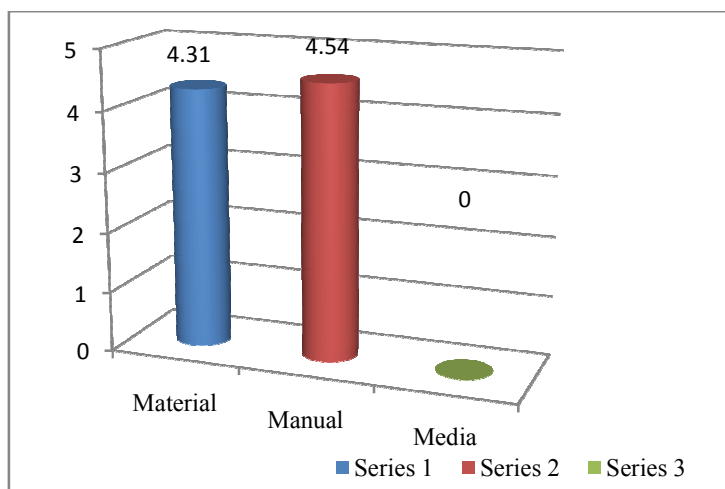


Figure 2: Average mean of the respondents' responses towards each aspect related to the designed materials

Notes:

- Material aspect : The materials have met the intended goals.
- Manual aspect : The manuals have helped the teachers using the materials.
- Media aspect : The media have supported the teaching and learning process.

The chart shows that the average mean values of the evaluators' responses towards each aspect of the materials range from 4.31 to 4.59. The lowest average mean value is Material aspect (4.31). Meanwhile, the highest average mean value is related to the Media aspect (4.59) which belongs to Very Good. Since the average mean values of all aspects of the designed materials belong to Good and Very Good, it can be concluded that the accessible materials were appropriate for the teacher and students.

Based on the interview result, some good characteristics of accessible materials were drawn. In other words, it could be assumed that the accessible materials were appropriate if they had these following characteristics.

1. Material Aspect
 - a. The content of the materials should match standard competencies, basic competencies, and indicators.
 - b. The title of each topic should be interesting.
 - c. The materials and activities should be various and interesting.
 - d. The materials and activities should be able to motivate the students to learn English.
 - e. The materials and activities should suit the students' ability.
 - f. The materials and activities should be organized according to the difficulty level from easy to difficult one.

- g. The materials and activities should be able to make the students communicate in English.
 - h. The materials and activities should be able to make the students interact with other friends.
 - i. The materials and activities should be able to make the students more active.
 - j. The materials and activities should consist of individual, pair, and group works.
 - k. The materials and activities should include the integrated skills (listening, reading, speaking, and writing).
 - l. The songs and games should be appropriate with the topics.
 - m. The songs and games should be easily mastered by the teacher.
 - n. The songs and games should be various and interesting.
 - o. The songs and games should be able to motivate the students.
 - p. The rule of the game should be clearly explained.
2. Manual Aspect
- a. The teacher's guidelines should be easy to use.
 - b. The teacher's guidelines should suit with the teacher's needs.
 - c. The instructions of the teacher's guidelines should be clear.
3. Media Aspect
- a. The media should be interesting.
 - b. The media should be easy to use.
 - c. The media should be able to motivate the students to learn English.

5 Conclusion

This research was aimed at designing the accessible materials and finding out the characteristics of appropriate accessible materials for the fourth grade students of elementary schools at the Ambal sub district of Kebumen Regency. Thus, the design of accessible materials designed consisted of three units. The topics were *Greeting*, *Introducing*, and *Things in the Classroom*. Each unit was arranged from Presentation to Production step (PPP). In the presentation stage, the modelling process was provided at introducing the materials to students. The students were forced to practise the materials in the practice step. Then, the purpose of activities in the production step was making the students use the materials. Moreover, each step consisted of various activities for the students and its manuals for the teachers. In summary, each unit includes teacher's guidelines, materials, reviews, answer keys, worksheets, and media. The media used are a hand puppet, pictures, cards, and realia. Moreover, with the good characteristics supporting the design of the accessible materials, it is hoped that the accessible materials will be appropriate and feasible to be implemented by the teachers and students in other places that have similar characteristics with the teacher and students at Ambal sub-District of Kebumen District. Moreover, the students are expected to understand the materials given by the teacher who uses the accessible materials, so that hopefully they

can reach the goal of the study. Finally, the English teachers must be creative and selective in adapting, adopting, and developing materials for the students. Thus, the English teachers can design their own accessible materials based on the students' needs. It can be used to accommodate the teacher in the teaching and learning process.

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Student Teachers' Conception of Materials Development: A Case at a Micro Teaching Class

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Abstract. This article presents a part of the results of a study conducted to explain the implementation of reflective teaching to improve the students' pedagogy competence in teaching English. A class of students (16 students) taking Micro Teaching subject applied reflective teaching activity that was explained and modeled prior to their teaching practice. They were required to record the result of their reflection of a teaching presentation in a journal which was then used as one of the sources for improving their following teaching performance. One of the several aspects emerging in their journals and their comments after each teaching presentation was teaching material. By the end of the course the students were interviewed in order to understand the reasons behind every concern of their notes in the journals (one of which was teaching materials) and their difficulties of a particular aspect of teaching. The materials selected used by the students, their notes about materials in their journals, and their answers in the interview show the students' declarative knowledge about materials development and their difficulties in selecting and developing appropriate materials for teaching a certain text. The result of the analysis indicates that the students' knowledge about materials development was relatively good, yet it was not well applied in selecting materials for their teaching. Detailed explanation will be given in this article.

1. Introduction

Teachers are professionals who are required to do multifaceted tasks, one of which is developing materials. They have to do a series of activities dealing with this task, among others searching for and choosing suitable materials, adapting the selected materials, or even creating some of them. To do this complex and challenging task, they have to have knowledge and skills which can be obtained at university, training programs, workshops and discussions, and self-reflected practice.

To the writer's knowledge, teaching materials often emerge as an issue in discussions among teachers, instructors, students, or even parents. Teachers sometimes express their difficulties in finding suitable materials for their students and complain about the available materials in a certain textbook they have decided to use. Some students also often complain about the materials that they find difficult and/or not interesting. Some parents are also concerned with the materials their children get from the teachers. This phenomenon indicates that issues of developing materials require attention of several parties including higher education that produce teachers.

At university as at the site of this study, the students learn about materials development in a special course namely Instructional Materials Development. In this subject, the students are introduced to the theories of materials development and given opportunities to develop simple materials. In addition, they also learn it tacitly in other language skill courses (i.e. listening, speaking, reading, and writing). That basic knowledge is then applied when they start teaching at Micro Teaching and Field Practicum courses. They usually take the materials from the available textbooks, mass media, and Internet.

While the students have been introduced to materials development before they practice teaching at the Micro Teaching and Field Practice subjects, studies about materials development and its relation to students (e.g. students' understanding about materials, difficulties faced by students in developing materials) are scarce. This article presents a part of the results of a study aimed at finding out the extent to which reflective teaching could improve their pedagogic competence in teaching. Their teaching journals, materials they chose and the result of interview with the students show some interesting things, one of which is their concept about materials development.

2. Related Literature

a. Reflective Teaching

There are a number of measures that people usually use in evaluating the success of teaching and learning process. Some of them are the attainment of the objectives, the students' progress, students' motivation, and the improvement of the process or/and the results. The latter, especially, would be unlikely possible if a teacher does not attempt to make some improvement in their teaching.

Reflective teaching is a strategy for teaching professional development in teaching (Ferraro, 2000; Cornford, 2002). This practice is based on a rationale that adults have capacity for self-reflective thought (Kohlberg 1981 in Murphy 2001). The basic assumptions and the activities show that reflective teaching is intended to "gain awareness of our teaching beliefs and practices" and to learn "to see teaching differently" (Gebhard and Oprandy, 1999: 4).

Murphy (2001) states three purposes of reflective teaching. They are: 1) to expand understanding of teaching-learning process; 2) to expand repertoire of strategic options as a language teacher, and 3) to enhance the quality of learning

opportunities. In the process a teacher thinks about what happens in classroom lessons, and thinks about alternative means of achieving goals or aims. It is a means to provide a teacher an opportunity to consider the teaching event thoughtfully, analytically, and objectively (Cruickshank and Applegate in Bartlett, 1990).

Some case studies concerning reflective teaching revealed the keenness and interest of trainee teachers and lecturers in using reflective teaching (Cornford, 2002). Kettle and Sellars (cited in Ferraro, 2004) observed that peer reflective groups enabled student teachers to relate existing theories and their own perception and views of teaching. The use portfolios in reflective teaching also provided benefits in developing student-teachers' critical learning, modes of inquiry, and knowledge and value sharing (Rearick in Ferraro, 2000).

In this study a group of students taking a Micro Teaching course unit applied reflective teaching practice based on a designed described below (point 3). The students were required to reflect upon their teaching. As mentioned previously, this article reports only the students' reflection on their teaching materials, their understanding about materials development, the way the developed their materials, and the difficulties they faced in designing the materials.

b. Materials Development

Materials for language teaching as defined by Tomlinson (2003:2) are "anything which can be used to facilitate the learning of a language". Thus, he points out that materials can include anything that can provide learners with information about language, experience of the language use, opportunities to discover things about the language themselves. Most of teachers use textbooks (print) materials, authentic materials taken from newspapers or magazines, and nowadays some take the materials from internet and YouTube.

Recently, commercial English course books as materials for English language teaching in Indonesia are plentiful. Teachers are free to choose the ones they think good. Besides, they are also encouraged to get authentic materials from any sources. In order to have appropriate materials the first and utmost ability teachers have to have is that of selecting materials. In relation to this Rubdy (2003:37) states: "the selection of materials involves matching the given materials against the context in which they going to be used and the needs and interests of the teachers and learners who work within it, to find the best possible fit between them. Selecting and adapting materials involves a process of evaluation. For teachers, selecting materials on lesson by lesson basis is categorized as microevaluations (Ellis in Rubdy, 2003).

There are many criteria of good language teaching materials suggested by different experts that teachers have to consider. In an elaborate way, Rubdy (2003) explains the criteria viewed from psychological validity, pedagogical validity, and process and content validity. The first is more directed to the aspects related

to students' need. Among other considerations include: 1) the materials have to consider students' goals of learning, 2) The materials should suit students' level and interest, and 3) they have potential to promote self-directed and independent learning. The second one deals more with teachers as operators of materials. There are some questions to be answered in this respect including whether or not the materials: 1) cater for different teaching styles, 2) offer teacher possibilities for adapting, localizing, and exploiting the content, and 3) encourage teachers to be creative, imaginative, and explorative. The last one has something to do with the nature of language and language learning and its philosophy. This set of criteria deals with several things such as: 1) materials develop declarative knowledge and procedural knowledge of the learners, 2) they should provide sufficient comprehensible input, 3) they have to be authentic, and 4) they have to be culture sensitive.

Kitao and Kitao (1998) group the criteria simply into language, culture, and learner considerations. The language has to be accurate and appropriate language (correct and natural language with vocabulary and grammar information), and slightly higher than the students' English proficiency level. Cultural information must be correct and should be culturally recent (including visual aids). From learners' viewpoints, the materials have to be useful, meaningful, interesting, and motivating.

Many teachers do adaptation. Referring to Madsen and Bowen, Tomlinson (2012) state that good teachers are always adapting the materials they are using to the context in which they are using them in order to achieve the optimal congruence between materials, methodology, learners, objectives, the target language and the teacher's personality and teaching style. Adaptation is often done by teachers if the materials are taken from Internet or other authentic sources. Adaptation can be done by adding (extending or expanding), deleting (subtracting or bridging), simplifying, reordering, or replacing materials (Islam and Mares, 2003). In the process of adaptation teachers also need to consider the points mentioned for material selection.

Some ideas about materials development proposed by the experts mentioned above is not that simple to be applied by teachers. Because of that, they should be facilitated with theories how to develop materials and provide with opportunities to put the theories into practice. The students taken as the participants of this study have discussed theories about materials development in the subject called Instructional Materials and Media. It is through teaching practice in the Micro Teaching subject they apply the knowledge about materials development.

3. Method

This study is descriptive in nature. The result reported in this article is only a part of it. The participants consisted of 16 students who took a Micro Teaching subject. The course was designed to enable the students to practice teaching

English based on high school curriculum. Their students were their peers. The students were required to do reflection on their teaching presentation. They wrote what they thought to be their strengths, weaknesses, and what they would do to improve in the future. This practice is called as reflective teaching.

The data were collected through journals and interview. The journals were written by the students after each of their teaching presentations. After each cycle the students were interviewed- the first one was a focus-group interview and the second one was an individual one. The questions asked in the interviews dealt with some teaching aspects, one of which was instructional materials. The main questions included their understanding of teaching materials, how they developed their teaching materials, and their difficulties in designing the materials.

The data were analyzed qualitatively. The students' journals were read meticulously. Notes about teaching materials emerging in their journals were classified, and described as they were. The results of the interviews were also read, classified, and described as they were. The two sets of data were compared and interpreted. The results of the analysis were concluded.

4. Findings

a. Students' Journals

Ten students did reflection about the materials they wrote in their journals. The notes revealed different concerns about materials, and indicated that they always connected materials with their feeling of success and failure in carrying out the teaching activities.

- 1) The suitability of the materials with students' level and language ability

Some students thought that the materials they used were not really appropriate. They realized later that the materials were too long, and contained many difficult vocabulary and difficult language. Some also thought their materials were not interesting, so that they found that their students did not seem enthusiastic about the texts. They said they should have chosen the ones closely related to the students' life.

- 2) Materials for vocabulary building

Some students wrote that they did not give enough vocabulary building and exercises. They realized that they should have done it in order their students did not have difficulty in understanding the texts. Nonetheless, one student thought that she was satisfied with her teaching as she had prepared well the important vocabulary her students had to learn. Indeed, she taught a descriptive text and presented vocabulary related to physical appearance in details.

- 3) Materials for listening

The students found some difficulties in finding materials for listening. They stated that their listening materials were not effective. One of them said that the long authentic text used was too long to be introduced

a simple interactional text with a few language expressions. So, she found that only a small part of the materials were useful. In addition, the students also found that their materials were difficult for the students to follow the speed of the native speakers.

4) Materials for song

Two students who got "song" as the topic/text they had to teach wrote a few similar points in their journal. They said that it was quite difficult for them to choose the songs they wanted to use. In planning their lesson plans they wrote that they were not sure whether their students would be interested in the songs or not. They could not tell whether they did it right because they did not really know what they had to cover and focus on when they wrote their lesson plan. Despite that, they felt happy because their students were enthusiastic and participated in singing the songs.

b. The Results of Interview

There were six main questions asked to the students in the interviews. Three questions were about their understanding about materials development and three questions about how they developed their teaching materials and their difficulties in developing the materials. The results of the interviews are described based on the questions.

1) What do you know about materials development?

Generally all participants have satisfactory knowledge about materials development. They understood that materials can be adopted, adapted, and created. They also knew when they should adopt, adapt, or create materials. However, their understanding about authentic materials was rather inaccurate. They said that authentic materials were those created by the native speakers. Thus, they did not consider materials written in English by non- Indonesian writers as authentic materials.

2) What do think materials for teaching English include?

All students gave the same first answer; that is, 'texts'. Only after being elicited, they included the concept of generic structure of a text, vocabulary, questions, video selections, etc. Interestingly, no one included grammar and pronunciation into language teaching materials.

3) What do we have to consider in selecting materials for teaching?

The students answered that the most considerations were syllabus, age, and language level. They said that the first thing to consider was the syllabus because the materials had to match the texts to teach. Then, they stated that the students' interest had to be considered. So, they said, the topics should be around the students' life and age. The materials were not difficult and not too easy. When they were asked to clarify this, they explained that not too difficult meant that the texts did not contain many difficult words, difficult sentences, and were not too long. Being not too

easy meant the texts were not too short and did not contain only simple sentences.

- 4) How did you get the materials you use in your teaching?

All of the students stated that they took the materials from textbooks and Internet and sometimes did some adaptation. For listening skill, they downloaded from YouTube. They made most of the exercises by themselves.

- 5) Did you find any difficulties in developing the materials?

All students had varying degrees of difficulties in developing their materials. Most of them said it was quite difficult to find the texts that fulfilled the criteria of good materials. Sometimes they found interesting texts. However, the texts contained many difficult words and complex sentences. When they found the texts interesting, they were too simple, so that they were not suitable with the students' level. They also said that it was difficult for them to get authentic materials.

- 6) Which materials were the most difficult ones?

The most difficult materials to get were those for listening. They could only download materials from YouTube. They pointed several problems of the listening materials. For interactional texts, they often found long conversations which did not focus on a specific kind of text they would like to teach. If the texts were cut off, the meaning would not be complete and the conversations were not natural. Some of the texts were difficult for the students to catch as they were spoken by native speakers at their normal speech. Sometimes they said that they created their own listening materials, but they did not sound good and natural. Furthermore, to download, to copy, and to play the listening they needed special programs sometimes.

c. The Materials Selection

- 1) Interactional Texts

Almost all students chose the text models in accordance with the kinds of the texts they taught. There were only a couple of texts that were not suitable with the kinds of texts the student had to teach. For example, a student had to teach 'congratulating', but she used the texts of 'expressing happiness'. In addition to text models, the students included the expressions of each concerning text, the questions to test their students' comprehension about the texts, and some new words. Unfortunately, they did not include materials related generic structure of the texts and the specific language features of the texts, and pronunciation as an important aspect part of interactional texts that focus on listening and speaking.

- 2) Monolog Texts

The students chose the monolog text models correctly. All the texts were suitable with the kinds of texts they were supposed to teach. There

were variations of materials dealing with text models covering written texts, oral texts in audio, texts in audiovisual forms, and series of pictures with subtexts. The texts were coupled with materials about generic structure and lexicogrammar features of a text and the exercises which most were essay and multiple choice questions. Some of the students included a list of vocabulary, and a few of them also added with grammar in focus. Accordingly, only some students had grammar and vocabulary exercises as their materials.

3) Short functional texts

For short functional texts such as advertisement and announcement, the students chose mostly authentic materials. They took the materials from newspapers, magazines, Internet, and even real brochures. Besides, they also took some from textbooks. They made the exercises and a list of vocabulary.

5. Discussion

The results of the analysis as presented above show that the students have fairly good knowledge about materials development. Generally they know how to design teaching and what language instructional materials include. Despite that, what they think as the main materials are texts. They did not seem to consider grammar, vocabulary selections, exercises and others as the materials, even though they said ‘yes’ doubtfully after being elicited with questions like “ what about ...”, “don’t you think that ... are also materials”. This is correlated with their notes in their journals. They mostly reflected on the texts they used, not on other components such as vocabulary and grammar. Furthermore, they had rather misconception on authentic materials. This resulted on a limited use of such materials which were actually abundant around them.

The results of the study also show some effects of the students’ understanding of language teaching materials. First, the materials other than texts often had problems. First, many examples given for grammar in- focus were not contextually related to the texts. Besides, what they included into grammar was limited on tenses. As for vocabulary, some students did not include new vocabulary as their materials, especially when they taught interactional texts. Despite that, those taught vocabulary had fairly good strategies; they introduced the meaning of the vocabulary was presented through definition, synonyms, pictures, or demonstration. Unfortunately, no student gave vocabulary exercises.

Next, the students’ less attention toward materials other than texts affected the quality and the quantity of exercises they made. In fact, the questions about a text were mostly those categorized as low level questions, and often had grammar mistakes. Grammar exercises were limited on requiring their students to identify a certain aspect of grammar of a text.

6. Conclusion

This study has unveiled the students' understanding about and difficulties in developing materials. It can be concluded that the students had fairly good knowledge about materials development; they could explain some examples of what to be included into language teaching materials and could mention briefly how to develop materials. The texts they chose gave evidence of their good understanding. However, the students did not really pay attention to vocabulary, grammar, and exercises and tasks ask materials. They also had some difficulties in designing their teaching materials as they wrote in their journals and as emerged in the materials they chose. The most difficult materials for them to develop were those for teaching listening skill.

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BEYOND TEACHER PROFESSIONAL PROGRAM: ENGLISH WRITING DISABILITIES

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Abstract. There are significant impacts for the Indonesia teacher development program. Teachers are ready for the improvement of wealthy but not for becoming professional. Our research toward English teachers of junior and senior high schools in Karanganyar Regency in the beginning of 2013 showed that most of them who had certified as professional teachers had lack abilities in English writing. This fact comes to surface when we did community service program for assisting English teachers in handling classroom action research. Analyzing their writing is shocking. They had no idea how to develop main sentence and supporting sentences and lose their abilities in developing a grammatically correct English sentence. A question arises how they become good model for the students since they have lack abilities in English writing.

Keywords: teacher professionalism, writing disabilities, writing competence

1 Introduction

Being professional is a requirement for today teachers in Indonesia. For all subject matters teachers who teach in every level of education have to be aware to the demands for becoming professional. It cannot be neglected also that the term of professional which is recognized as a certificate with individual numbers inside brings a wealthy impact to the teachers' life. Yes, becoming richer than before. A huge amount of money will be invested by the government as the consequence for labeling professional and issuing certificate for teachers. But, it will useless when those professional certified teachers cannot fulfill the needs of being professional.

The government of Indonesia has already issued some rules for qualification to professional teacher. First, someone who has willing to be a teacher must have university graduation certificate for undergraduate degree in teacher training and education program. But, this qualification is no longer applicable since the government issued another specific rule for today teacher. Becoming standardized professional, teacher must have one year professional degree after graduating from under graduate degree. Second, in the term of professionalism, the ministry of education affair established four competencies for developing professional teacher which are vary based on the teacher discipline. Teacher who teaches English will have different pedagogy competence from those who teach mathematics. There are four competencies for professional English teachers. They are pedagogy, personality, professional, and social competencies. In pedagogy

competence, English teachers should master language and linguistics as well. They have to know what language is and how to use it correctly according to the context of communication, either in oral or written forms. To deliver the knowledge in English needs another competency, that is professional competency. In professional competency, an English teacher has to be able to handle teaching and learning process including preparing lesson plan, creating evaluation instruments, making material for students, working with media to teach, and so on. Professional teacher also needs social and personality competencies because he or she has to be able to interact with others from every level of the society and environment in good manner and bring his or her personality in the right track of being a teacher. Teacher has to know that he or she is a good example and model for the society.

Relating the first and the second requirements for English teachers, university which provides teacher training and education faculty has to arm itself with curriculum consisting four competencies. These competencies are separated into the obligatory subjects that must be taken by students during the lecturing period. Differently from science education program, curriculum in English education program is built on the base of skills subjects and content subjects. Skills subjects are subjects that are taught to fulfill the need for pedagogy competency. These subjects are the basic for someone studies language, especially English. In some English departments, the skills subjects are arranged in series, for example Writing 1 – 4, Reading 1 – 4, Speaking 1 – 4, Listening 1 – 4, and Structure 1 – 4. Each series has different range of content, from simple to complicate. Lower series are the basic for upper series. A student has to pass the lower class before taking the upper one. The skills subjects are also seriously used in content subjects. In the content subjects, students have to listen what lecturers said, read the references, speak up their presentation, and write the report in perfectly structured grammar either in oral or written forms. Content subjects are closely related to pedagogy and professional competencies. Besides lecturing on language and linguistics (pedagogy competence), the English department also provides specific subjects on how to deliver subject matters to the students (how to teach English to the lower level education) (professional competence). These content subjects study on teaching and learning English method, teaching evaluation, developing material of teaching, and so on. The personal and social competencies are integrated on each subject, either content or skill subject. They are not taught individually as subject matter but embedded in other subjects. To develop research competency, most English departments have specific subject on classroom action research. This subject combines pedagogy and professional competencies in research area.

Two basic subjects evoking all competencies are writing and reading skills. It is so because mostly teaching and learning materials are provided in printed forms. Teacher and almost-teacher, therefore, have to master writing skill and reading skill as well. From these skills, most English teacher neglect writing skill in their professionalism. They think that writing is not important because they do not write their own material of

teaching. The material is already provided in the book and easily taken from the internet. Someone had already done this (writing material) for them. Yes, they only need to read. One thing that has to be remembered that not all readers can write but all writers can read. Simply, we can say not all English teachers can academically write but they can read. One big question arise then: how they can teach the students in writing while they have less in writing?

The ability of English teachers in writing becomes focus on this research. This descriptive research is a continuum study of the community service program done by researchers. The community service program itself focused on assisting English teachers either in junior or senior high schools in Karanganyar Regency, Central Java by the year 2013 for handling a classroom action research. This assistance program was targeted on reporting a classroom action research in an English written form report. Most of them reported in Indonesian (not our expectation). A few tried to report in English (Indonesian English exactly). Analyzing their writing is shocking. They had no idea how to develop main sentence and supporting sentences and lost their abilities in developing a grammatically correct English sentence. Most of those English teachers who became participants of the assisting program are certified as professional teachers. How can they become professional since they have lack ability in pedagogy and professional competencies, especially in writing skill? Furthermore, writing is one skill that has to be taught in junior and senior high schools. What can they give to their students when they lack the skill? How can they become a model in writing while they cannot do that? It is bad news for the students. For some teachers, the lack ability in writing is fine, as far as they do not lose their professional incentive. Based on this fact, the further research was done in order to describe the teachers' disabilities in writing skill, the sources of the disabilities, the ways can be taken to rise English teachers' ability in writing skill for today and next teachers.

2 Literature Review

2.1 Professionalism in Teaching

Some experts said that professionalism is a matter of mastery toward certain study and ability to implement it in the real world. To get real understanding on the term professionalism, we should know the meaning of the word *profession* at first. This term is adapted from Latin: *profesus*, which has meaning as mastering on certain field of study or job. This job needs long period of education and training as well. It can be said that profession is a job requiring understanding, mastering, or comprehending of certain study and recognized by society through its association. The professionalists who are tied in an association are regulized through certain rules, named as ethical codes. These ethical codes control every action of the members.

The term of professionalism is applied in some fields, including education. Teachers as educators are now recognized as professional people. The job of teaching is no longer ordinary job, but it is professional job which has strict rules in their acts. Becoming

teachers, people have to master both theoretical and practical discipline on teaching, besides the knowledge itself. Preparing to be teacher, we must take undergraduate program on university and one year course on teacher profession. There is also a nationwide association for teachers in Indonesia; that is PGRI (Persatuan Guru Republik Indonesia). In this association, there are rules for regulating these teachers as educators. The term professionalism is no longer understood only as mastering theoretical and practical discipline on teaching and knowledge, but also as the way for viewing teaching itself involving the requirements and responsibilities toward the profession of teaching.

Adopting Hargreaves (2000), a profession should have a shared culture, specialized knowledge base, and standards of practice developed and advanced by members of the profession; a monopoly over practice with a service ethic by being committed to client's needs; a great degree of autonomy, controlling practice according to its own standards, norms and ethics. These requirements of being professional meet the need for professional teachers.

Since 2007, teachers in Indonesia, either in public (state) and private formal school joined the national certification program for being acknowledge as professional teachers. This was the result of the Teacher and Lecture Act, by the year 2005. The government issued this regulation aimed at improving teachers' and lectures' professionalism and welfare. This act legalized the issue of professionalism. Besides promising welfare for teachers, this act requires basic competencies have to be mastered by professional teachers. There are four competencies for professional English teachers. They are pedagogy, personality, professional, and social competencies.

In pedagogy competence, teachers, especially English teachers, have to master the knowledge on English very well, including the skills as basic for communication and English in use and usage. In professional competence, English teachers need to know a lot on teaching method, approach, learning strategies, educational psychology, assessment, teaching planning, material development and so on. In personality competence, teachers have to acknowledge themselves as good model in the society. Their behavior, acts are mirrored by the people around. In social competence, English teachers must handle communication in good manner. They have to know the audience, objective and setting of communication. They are also to be able to interact with all level in society. To have all of these competencies, English teachers need to join teacher training program in under graduate degree. For today regulation on professional teachers, most academic programs in education include the courses necessary to apply for state teacher certification. Those who majored in a non-education area but want to teach later in their careers can pursue alternative certification programs set by their states.

2.2 Writing Competence in Preparing English Teachers Program

Communication is important thing in our life. In every area of this life, we need to handle communication so that our necessities will be covered. The importance of communication can be seen briefly in educational field. In fact, communication is

necessary component in education. One basic skill for communicating that has to be learned by almost-English teachers is writing. In communicating, people need writing as well as they need speaking, reading, and listening. It is also known that there are two main ways to communicate; talking and writing. It is how people let other people know what happen.

People can talk, but not all people can write well? Much of academic communication is done in writing, such as proposals, reports, preliminary interviews, e-mails, and more are part of the daily life of college students or almost-teachers. Even if students manage to learn the material in their college classes without knowing how to write well, they will not be able to express their knowledge to the people. That is the importance of writing. Since writing competence is truly needed, but writing competence in a foreign language (English) tends to be one of the most difficult skills to acquire.

Students in teacher training program, especially in English department, need to acquire this skill very well, since they have to communicate in writing and have to teach this skill for their students when they put themselves as English teachers. In most English department, writing is placed as skill subject and taught gradually from lower competence to upper competence; in this case is Writing 1 up to Writing n based on the policy. Each level has different range of content, from simple to complicate. Lower series are the basic for upper series. A student has to pas the lower class before taking the upper one. In the first level, the material of Writing is put on the writing mechanics including punctuation mark, capitalization, and simple sentence level. This is the basic competence in writing. In the next level, the goal of the writing class is urged on the composing paragraphs. The difference amongst levels is on the complication of ideas organization. Composing description paragraph is usually put in the second writing class, and so on.

All students in English department have to master this writing skill because this skill is the basic to communicate academically in written form whereas students have to write their essays and report their research in English and this skill becomes material in teaching in the next future.

Conference on College Composition and Communication (CCCC) in 1982 identified that writing needs to be learned and practiced while students are studying in English education programs. It wrote that programs for the preparation and continuing education of teachers of English and language arts, at all levels, should include opportunities for prospective and active teachers to write for (1) developing, shaping, representing, and communicating our perceptions of our world, our experiences, our beliefs, and our identity; (2) finding sensory and aesthetic pleasure in working with and playing with language; and (3) developing our various intellectual skills. CCCC also proposed that the students in English departments have to study and teach writing as a process by reflecting on how our own writing grows from initial idea to final draft; studying authors' journals and notebooks for indications of their composing processes, and by comparing successive drafts of their work; working with learners while they are composing. Writing is not

merely used for communicating but also for experiencing writing as a way of learning which engages in intellectual operations that enable or require to interpret what we experience and discover in light of what we already know, making connections, seeing relationships and to re-shape impersonal data into knowledge that is meaningful to us personally. (These statements are all retrieved from <http://www.ncte.org/cccc/resources/positions/statementonprep> on June 24, 2014)

3 Research Method

The research method used in this study is descriptive study. Descriptive study is defined as study in which the data are collected without any changes on the environment. The researcher could not manipulate any information for the sake of the research. In some cases, descriptive study is referred as correlational study or observational study. In educational research, descriptive study can be used to provide information being observed and correlate the information with some defined issues in teaching and learning process. The design used in this research is cross sectional descriptive which is meant as a research study in which information is collected at one point in time.

The population of this research is the English teachers for both junior and senior high schools who teach in Karanganyar Regency, either state or private institutions by the year 2013. Technique used for taking sample is simple random sampling. In this technique, each member of the population has an equal chance of being selected as subject. The entire process of sampling is done in a single step with each subject selected independently of the other members of the population.

There are many techniques can be used to collect data. They depend on the research questions being asked. Dealing with this research questions, the methods used in collecting data are (1) interviewing the sample about what they feel in writing skill, the obstacles during the process of writing, what they need to do in teaching writing, and what they want to improve their writing skill; (2) testing the sample using writing test: the sample are asked to compose a background of an action research; (3) analyzing documents, that are the result of interview and test.

After the data are collected, they have to be analyzed. The researchers use interactive model analysis proposed by Milles Huberman. This model consists of data collection, data reduction, data display, and data conclusion or verification. These components are cyclic in steps.

4 Findings and Discussions

In analyzing samples' writing, the researchers adopt the analytic scoring rubrics proposed by Genesee and Upshur (1997) in which different components and features of students' writing are given separated scores. The components in this scoring rubric are text cohesion and paragraph unity, organization that deals with ideas, vocabulary that deals with effective word/idiom choice, language use in constructing correct sentences, grammar accuracy related to the tense used in a particular text, and mechanic that deals

with spelling and punctuation. To make the scoring rubric simpler, the researchers combine language in use with grammar into one component. The components are (1) relevance and adequacy of content relating to development of thesis and to assigned topic; (2) compositional organization dealing with fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, text cohesion, and paragraph unity; (3) adequacy of vocabulary for purpose dealing with sophisticated range and effective word choice; (4) language use dealing with effective complex construction, few errors of agreement, tense, word order/function, and tense used in a particular text; and (5) mechanic dealing with punctuation, spelling, capitalization, and paragraphing.

The analyzed data are 40 English teachers' writing. They were asked to write the first chapter for classroom action research report; that was background of the study. The theme or subject was free based on the reality faced by them in the real classrooms. There were three evaluators for scoring the result that hopefully will eliminate the subjectivity factors in evaluating.

The criteria for ranking the scores are divided into four categories, they are (1) very good with scores ranging from 18 – 20; (2) good with scores 13 – 17; (3) enough with scores 7 – 12; and (4) fail with scores 1 – 6. The average scores from three evaluators can be seen from the table below.

NO	COMPONENTS	SCORE	CATEGORY
1	Relevance and adequacy of content	6.3	Fail
2	Compositional organization	5.6	Fail
3	Adequacy of vocabulary for purpose	10.7	Enough
4	Language use	6.6	Fail
5	Mechanic	14.7	Good

It can be interpreted that mostly sample in this research write irrelevant topic. They have no ideas what have to be written, as a matter of fact, there is already clear instruction on what they have to written about. Yes, their writings are not enough to evaluate. In second components (compositional organization), the samples give fact that their writings do not communicate well. There is no organization in paragraphs with jumping ideas. It is easy to find that in a paragraph there is more than one idea. To develop main idea with supporting ideas is difficult point for them. The ideas seem to be disconnected since they lack in logical sequencing and development. In the third component, adequacy of vocabulary purpose, the samples get enough score. It means that they have limited ranger of vocabulary, frequently make errors on word choice, and confused by meaning of certain words. In the language use, there is fail category. The samples show that they have major problems in constructing complex sentences. They also did frequently errors in negation, agreement, tense, word order/function. In the last component, mechanic devices, the score is categorized into good (14.7). They still have

errors but the errors are occasionally done in spelling, punctuation, and capitalization. Although there are some errors, the theme of writing can be identified easily.

To know the writing disabilities sources of the research subject, the researchers did open-structured interview. There are three open questions. Firstly, the teachers are asked to tell about the most difficult aspect in writing. The answers are various. Most English teachers said that to begin writing is the most difficult one. They do not know starting point of writing although there is given topic. Developing thesis statement to start writing could be the first difficulty for them. Second difficulty is that the teachers have lack ability in keeping unity of ideas within paragraphs. In some writings, it can be found that developed ideas jump wildly in all paragraphs. It reflects the schematic thinking of the writers. They write in hurry and forget that they need to give detail information in their writing. Third difficulty is that they face difficulty on connecting ideas smoothly amongst paragraphs. They forget that there are devices to connect sentences, namely cohesive devices. Secondly, the teachers are questioned on the solutions to overcome the problems in writing. The answer is shocking. To overcome the problems on writing difficulties, they choose for not writing. They have some reasons for doing so. The materials for teaching and learning process are already given in teachers' and students' books. Furthermore, there is internet in which it already prepares all the things they need to teach from the lesson plan, materials, until instrument for testing. Yes, the internet gives them all. They do not care whether the items they copied from internet or other source books are readable or not and whether they are appropriate or not. Let other people do for them in writing; that the solution for overcoming disabilities in writing. The third question is on the willingness to write. Most of the teachers said that they do not need to write because some reasons, for example: they think that their age is not allowing them to write. They want to get pension peacefully without doing complicating and confusing works, such as writing. Some women teachers said that there is no time for writing because they have family to take care. They also argue that they do not to write because there are a lot of free writing can be copied from internet and other source books. Only few teachers have willingness to write. Some teachers who study in the graduate program state that they need to write because it is a must in the process of study. Some younger teachers also have willingness to write and improve their writing because they want to be good model for the students besides they can use their writing as point in their effort to raise upper position. to simplified, it can be said that the difficulties on writing as faced by English teachers who teach in Karanganyar Regency by the year 2013 sources on their disabilities in writing.

5 Conclusion

As the conclusion, writing is an important aspect in professionalism. It can be used both as materials of teaching and basic competence for professional English teachers. Unfortunately, English teachers in Karanganyar Regency who teach at

junior and senior high schools by the year 2013 faced difficulties in some components of writing such as: relevance and adequacy of content, compositional organization, adequacy of vocabulary purpose, and language use. From the interview, it can be identified that the source of difficulties is the disabilities of English teachers in writing academic English. The result of this research implies that it will be the responsibility of us who prepare English teachers for next generation. Review the curriculum, make the materials simpler, and change the way we teach: give more opportunity for students to read and write. For those teachers, we can assist them in community service program to give them academic writing workshop, change their mind on being professional teacher.

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<http://www.ncte.org/cccc/resources/positions/statementonp>

A CORRELATION BETWEEN STUDENTS' ENGLISH PROFICIENCY AND THEIR COMPUTER PROGRAMMING MASTERY

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Abstract. The English language teaching should meet the learners' needs in terms of their purpose in learning a language. For the students of Informatics Engineering, English is considered important to be mastered not only to comprehend the theory of Informatics Engineering but also to help them in creating a computer program using specific computer programming language. Based on the observation, the Informatics Engineering students find difficulties in handling or solving problems during the process of creating computer program because they do not have good English competence especially in reading skill. This research is conducted to find out whether the learners' English proficiency correlates or affects the learners' ability or mastery in writing a computer program. It is expected that the learner who has a high level of English proficiency will be successful in creating computer program. This study uses two instruments: the learners' TOEFL score to measure their English proficiency and the learners' score in the programming class to know the result of the learners' computer programming course. The result of this study can be used as a consideration in improving the teaching of English for Informatics Engineering learners.

Keyword: computer programming, language proficiency, mastery

1. INTRODUCTION

Shelly and Vermaat (2011) defined a programming language as a set of words, abbreviations, and symbols that enables a programmer to communicate instructions to a computer. There are lots of programming languages which can be used by a programmer for specific purposes. These programming languages continue to grow based on the needs in the computer programming industry. A programmer can use different programming language for writing, or usually

called coding, different types of computer program. Because the set of instructions of each programming language differs from one to another, a programmer can integrate the languages for solving certain problem.

For the students of Informatics Engineering, computer programming language is the only tool to communicate with the computers. By using the computer programming language, they can give instructions to the machines. Although there is much computer application software that uses Bahasa Indonesia for the computer users' convenience, there is no computer programming language which is designed based on Bahasa Indonesia. Instead, most of them are designed based on the English language for every aspect in the programming language itself. Based on this condition, the students' English language proficiency is needed by the students of Informatics Engineering to be able to use the computer programming language. The lack of the English language proficiency is the biggest problem which will hinder the students to use the programming language.

2. LITERATURE REVIEW

2.1. Computer Programming Language

Veerasamy and Shillabeer (2014:17) mentioned that the popularity of a programming language is defined by the number of job advertisements related to the language, books published that teach or describe the language, count of references, languages that are used to design custom applications for business, and languages that are used to design web applications. The programming languages that must be learned in 2014 based on the number it appears in job advertisements are Java, PHP, Objective-C, Java for Android, SQL, Javascript, Ruby, C#, Python, C++, C, Action Script, ASP.net, Perl, Scala, and Visual Basic (Buckler, 2014). Some of these languages are taught in the universities nowadays or learned by professional programmers by themselves. Those languages are used for different purposes, such as for mobile programming, desktop programming, and web programming.

2.2. English Language Proficiency

Nallaya (2012:149) stated that English language proficiency is used in most contexts as a benchmark to assess the learners' inclusion or exclusion with regard to politics, commerce, the economy, society, and education. In line with the statements, English course is presented in the non-English department curriculum to help the learners in mastering their subject of the study. Although there is no standardized level of English language proficiency among universities in Indonesia, English language proficiency has become one of the requirements before the learners finishing their study or enrolling to the next level of education. Based on this situation, English language proficiency is considered crucial in the

Indonesian academic context. The learning of English language for the English for Specific Purposes (ESP) or English for Academic Purposes (EAP) should be authentic by considering the learners' field of study. Nallaya (2012:14) suggests that by creating an authentic, flexible, interactive, and systematic and grounded on learners' prior knowledge language learning environment, the difficult learning process of the English language will be facilitated. Even though the English language proficiency is always assisted based on the learners' ability in listening, speaking, reading, and writing, most of the ESP or EAP program focuses more on the reading skill. The learners' language proficiency supposed to be used as a measurement to assess the learners' readiness in learning or studying in the particular academic environment.

The students' low English proficiency or their difficulties with the English skills have great impacts to the students' academic performance. Those who are stronger in the English skills are indicated having less challenges in their studies; and the lecturers should adjust the standards and grading criteria to help the learners to be successful academically (Andrade, 2009: 19). There is a possibility that the learners are unable to obtain the certain level of computer programming competency because they have difficulties with English skills as well as English knowledge. This is in line with Suarez-Orozco et al (2008) in Carhil et al (2008:1160) who stated that English language proficiency has critical role in predicting academic achievement for the non-native English learners.

For the students of Informatics Engineering, English language serves not only for acquiring the knowledge and improving their cognitive ability, but also for having an ability to use the keywords and grammatical rules (syntax) used in giving commands to a computer. Lesser and Winsor (2009), as cited in Veerasammy and Shillabeer (2014), reported that students with limited English knowledge will try hard in understanding the concepts and may not be able to complete their assignments. Moreover, simplifying both the language and the content of English language in order to help the students to understand their field of study will result in decreasing the students' ability to function in the particular domain (Tan & Lan, 2011 as cited in Veerasammy and Shillabeer, 2014:19). According to the authors' observation, most students with limited English proficiency will find difficulties to identify the errors occur in their programming which make their programming does not work appropriately. Bringula et al. (2012) mention some errors that the students make during laboratory programming exercises such as invalid symbols or keywords, mismatched symbols, missing symbols, inappropriate naming, and excessive symbols. And, these errors are found to be consistent predictor for novice programming.

Language proficiency correlates with the learners' motivation to learn a second language which is related to particular aspects of language proficiency than to

others. Some research found that a learner will have higher motivation in learning a second language when the proficiency tests measure the speaking performance. Meanwhile, a learner may have less motivation when the proficiency tests measures the other aspects of language (Lightbown and Spada, 1999: 52). As the ESP students need to learn English for mastering the knowledge in their field of study, reading is the main aspect in which the students should be more comprehend. Increasing the students' motivation to read has become the hidden objective for the ESP teachers. Another way to increase the students' motivation is by using English language as the instructional language in the programming classes instead of their first languages as, for a programmer, English language must be their first language and programming language must be their second language (Solomon, 2003: 35). The students who are introduced to human foreign languages at the early age will find it easier to be proficient in the language. Similar to this concept, Solomon (2003) also stated that computer programming languages will be easier to be mastered or comprehended when they are introduced to the computer programming language students in the early age. The programming language is also a medium to communicate the programmers' ideas to the computer. The students must be able to construct longer sentences by stringing more meaningful words together. As human languages, computer programming languages also have subjects, verbs, pronouns, modifiers, and adjectives.

By considering the importance of English language as the instruction language in computer programming language courses, Veerasamy and Shillabeer (2014) suggested a conceptual model of testing system for the students of computer programming courses. The model of testing system is shown in the figure below.

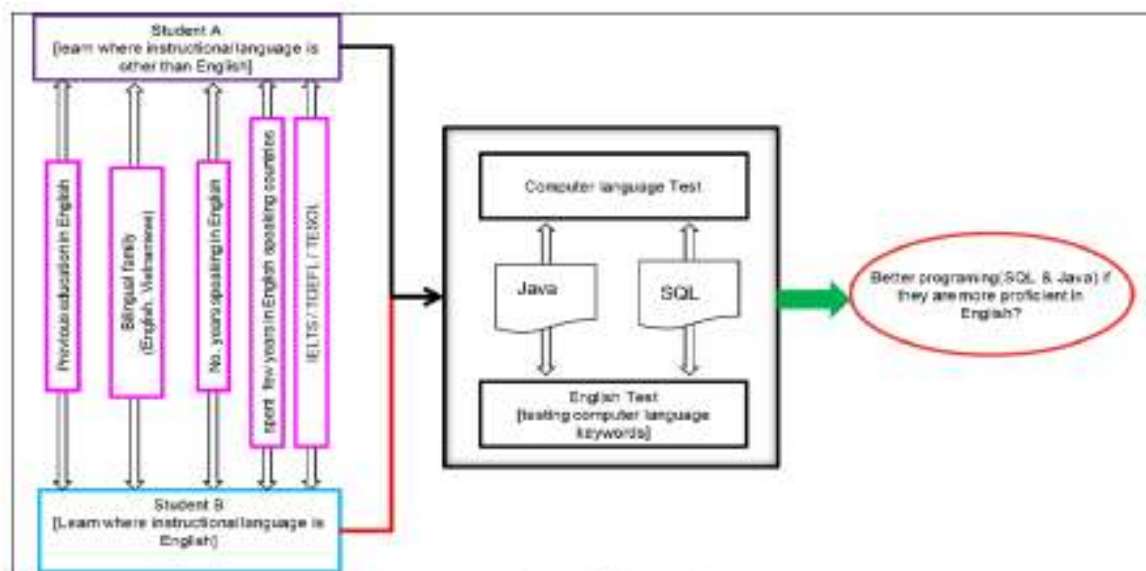


Fig. 1: Conceptual model for a testing system

The construct definitions of the model of testing system are shown in the table below.

Construct	Definition
Selection criteria	(i) *Student A – learning programming courses at higher education where the instructional language is other than English.
	(ii) *Student B – learning programming courses at higher education where the instructional language is English.
	*Both types of students are non-native speakers of English
Independent variables	Previous Education in English - students who have done their secondary education where the medium of instruction is English.
	Bilingual family - Students, who have the ability to speak, write in English that acquired from their parents who are from different nationalities.
	Number of years speaking in English - Students who have learned English due to education policies / social norms/ self-interest.
	Spent few years in English speaking countries - Students, who have spent a few years in English speaking countries and acquired English language proficiency.
Control variables	(i) English language comprehension test in using programming keywords those are from English.
	(ii) Java and SQL programming language test

Table 1. Construct Definitions

Because of the importance of learners' English proficiency for the learners' academic performance, this study examines the relationship between the English proficiency and the computer programming mastery of the ESP students on Informatics Engineering. Thus, the research question is "Is there a relationship between the students' English proficiency and their computer programming mastery?"

3. METHODOLOGY

Correlational design is used in this research to investigate the degree of the relationship between the learners' English proficiency and their computer programming mastery. The researchers make use the Test of English as A Foreign Language (TOEFL) score as a measurement for the learners' English proficiency and the learners' score of two computer programming courses, namely *Pemrograman Dasar 1* (Basic Programming 1) and *Pemrograman Visual 1* (Visual Programming 1) for measuring the learners' computer programming mastery. The Basic Programming 1 course is taught for the students of Graduate program on Informatics Engineering while the Visual Programming 1 is taught for the students of Diploma on Informatics Management. The subjects of the study are the students of Sekolah Tinggi Informatika & Komputer Indonesia, so called STIKI. The numbers of the participants are 99 students, which are divided into 80 students of four classes of Basic Programming 1 course and 19 students of Visual Programming 1 course.

The students are, then, classified according to their level of TOEFL to find out the number of the students in certain level of English proficiency. Next, the students score of the programming courses are classified according to their final score before both of the score are matched to be analyzed.

4. FINDINGS AND DISCUSSION

Since there is no standardization in classifying the students' English proficiency based on certain level, the TOEFL Equivalency Table of Vancouver English Centre is used in this study as a reference. Then, it is developed to meet the conditions of the participants. Both of the tables are presented as follow:

TOEIC	TOEFL Paper	TOEFL CBT	TOEFL IBT	IELTS	VEC Online Score	Approximate VEC Level
0 - 250	0 - 310	0 - 30	0 - 8	0 - 1	0 - 34	Beginner
	310 - 343	33 - 60	9 - 18	1 - 1.5	35 - 38	Middle beginner
255 - 400	347 - 393	63 - 90	19 - 29	2 - 2.5	39 - 45	Upper Beginner
	397 - 433	93 - 120	30 - 40	3 - 3.5	46 - 53	Low Intermediate
405 - 600	437 - 473	123 - 150	41 - 52	4	54 - 57	Middle Intermediate
	477 - 510	153 - 180	53 - 64	4.5 - 5	58 - 65	Intermediate
605 - 780	513 - 547	183 - 210	65 - 78	5.5 - 6	66 - 73	Low advanced
	550 - 587	213 - 240	79 - 95	6.5 - 7	74 - 81	Middle advanced
785 - 900	590 - 637	243 - 270	96 - 110	7.5 - 8	82 - 90	Upper Advanced
905 - 990	640 - 677	273 - 300	111 - 120	8.5 - 9	91 - 100	Upper Advanced

Source: Vancouver English Centre

Table 2. TOEFL Equivalency Table

TOEFL Paper	TOEFL CBT	TOEFL IBT	Approximate Level
0 - 393	0 - 90	0 - 29	Beginner
397 - 510	93 - 180	30 - 64	Intermediate
513 - 677	183 - 300	65 - 120	Advanced

Table 3. Modified TOEFL Level of Proficiency

Based on the table above, it showed that there were 64 students of Basic Programming 1 course who were in the level of beginner or 80% of the total students and there were 16 of them or 20% of the total who were in the intermediate level. There were no students who were in the advanced level of English proficiency. Meanwhile, in the Visual Programming 1 course, there were 14 of them who were in the beginner level of English proficiency or 74% of the total, four students in the intermediate level or as much as 21% of the total, and there were only one of them who was in the advanced level or 5% of the total.

In the Basic Programming 1 course, the result of the study showed that 7% of the students got grade A, 8% got B+, 12% got B, 9% got C+, 14% got C and D. These students were in the beginner level of English proficiency. Among the intermediate level of English proficiency, the results of the computer programming mastery were as follow: 8% got A, 2% got B+, 1% got B, C+ and D, and 3% got C.

	Level	Beginner		Intermediate		Advanced	
	TOEFL Score	0 -393		397 - 510		513 - 677	
	Grade						
Basic Programming 1	A	7	9%	8	10%	0	0%
	B+	8	10%	2	3%	0	0%
	B	12	15%	1	1%	0	0%
	C+	9	11%	1	1%	0	0%
	C	14	18%	3	4%	0	0%
	D	14	18%	1	1%	0	0%
Participants	80	64	80%	16	20%	0	0%

Table 4. Score of Basic Programming 1 Course

Meanwhile, in the Visual Programming 1 course, there were no students got grade B+ and B for both of beginner and intermediate level of English proficiency; and no students of intermediate level of English proficiency who got grade D. The result of the study showed that there were 11% of the students got grade A, 26% got grade C+, 32% got grade C, and 5% got grade D for those who were in the beginner level of English proficiency. And for the students who were in the intermediate level of English proficiency, the results were as follow: 5% got A, 11% got C+, 5% got C. There was only one student with advanced level of English proficiency who got C+ or as much as 5% of the total number of the students.

	Level	Beginner		Intermediate		Advanced	
	TOEFL Score	0 -393		397 - 510		513 - 677	
	Grade						
Visual Programming 1 (D3)	A	2	11%	1	5%	0	0%
	B+	0	0%	0	0%	0	0%
	B	0	0%	0	0%	0	0%
	C+	5	26%	2	11%	1	5%
	C	6	32%	1	5%	0	0%
	D	1	5%	0	0%	0	0%
Participants	19	14	74%	4	21%	1	5%

Table 5. Score of Visual Programming 1 Course

In analyzing the data, the grade E for computer programming course was excluded because it did not reflect the relationship between English language proficiency and computer programming ability. The students who got grade E did not attend the final examination although they have TOEFL score that showed their level of English proficiency.

Based on the purpose of the study which is to find out the relationship between the English proficiency and computer programming mastery, the researchers are able to deduce from the data that there is a significant correlation between the students' English proficiency and their computer programming mastery. The data shows that the students with low level of English proficiency will have low ability or average ability in using computer programming language. Meanwhile, those who have higher level of English proficiency will have a good ability in using the computer programming language. Although there is a little number of students who are in the advanced level of English proficiency but it shows an average ability in programming language. This fact does not influence the findings of the research.

5. CONCLUSION

It is important to be realized that the students who do good in English, both in the level of knowledge and proficiency, will be able to solve problems during the writing of computer programming. The English language is badly needed to improve the students' ability in using computer programming languages for non-native English students. The students will find it easier to comprehend the knowledge of programming language, using the computer programming vocabulary, syntax, and symbols, and finding the errors of their programming.

The result of this study has provided some suggestions for improving the teaching of English and computer programming language courses for the university students. Because there is no standardization of English language proficiency for Informatics Engineering and Informatics Management students, it is suggested to make the standardization by making specific English language proficiency test intended for them. The English language should be considered to be used as the language instruction in the computer programming classrooms. Last but not least, it is very crucial to conduct a study of needs analysis for the computer programming language courses or for the university who provides Informatics Engineering and Informatics Management departments.

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